

MFL: YEAR 6 – The Weekend

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

			Become familiar with and begin to use the negative form. Begin to look at what a fully conjugated verb looks like.	Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	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).
--	--	--	--	---	--

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.
- 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.
- AT 11 - Describe people, places, things and actions orally and in writing.
- 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 tell the time?	Can I begin to learn phrases for activities at the weekend?	Can I accurately recall phrases for activities at the weekend?	Can I use connectives and express the time?	What do I do at the weekend?	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	Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.	Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.	Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.	Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.	Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.	Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.

		Read aloud with expression and accurate pronunciation.	Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Read aloud with expression and accurate pronunciation. Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). 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.) 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.	Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Read aloud with expression and accurate pronunciation. Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). 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.) 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.	Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Read aloud with expression and accurate pronunciation. Use connectives to link together what they say so as to add fluency. Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). 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.) 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.	Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Read aloud with expression and accurate pronunciation. 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). Use connectives to link together what they say so as to add fluency. Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). 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.)	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. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). 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). Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Understand what the different parts of a
--	--	---	--	--	--	--	---

					appropriate) for the main types of verbs.	what they and other people do, like etc.) 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.	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.
	KNOWLEDGE	Numbers one to 12 and quarter past, quarter to and half past.	10 activities	10 activities	10 activities, numbers 1-12 and knowledge of how to tell the time, connectives	10 activities, numbers 1-12 and knowledge of how to tell the time, connectives, opinions	All knowledge from the unit.
	LESSON LINK	Microsoft Word - French Weekend.doc (languageangels.com)	Microsoft Word - French Weekend.doc (languageangels.com)	Microsoft Word - French Weekend.doc (languageangels.com)	Microsoft Word - French Weekend.doc (languageangels.com)	Microsoft Word - French Weekend.doc (languageangels.com)	Microsoft Word - French Weekend.doc (languageangels.com)
	PROGRESSIVE VOCABULARY	et quart = quarter past et demie = half past moins le quart = quarter to	Je me lève = I get up Je prends mon petit déjeuner = I have my breakfast Je regarde la télé = I watch TV Je lis des bandes dessinées = I read comic books J'écoute de la musique = I listen to music Je joue à l'ordinateur = I play on the computer Je joue au foot = I play football	Same as previous lesson.	vocabulary from lesson one and two. après = after et = and plus tard = later aussi = also finalement = finally	c'est génial! = it's amazing / incredible! c'est super! = it's great! c'est amusant! = it's fun! c'est fatigant! = it's tiring/exhausting! c'est barbant! = it's boring/tedious! c'est nul! = it's not great/awful!	All vocabulary from the unit.

			Je vais à la piscine = I go to the swimming pool Je vais au cinéma = I go to the cinema Je me couche = I go to bed				
	CURRICULUM EXPERIENCES					Letter to partner school	
	END POINT	Children will be able to tell the time around the clock in French.	Children will be beginning to recall and spell the 10 activities.	Children will be able to recall and spell the 10 activities.	Children will be able to integrate 'at...' plus a time into my spoken and written work about weekend activities.	Children will be able to use all new knowledge from the unit to present to the class in spoken and/or written form.	Children will be able to say a French phrase from memory. Children will be able to listen to phrases regarding weekend activities and time in French and write the corresponding numeral down. Children will be able to read the passage relating to the weekend in French and answer questions accurately in English. Children will be able to accurately write a selection of phrases relating to the weekend in French using a word bank if needed.