

MFL: YEAR 4 – Presenting Myself

	EYFS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening Skills	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>No Specific ELG links.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
Speaking Skills		<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p>
Reading Skills		<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school).</p>
Writing Skills		<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>

Grammar Skills		Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.	Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns . Become familiar with and begin to use the negative form . Begin to look at what a fully conjugated verb looks like.	Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns . Use the negative form , possessives and connectives . Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns . Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs . Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).
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COMPOSITES

- AT1 - Listen attentively to spoken language and show understanding by joining in and responding.
- AT3 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- AT4 - Speak in sentences, using familiar vocabulary, seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- AT5 - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- AT6 - Present ideas and information orally to a range of audiences.
- AT7 - Read carefully and show understanding of words, phrases and simple writing.
- AT9 - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- AT10 - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- AT12 - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.

COMPONENTS

		1	2	3	4	5	End Point
		Can I greet someone?	Can I ask someone how they are and answer?	Can I ask someone how old they are and answer?	Can I ask someone where they live and answer?	Can I explore nationality?	End of Unit assessment Children will be able to complete the end of unit assessment successfully.

	CONCEPTS Link to concept map	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
	SKILLS	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Understand the concept of gender (masculine and feminine) and which article (definite or</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p> <p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>

						indefinite) to use correctly with different nouns.	
	KNOWLEDGE	How to ask how someone is and respond - Ca va? and possible answers, au revoir.	How to ask someone's name and respond - je m'appelle / comment tu t'appelles?	How to ask someone's age and respond - Quel âge as-tu? / J'ai ... ans / numbers 1 to 20.	How to ask someone where they live and respond - J'habite a ... / où habites tu? / numbers 1 to 20.	How to ask someone where they live and respond with nationality - Je suis + nationality. There will be some introduction to the adjectival agreement as in French nationalities are adjectives.	All knowledge taught in the unit.
	LESSON LINK	https://www.languageangels.com/schools/public/uploads/documents/1/5/27/129/4/1650459432.pdf	https://www.languageangels.com/schools/public/uploads/documents/1/5/27/130/4/1650460329.pdf	https://www.languageangels.com/schools/public/uploads/documents/1/5/27/131/4/1665587423.pdf	https://www.languageangels.com/schools/public/uploads/documents/1/5/27/132/4/1650461860.pdf	https://www.languageangels.com/schools/public/uploads/documents/1/5/27/133/4/1650462142.pdf	https://www.languageangels.com/schools/public/uploads/documents/1/5/27/134/4/1650462834.pdf
	PROGRESSIVE VOCABULARY	Ca va? (plus options), au revoir and numbers 1 to 10.	Previous lessons' vocabulary and je m'appelle / comment tu t'appelles? And numbers 11-20.	Quel âge as-tu? / J'ai ... ans / numbers 1 to 20.	J'habite a ... / où habites tu? / numbers 1 to 20.	Je suis + nationality.	All vocabulary taught in the unit.
	CURRICULUM EXPERIENCES	Role play.	Role play.	Role play.	Role play.	Letter writing to partner French school.	
	END POINT	Children will be able to ask bonjour, ça va? (hello, how are you?) give a reply ça va bien, ça va mal etc (I am well, I am not so well etc) and end their conversation with au revoir (goodbye). They	Children will be able to say to say je m'appelle (I am called.. / my name is..) and ask someone else comment tu t'appelles? (what is your name?). They will be beginning to	Children will be able to ask quel âge as-tu? (how old are you?) and reply with j'ai ... ans (I am ... years old). They will be able to use numbers 11 to 20.	Children will be able to ask où habites-tu? (where do you live?) and reply with j'habite a (I live in...). They will be able to use numbers 1-20.	Children will be able to ask ask où habites-tu? (where do you live?) and reply with je suis + nationality. They will understand why nationality spellings change with gender.	Children will be able to say a French phrase from memory. Children will be able to listen to numbers between 10 and 20 in French and write the corresponding numeral down. Children will be able to read the passage

		will be beginning to use numbers 1 to 10.	use numbers 11-20.				relating to presenting myself in French and answer questions accurately in English. Children will be able to accurately write a selection of phrases relating to presenting myself in French using a word bank if needed.
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