

# MFL: YEAR 3 - Animals

	EYFS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<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</p>

					and understand the concept of <b>adjectival agreement</b> (where relevant).
<b>Grammar Skills</b>		Start to understand the concept of <b>gender</b> (masculine and feminine) and how this is shown in the language being studied.	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> .  Become familiar with and begin to use the <b>negative form</b> .  Begin to look at what a <b>fully conjugated verb</b> looks like.	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> .  Use the <b>negative form</b> , <b>possessives</b> and <b>connectives</b> .  Understand what the different parts of a <b>fully conjugated verb</b> look like and what each of the <b>personal pronouns</b> are.	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> .  Understand what the different parts of a <b>conjugated verb</b> look like, know what each of the <b>personal pronouns</b> are, understand a <b>verb stem</b> and the different endings (where appropriate) for the main types of <b>verbs</b> .  Be able to identify and correctly use <b>adjectives</b> (e.g. colours or size) and <b>connectives</b> and understand the <b>concept of adjectival agreement</b> (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.
- 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.
- AT11 - 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 begin to name animals?	Can I begin to name animals?	Can I name animals? (consolidation of	Can I spell the names of animals correctly?	What does 'je suis' mean?	End of Unit assessment

				two previous weeks)			Children will be able to complete the end of unit assessment successfully
	<b>CONCEPTS</b> <a href="#">Link to concept map</a>	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
	<b>SKILLS</b>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Speak aloud familiar words or short phrases in chorus. Read aloud familiar words or short phrases in chorus.</p> <p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> <p>Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Read aloud familiar words or short phrases in chorus.</p> <p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> <p>Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <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>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> <p>Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <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>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p> <p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <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>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> <p>Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.</p>	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p> <p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p> <p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first</p>

					Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.		person "I" form of simple verbs) in written text.
	<b>KNOWLEDGE</b>	Name five animals (noun & article) grouped by gender (masculine).	Names of next five animals (noun & article).	Names of all ten animals previously learnt (noun & article).	Names of all ten animals previously learnt (noun & article).	Names of all ten animals previously learnt (noun & article) and Je suis.	All knowledge from the unit.
	<b>LESSON LINK</b>	<a href="#">Microsoft Word - FR L1 Lesson Plan - Les animaux (languageangels.com)</a>	<a href="#">Microsoft Word - FR L2 Lesson Plan - Les animaux (languageangels.com)</a>	<a href="#">Microsoft Word - FR L3 Lesson Plan - Les animaux (languageangels.com)</a>	<a href="#">Microsoft Word - FR 4 Lesson Plan - Les animaux (languageangels.com)</a>	<a href="#">Microsoft Word - FR 5 Lesson Plan - Les animaux (languageangels.com)</a>	<a href="#">Microsoft Word - Lesson Plan (6) J'apprends le francais (languageangels.com)</a>
	<b>PROGRESSIVE VOCABULARY</b>	nouns and articles for first 5 animals (un lion / un lapin etc.) grouped by gender (masculine).	nouns and articles for next 5 animals (un cochon / une vache etc.) grouped by gender (some masculine and some feminine).	nouns and articles for all 10 animals (un lion / une vache etc.)	nouns and articles for all 10 animals (un lion / une vache etc.)	Je suis... / nouns and articles for all 10 animals (un lion / une vache etc.)	All vocabulary from the unit.
	<b>CURRICULUM EXPERIENCES</b>			Visit a zoo or go on a 'safari' around the school with images of animals.			
	<b>END POINT</b>	Children will use nouns and masculine articles for five animals.	Children will use nouns and mixture of masculine and feminine articles for the next five animals.	Children will be able to use and recall the majority of all 10 animal nouns and articles.	Children will be able to use the correct spellings of the animal nouns the majority of the time using the correct article.	Children will be able to use je suis plus an animal.	Children will be able to say a French phrase from memory. Children will be able to listen to animals in French and write the corresponding numeral down. Children will be able to read the animals in French and match it to the corresponding picture.

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Children will be able to accurately write a selection of animals and related phrases in French using a word bank if needed.

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