



Burlington Junior School

MFL



Modern Foreign Languages LTP and Progression 2021/2022

	Year 3	Year 4	Year 5	Year 6
Autumn	Autumn 1 Salutations	Autumn 1 Presenting Myself	Autumn1 Do you have a pet?	Autumn 1 At School
	Autumn 2 I'm learning French	Autumn 2 Family	Autumn 2 What is the date?	Autumn 2 Regular Verbs
Spring	Spring 1 Animals	Spring 1 My Home	Spring 1 The Weather	Spring 1 The Weekend
	Spring 2 Fruit	Spring 2 Habitats	Spring 2 Clothes	Spring 2 World War II
Summer	Summer 1 Little Red Riding Hood	Summer 1 Classroom	Summer 1 Habitats	Summer 1 The Planets
	Summer 2 Ancient Britain	Summer 2 Romans	Summer 2 Tudors	Summer 2 Me in the World

Language learning skills by progression

	Year 3	Year 4	Year 5	Year 6
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and

form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.

also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Year 3 Learning Objectives

Autumn 1 Salutations	Autumn 2 I'm learning French	Spring 1 Animals	Spring 2 Fruit	Summer 1 Little Red Riding Hood	Summer 2 Ancient Britain
<p>to say hello in French</p> <p>to say 'hello' and 'my name is...' in French</p> <p>to learn how to ask somebody how they are feeling in French</p> <p>to learn how to ask somebody how they are feeling in French and how to answer</p> <p>to consolidate all previously learnt language and learn how to say 'au revoir' (goodbye) in French</p> <p>to consolidate all previously learnt language and learn how to say 'à plus tard' (see you soon) in French</p>	<p>to introduce France as a country and French as a subject to the children.</p> <p>To introduce the question and possible replies in French answer for ça va?</p> <p>to consolidate language from last week and learn how to say their name in French but also ask somebody else their name.</p> <p>to learn the numbers 1-10 and the colours in French</p> <p>to consolidate the colours in French</p> <p>to revise all language covered so far</p>	<p>to introduce the new topic of les animaux</p> <p>to revise the five animals from last week and learn the next five animals in French</p> <p>To consolidate and retain all ten nouns from this unit with a variety of memorising activities</p> <p>To learn how to write the animals vocabulary by looking closely at the spellings through a variety of activities.</p> <p>To extend vocabulary by introducing je suis + animal.</p> <p>to revise all language covered so far</p>	<p>to name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in French</p> <p>to say five more fruits in French</p> <p>to consolidate all ten fruits in French</p> <p>J'aime..." ("I like...") plus a fruit</p> <p>To learn "Je n'aime pas..." ("I do not like...") and to also learn the question "Est-ce que tu aimes...?" ("Do you like...?")</p> <p>To revise all language covered</p>	<p>To storytelling in French using Petit Chaperon Rouge</p> <p>To listen to the story again and use word cards and picture cards together to help remember vocabulary</p> <p>To read the story again but with a focus to learn parts of the body in French</p> <p>To consolidate parts of the body in French and create a "flexible" rabbit in card, labelled in French</p> <p>To consolidate and use all the new language independently from the fairy tale by mind mapping</p> <p>To revise all language so far</p>	<p>to introduce the six key periods of ancient Britain (in French)</p> <p>to learn how to say I am a stone age, bronze age or iron age man or woman</p> <p>to Use "J'ai..." (I have...) to say which key hunting tools were used in the stone age, the bronze age and the iron age.</p> <p>To introduce the children to the French phrase "J'habite..." (I live...) to examine the different types of dwelling most commonly used in each of these three periods of ancient Britain.</p> <p>to say whether they are a man or woman from the stone age, bronze age or iron age and which hunting tool they use and where they live.</p> <p>To revise all language covered so far</p>

Year 3 Vocabulary

Bonjour, Salut, Je m'appelle..., Ça va?, Ça va bien, Ça va mal, Comme ci, comme ça, Au revoir, À plus tard	Consolidate vocabulary from Autumn 1 plus Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron	Les animaux, un, une, un lion, un oiseau, un lapin, un cheval, un mouton, un cochon, un canard, un singe, une souris, une vache, je suis...	Une pomme, une fraise, une pêche, une banane, une cerise, une orange, une prune, une poire, un kiwi, un abricot, J'aime..., Je n'aime pas..., les...	Petit Chaperon Rouge, la maison, La grand-mère, le loup, Le bûcheron, La forêt, les parents, Des gâteaux, le corps, La tête, la bouche, le nez, les yeux, les pieds, les oreilles, les genoux, Les épaules	L'ancienne histoire de la Grande Bretagne, L'âge de la pierre, L'âge du bronze, L'âge du fer, La période des Romains, La période des Anglo-Saxons, La période des Vikings, Je suis..., Un homme, Une femme, J'ai..., Un silex, Une hache, Une épée, J'habite dans..., Une grotte, Une cabane, Une maison ronde
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Year 4 Learning Objectives

Autumn 1 Presenting Myself	Autumn 2 Family	Spring 1 My Home	Spring 2 Habitats	Summer 1 Classroom	Summer 2 Romans
<p>to ask and answer questions on how they are</p> <p>To learn how to say your name and ask somebody their name in French</p> <p>To introduce the key question quel âge as tu?</p> <p>To introduce a new question où habites-tu? and answer with j'habite...</p> <p>To revise the language regarding nationality in French</p> <p>To revise all language covered so far</p>	<p>To introduce the nouns in French for family members</p> <p>To introduce the target question elle/il s'appelle comment?</p> <p>To consolidate il/elle s'appelle and introduce new target question as-tu un frère/as-tu une soeur?</p> <p>to say how old their siblings/family members are.</p> <p>To introduce the concept of the possessives mon, ma and mes allowing the children to introduce their family (factual or fictitious).</p> <p>To revise the possessives and learn how to say the age of a family member in French by answering the target question il a quel âge?/elle a quel âge?</p>	<p>To say where they live "J'habite..." (I live).</p> <p>to learn the first five nouns for rooms of the home</p> <p>To learn a further five nouns for rooms of the home</p> <p>To learn to use "Chez moi il n'y a pas de..."</p> <p>to put all their new language into context by integrating it with previously learnt language (je m'appelle..., j'ai ... ans)</p> <p>To revise all language covered so far</p>	<p>To learn in French the essential elements that all plants and animals need to survive. Learning to look out for cognates (words that are similar in French and English)</p> <p>To learn about some of the key habitats in our world.</p> <p>To learn in French which plants grow in specific habitats</p> <p>To learn about which animals live in specific habitats and look at some of their adaptations</p> <p>To consolidate which animal and which plant lives in a particular habitat</p> <p>To orally present about an animal and / or plant in a particular habitat.</p>	<p>To introduce the first set of new vocabulary for classroom objects</p> <p>To revise the classroom objects from the last lesson and integrate the next five objects</p> <p>To introduce j'ai and je n'ai pas de</p> <p>To extend with a listening exercise and 'sondage' (survey) on what is and is not in their pencil case</p> <p>To revise dans ma trousse j'ai and dans ma trousse je n'ai pas de and teach the children simple classroom commands in French</p> <p>To revise all language covered so far</p>	<p>To listen attentively to the legend of Romulus and Remus in French</p> <p>to learn about some of the key people in Roman history in French</p> <p>To introduce the names (in French) for some Roman gods and goddesses</p> <p>To learn about some famous Roman inventions</p> <p>To compare the life of a rich boy to that of a poor boy in ancient Rome</p> <p>To consolidate all the language covered so far</p>

Year 4 Vocabulary

<p>Revision of numbers and colours from Year 3 Comment tu t'appelles?, Je m'appelle..., Bonjour, Ça va? Ça va bien, Ça va mal, Comme ci, comme ça, Au revoir, Quel âge as-tu? J'ai.....ans, Où habites tu? J'habite à..., Je suis français(e) Je suis anglais(e)</p>	<p>La famille, La mère, La grand-mère, la tante, la sœur, Le frère, L'oncle, Le père, les parents, les grandparents, Il s'appelle, Elle s'appelle, As-tu un frère? As-tu une sœur? Oui, j'ai un frère, Oui, j'ai une sœur Number to 100</p>	<p>Où habites-tu? J'habite dans...Une maison, Un appartement, En ville, À la campagne, À la montagne, Au bord de la mer, Dans un village, et, mais, Une cuisine, Une salle à manger, Une salle de bains, Une chambre, Une buanderie, Un sous-sol, Un bureau, Un salon, Un garage, Un Jardin, Chez moi il y a... Chez moi il n'y a pas de...</p>	<p>Les habitats, Les animaux et les plantes ont besoin de/d', d'un abri, de nourriture, d'air, de soleil, d'eau, La forêt tropicale, La prairie, L'océan, Le desert, L'Arctique, ...est un habitat dans... Le Sahara, L'Amazonie, Le parc national South Downs, L'Océan Pacifique, Le Groenland, Le chateau, Le lapin, L'ours blanc, Le singe araignée, Le requin, Habite, Habitent, Dans, Les algues, Les grands arbres, Les buissons, Les cactus, Les plantes résistantes, Pousse, Pousent</p>	<p>Un taille crayon, Un cahier, Un crayon, Un bâton de colle, Un stylo, Une trousse, Un cartable, Un livre, Une gomme, Une règle, Une calculatrice, Des ciseaux, J'ai, Je n'ai pas de/d', Qu'est ce qu'il y a dans ta trousse? Dans ma trousse j'ai... Dans ma trousse je n'ai pas de.. Écoutez, Écrivez, Répétez, Silence, Ouvrez vos cahiers, Fermez vos cahiers, Pensez, Lisez, Demandez, Levez la main</p>	<p>Les Romains, La légende, L'histoire de Rome, L'Empire Romain, La Royauté, La République, Les sénateurs, Les plébéiens, Les esclaves, Les thermes romains, Le chauffage central, Les aqueducs, Les routes romaines, Les ponts romains, La sculpture romaine, La mosaïque, La numération romaine, Le Latin, Days of the week</p>
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Year 5 Learning Objectives

Autumn 1 Do you have a pet?	Autumn 2 What is the date?	Spring 1 The Weather	Spring 2 Clothes	Summer 1 Habitats	Summer 2 Tudors
<p>To learn the eight nouns and matching gender articles for the different pets To Use of "J'ai..." ("I have...") plus a pet and we will also introduce the connective "et" ("and") To learn and use the "qui s'appelle..." ("that is called...") to use the negative structure "je n'ai pas de / d'..." to consolidate nnew language learned and introduce to a new connective "mais" ("but") To revise all language covered so far and complete unit assessment</p>	<p>To learn the months of the year in French To consolidate the months of the year in French To learn how to say the date in French. To learn how to say when their birthday is in French To consolidate our learning with a reading exercise and then create French calendars To revise all language covered so far and complete unit assessment</p>	<p>To introduce the new vocabulary connected to the weather in French. To consolidate our work on the weather To use new weather language in a listening exercise integrating days of the week To learn how to read a weather map and describe the weather in different parts of the country To use all the weather information learnt in this unit to be French weather presenters! To revise all language covered so far and complete unit assessment</p>	<p>to learn ten new nouns and articles for items of clothing to introduce the next eleven items of clothing To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - je porte To describe clothes in terms of colour To use the items of clothing and the possessive adjective 'my' in French. To revise all language covered so far and complete unit assessment</p>	<p>To learn in French the essential elements that all plants and animals need to survive To learn about some of the key habitats in our world To learn in French which plants grow in specific habitats To learn about which animals live in specific habitats and look at some of their adaptations To consolidate which animal and which plant lives in a particular habitat To revise all language covered so far and complete unit assessment</p>	<p>to listen attentively to a longer piece of French and learn how to decode and break down language by looking out for cognates (words that are similar in English) To decode French text by looking out for verbs, adjectives and nouns To try and find particular words in longer text based on the key facts of Henry VIII and his six wives in French To revise and consolidate the language and text from last week</p>

					To revise and consolidate new language learned To revise all language covered so far and complete unit assessment
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Year 5 Vocabulary

Un chien, un chat, un lapin, un hamster, un poisson rouge, un oiseau, une souris, une tortue, j'ai, je n'ai pas de/d', j'ai un, j'ai une, Qui s'appelle, et, mais	Revise days of the week, months of the year and numbers up to 31. Quelle est la date aujourd'hui? Aujourd'hui c'est..... lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, C'est quand ton anniversaire? Mon anniversaire est..	Quel temps fait-il?, Il pleut, Il neige, Il y a un orage, Il y a du soleil, Il y a du vent, Il fait beau, Il fait mauvais, Il fait chaud, Il fait froid, Dans le nord de la France, Dans le sud de la France, Dans le centre de la France, Dans l'ouest de la France, Dans l'est de la France, Le temps	Revision of the days of the week and colours. Les vêtements, Un pantalon, Un maillot de bain, Un pull, Un tee shirt, Un manteau, Un short, Une robe, Une cravate, Une écharpe, Une jupe, Une veste, Une chemise, Une casquette, Des gants, Des bottes, Des collants, Des sandales, Des lunettes, Un chemisier, Des chaussures, Des chaussettes, je porte, tu portes, il porte, elle porte, nous portons, vous portez, Il portent, elle portent, À l'école je porte.. Quand il fait beau je porte.. Quand il neige je porte.. Quand je suis en vacances je porte... mon, ma, mes	Revisiting habitat vocabulary from year 4. Habite, habitant, pousse, poussent, Les bosses pour réserver de l'eau, Les pattes pour faire des grands bonds, La fourrure blanche pour se camoufler, Les bras et la queue pour se balancer dans les grands arbres, Le requin, Les yeux pour amplifier la lumière, dans	Henri VIII, Henri VII, La guerre civile, La guerre des Deux Roses, York, Lancaster, Palais de Placentia, Juin, Avril, Le trône, Il était, Elle était, Le frère, Le troisième enfant, Le roi a épousé...Elle était belle, Elle n'était pas belle, Elle était protestante, Elle était très religieuse, Elle était catholique, Elle était très jeune, Elle n'était pas jeune, Elle n'était pas intelligente, Elle était intelligente, Elle était dodue, Elle était la cousine, et, mais
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Year 6 Learning Objectives

Autumn 1 At School	Autumn 2 Regular Verbs	Spring 1 The Weekend	Spring 2 World War II	Summer 1 The Planets	Summer 2 Me in the World
to introduce the vocabulary for school subjects. To introduce an opinion about school subjects. To revise numbers 1-12 and learn how to tell the time (by the hour) in French to say what time you study a particular subject.	To learn what a regular verb looks like in French. To learn about the three different types of infinitive verb categories in French. –ER, -IR and –RE To learn about regular French - ER verbs To learn about regular French -IR verbs	To learn the language required to describe a variety of activities they may do at the weekend. To consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend. To consolidate the new language for activities through some reading and listening work.	To improve reading and listening skills by learning how to decode unknown language in longer pieces of French text. To learn in French some of the countries and languages involved in World War II. To improve the listening and reading skills of the children by listening to the story of Ralph (an evacuee) in French.	To expand the range of vocabulary of the children by introducing the planets in French. To use more complex sentence structure in French by describing each planet in more detail. To consolidate the learning so far with a variety of reading and listening activities.	To introduce our four characters and their locations in the Francophone World. To listen to each character tell us more about a favourite celebration in their country To read more detailed information on two

<p>To consolidate all the language covered including school subjects, opinions and time. To revise all language covered so far and complete unit assessment</p>	<p>To learn about regular French - RE verbs To revise all language covered so far and complete unit assessment</p>	<p>To consolidate all the language covered and learn how to use connectives to link phrases. To introduce three positive and three negative opinion phrases. To revise all language covered so far and complete unit assessment</p>	<p>To learn key words for things Vera (an evacuee) saw in the countryside and in the city. To use adjectives to compare city and country life To revise all language covered so far and complete unit assessment</p>	<p>To consolidate their knowledge of the planets by looking at the rules for adjectival agreement in French. To consolidate their knowledge of adjectival agreement in French using clothes. To revise all language covered so far and complete unit assessment</p>	<p>different religious celebrations. To develop further cultural awareness by comparing where two of our characters live - Cécile in Paris (France) and Merwan in Port-au-Prince (Haiti). To learn how to be more responsible global citizens by doing more to protect our planet. To revise all language covered so far and complete unit assessment</p>
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Year 6 Vocabulary

<p>À l'école, Le français, L'anglais, Le dessin, Le sport, La musique, La géographie, L'histoire, Les maths, Les sciences, L'informatique, Est-ce que tu aimes...? Oui, j'aime ...Oui, j'adore ... Revise preferences – j'aime. Je n'aime pas.. etc Quelle est ta matière préférée? Ma matière préférée c'est... parce que, car, et, cependant, c'est, mais Quelle heure est-il? Il est... J'étudie + (subject) + à + (number) + heures</p>	<p>Je, tu, il, elle, nous, vous, ils, elles, jouer, Je joue, tu joues, il joue, elle joue, nous jouons, vous jouez, ils jouent, elle jouent, habiter, j'habite, Tu habites, Il habite, Elle habite, Nous habitons, Vous habitez, Ils habitent, Elles habitent, finir, Je finis, Tu finis, Il finit, Elle finit, Nous finissons, Vous finissez, Ils finissent, Elles finissent, vendre, je vends, tu vends, il vend, elle vend, nous vendons, vous vendez, ils vendent, elles vendent</p>	<p>Revision of telling the time. Le week-end, Je prends mon petit déjeuner, Je regarde la télé, Je lis des bandes dessinées, J'écoute de la musique, Je joue à l'ordinateur, Je joue au foot, Je vais à la piscine, Je vais au cinéma, Je me couche, et, après, aussi, plus tard, finalement</p>	<p>La Seconde Guerre Mondiale, L'Angleterre, La France, L'Italie, L'Allemagne, La Pologne, La Tchécoslovaquie, Les Etats-Unis, En Angleterre on parle.. En France on parle.. En Italie on parle.. En Allemagne on parle.. En Pologne on parle.. En Tchécoslovaquie on parle.. Aux Etats-Unis on parle.. L'anglais, Le français, L'italien, L'allemand, Le polonaise, Le tchèque, Le slovaque, Cher papa, Chère maman, Chers parents, Je suis à la campagne, Je suis en ville, À la campagne c'est... En ville c'est... Revision of greetings and conjunctions to join French phrasing together Amusant, Calme, sans danger, triste, convivial, sombre, sain, difficile, dangereux, Enfumé, Grosses bises, A bientôt</p>	<p>Revision of colours – singular and plurals. Les planètes, La lune, Le soleil, la terre, Mars, Mercure, Neptune, Pluton, Saturne, Uranus, Vénus, Jupiter, Le Soleil est au centre, Saturne est loin du soleil et a au moins 18 lunes, énéus est assez près du soleil et il y a toujours beaucoup de vent, Uranus est assez loin du soleil et c'est bleu et vert, Jupiter est énorme et aussi assez loin du soleil, Mercure est assez petite et près du soleil, Pluton est la plus loin et la plus petite, Mars est assez près du soleil et c'est rouge, La Terre est une planète près de Mars et a seulement une lune, Neptune est une planète bleue</p>	<p>Je m'appelle.. J'habite...Je parle...le français, l'anglais, Ma fête préférée est le Mardi Gras. Ma fête préférée est Noël. Ma fête préférée est Pâques. Ma fête préférée est le jour de l'an. Ma fête préférée est le 14 juillet. Ma fête préférée est la Fête du Canada. Ma fête préférée est l'Aïd. Parce que...Il y a des défilés de chars. Il y a des feux d'artifices et il y a des plats spéciaux. Il y a des défilés militaires. À plus tard! À la prochaine! Qu'est-ce que tu vas faire pour protéger notre planète? Je vais utiliser moins de papier. Je vais utiliser moins de carton. Je vais utiliser moins de plastique. Je vais utiliser moins d'eau</p>
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