

MFL: YEAR 3 – Musical instruments

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

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| | | | | | 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 . 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). |

COMPOSITES

- AT1 - Listen attentively to spoken language and show understanding by joining in and responding.
- AT2 - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- 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.
- AT8 - Appreciate stories, songs, poems and rhymes in the language.
- 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 |
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| | Can I begin to name instruments? | Can I begin to name instruments? | Can I name instruments? (consolidation of | What does je joue mean? | Can I use je joue? (consolidation of previous lesson) | End of Unit assessment |

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| | | | | the two previous weeks) | | | 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 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>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>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</p> | <p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <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>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>Write some familiar simple words from</p> | <p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <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>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>Write some familiar simple words from</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> |

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| | | | | and feminine) and how this is shown in the language being studied. | memory or using supported written materials (e.g. familiar nouns). Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied. | memory or using supported written materials (e.g. familiar nouns). Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied. | |
| | KNOWLEDGE | nouns and articles of the first five instruments. | nouns and articles for the next five instruments. | nouns and articles for all ten instruments. | nouns and articles for all ten instruments and phrase je joue. | nouns and articles for all ten instruments and phrase je joue. | All knowledge from the unit. |
| | LESSON LINK | Microsoft Word - FR L1 Lesson Plan - Les instruments (languageangels.com) | Microsoft Word - FR L2 Lesson Plan - Les instruments (languageangels.com) | Microsoft Word - FR L3 Lesson Plan - Les instruments (languageangels.com) | Microsoft Word - FR L4 Lesson Plan - Les instruments (languageangels.com) | Microsoft Word - FR L5 Lesson Plan - Les instruments (languageangels.com) | Microsoft Word - Lesson Plan (languageangels.com) |
| | PROGRESSIVE VOCABULARY | Nouns and articles for the first 5 instruments (la trompette / la guitare etc.) grouped by gender (feminine). | Nouns and articles for the next 5 instruments (le piano / les cymbales etc.) grouped by gender (masculine and plural). | Nouns and articles for all 10 instruments (la trompette / le piano / les cymbales etc.) | Je joue.... plus choice of musical instrument / nouns and articles for all 10 instruments (la trompette / le piano / les cymbales etc.) | Je joue.... plus choice of musical instrument / nouns and articles for all 10 instruments (la trompette / le piano / les cymbales etc.) | All vocabulary from the unit. |
| | CURRICULUM EXPERIENCES | | | Go to the music room or watch a live performance and name the instruments. | | | |
| | END POINT | Children will use the nouns and feminine articles for the first five instruments. | Children will use the nouns and masculine/plural articles for the next five instruments. | Children will be confident in using all 10 instrument nouns and the correct article. | Children will be familiar with the French verb jouer and using the form je joue in relation to the 10 musical instruments learnt so far. | Children will be able to use je joue in relation to the 10 musical instruments learnt so far. | Children will be able to say a French phrase from memory. Children will be able to listen to instruments in French and write the |

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| | | | | | | | | corresponding numeral down. Children will be able to read the phrases relating to instruments in French and match it to the corresponding picture. Children will be able to accurately write a selection of instrument names and phrases using I play in French using a word bank if needed. |
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