

# MFL: Year 4 – My Home

|                         | EYFS  | YEAR 3  | YEAR 4  | YEAR 5  | YEAR 6   |
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| <b>Listening Skills</b> | <p>The three <b>Prime ELGS of Communication and Language, PSED and Physical Development</b> provide the foundations of which all other learning is built upon.</p> <p>No <b>Specific ELG</b> 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 <b>individual letters</b> and <b>groups of letters</b> (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>  |
| <b>Speaking Skills</b>  |   | <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 <b>pronunciation</b> and <b>spelling</b>.</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 <b>phonic knowledge</b> 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 <b>connectives</b> to link together what they say so as to add fluency.</p>  |
| <b>Reading Skills</b>   |   | <p>Recognise and understand familiar written words and short phrases (e.g. <b>basic nouns</b> and first person "I" form of <b>simple verbs</b>) 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>  |
| <b>Writing Skills</b>   |   | <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 <b>verbs</b> 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 <b>verbs</b> 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 <b>adjectives</b> (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of <b>adjectival agreement</b> (where relevant).</p> |
| <b>Grammar Skills</b>   |   | <p>Start to understand the concept of <b>gender</b> (masculine and feminine) and how this is shown in the language being studied.</p>   | <p>Understand the concept of <b>gender</b> (masculine and feminine) and which <b>article</b> (definite or indefinite) to use correctly with different <b>nouns</b>.</p>   | <p>Understand the concept of <b>gender</b> (masculine and feminine) and which <b>article</b> (definite or indefinite) to use correctly with different <b>nouns</b>.</p> <p>Use the <b>negative form, possessives</b> and <b>connectives</b>.</p>  | <p>Understand the concept of <b>gender</b> (masculine and feminine) and which <b>article</b> (definite or indefinite) to use correctly with <b>different nouns</b>.</p> <p>Understand what the different parts of a <b>conjugated verb</b> look like, know</p>   |



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|  |                  | <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> <p>Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</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>Present short pieces of information 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 indefinite) to use correctly with different nouns.</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>Present short pieces of information 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 indefinite) to use correctly with different nouns.</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>Present short pieces of information 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 indefinite) to use correctly with different nouns.</p> <p>Become familiar with and begin to use the negative form.</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>Present short pieces of information 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 indefinite) to use correctly with different nouns.</p> <p>Become familiar with and begin to use the negative form.</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> |
|  | <b>KNOWLEDGE</b> | Vocabulary for two different types of home (house and apartment) and five   | Vocabulary for the first set of five rooms of the home. The noun for each room is   | Vocabulary for the next set of five rooms of the home. The noun for each room is  | Changing the positive phrase "chez moi il y a..." (in my home there is/are...) into   | All of the language learnt in this unit. There is also the opportunity to   | All knowledge from the unit.  |

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|                               |  | different locations (including: in a city, in the countryside etc.)  | introduced with its appropriate indefinite article "une" (feminine) or "un" (masculine). In this lesson the 5 rooms are all feminine nouns so we only use the indefinite article "une". We also introduce the phrase "chez moi il y a..." (in my home there is/are...) | introduced with its appropriate indefinite article "une" (feminine) or "un" (masculine). In this lesson the 5 rooms are all masculine nouns so we only use the indefinite article "un". We consolidate use of the phrase "chez moi il y a..." (in my home there is/are...) | the opposite / negative phrase "chez moi il n'y a pas de..." (in my home there is not.../there are no...) We explain how to make the linguistic change correctly, show the process visually and then use both phrases with the rooms of the home we have learnt previously. | incorporate other French vocabulary your pupils have learnt in other units - including language covering personal details (such as their name and age etc.).                                       |  |
| <b>LESSON LINK</b>            |  | <a href="#">Chez Moi Lesson 1 - Lesson Plan.pdf (languageangels.com)</a>   | <a href="#">Chez Moi Lesson 2 - Lesson Plan.pdf (languageangels.com)</a>   | <a href="#">Chez Moi Lesson 3 - Lesson Plan.pdf (languageangels.com)</a>   | <a href="#">Chez Moi Lesson 4 - Lesson Plan.pdf (languageangels.com)</a>  | <a href="#">Chez Moi Lesson 5 - Lesson Plan.pdf (languageangels.com)</a>   | <a href="#">Chez Moi Lesson 6 - Lesson Plan.pdf (languageangels.com)</a>   |
| <b>PROGRESSIVE VOCABULARY</b> |  | une maison, un appartement, en ville, au bord de la mer  | chez moi il y a..., une cuisine, une salle à manger etc.   | chez moi il y a..., un bureau, un salon  | chez moi il y a..." (in my home there is/are...), "chez moi il n'y a pas de..." (in my home there is not.../there are no..."), un salon, une cuisine  | chez moi il y a..." (in my home there is/are...), "chez moi il n'y a pas de..." (in my home there is not.../there are no..."), un salon, une cuisine, je m'appelle, j'habite dans..., j'ai ... ans | All vocabulary taught in the unit.   |
| <b>CURRICULUM EXPERIENCES</b> |  |  |  |  | Home learning to identify what is/isn't in their home in French.  | Letter writing to France.  |  |
| <b>END POINT</b>              |  | Children will be able to use vocabulary for two different types of home (house and apartment) and five different locations (including: in a city, in the countryside etc.) | Children will be able to use the vocabulary for the first set of five rooms of the home.   | Children will be able to use the vocabulary for the next set of five rooms of the home and the phrase "chez moi il y a..." (in my home there is/are...)  | Children will be able to use positive phrase "chez moi il y a..." (in my home there is/are...) and turn it into the opposite / negative phrase "chez moi il n'y a pas de..." (in my home there is not.../there  | Children will be able to use all language learnt in this unit alongside language learnt previously such as name, age etc.  | Children will be able to say a French phrase from memory. Children will be able to listen to different classroom objects in French and write the corresponding numeral down. |

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|  |  |  |  |  | are no...") in conjunction with the nouns learnt previously. |  | Children will be able to read the phrases relating to classroom objects and answer questions accurately in English.<br>Children will be able to accurately write a selection of phrases relating to classroom objects in French using a word bank if needed. |
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