**A logo for a school

Description automatically generated****MFL Summer 1**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent:**  . | **Intent:**  **Greeting Mhoro morning in Shona** | **Intent: Transport**  Children to use their detective skills to spot cognates and work out meaning, children will learn new vocabulary linked to transport and construct a sentence | **Intent:**  Children will learn how to order in a French café using the correct vocabularly for itemas and for shops | **Intent:**  Pupil identify the infinitive form and subject pronouns and then group French vebs | **Intent –**  To to use different verb forms to do or play sports and epress their preferences. Revisiting country names and exploring the verb ‘aller’ – to go |
| **Sequence of Learning** | **Sequence of Lessons:** | **French transport language detectives**  1, I can compare French with English and identify words that are cognates  2,I can SAY shall we travel in France? To make changes to simple phrases and perform a song to an audience.  3, On the road in France  I can be able to adapt, ask and answer questions about a picture prompt.  4, Travel the French speaking world  I can describe a journey to different French-speaking countries around the world.  5, Journey to a French school  I can conduct a survey in French and select an appropriate method to present the results | **Sequence of Lessons:**  1: Ordering food and drink in a French café. I can begin to understand a conversation in French.  2, Managing money in French  I can read and say amounts of money in French.  3,:French shops  Can I identify and pronounce the names of French shops correctly.  3: French shops  Can I identify and pronounce the names of French shops correctly.  4, French food  To work out the meaning of unfamiliar words.  5, French food – le menu  To create a French menu based on authentic texts. | **Sequence of Lessons:**  1, French – action!  Can I recognise that verbs take different forms and to find infinitive verbs in a dictionary.  2, Who is doing what in French?  Can I begin to recognise some regular verbs in the present tense.  3, French verbs in a spin  Can I recognise that verbs take different forms and to find infinitive verbs in a dictionary.  4, French irregulars – to have and to be  Can I know that some verbs do not follow regular patterns.  5, A French week  To build and deliver a short presentation, choosing and using a range of action verbs. | **Sequence of lessons**  1, Sports in French  Can I express playing a sport using the correct verb and preposition.  2, Olympian opinions  Can I express sporting preferences using an opinion verb, a second verb and an adjective.  3, France – ready to go! Can I express travel plans using the verb aller.  4, A French sporting week  Can I create sentences for a sports diary including opinion verbs, second verbs and adjectives.  5, The French Olympic Games  Can I create a description using familiar language, a wide range of vocabulary and grammatical structures. |
| **Key Vocabulary:** | **Key Vocabulary:** | **Key Vocabulary:**  un ferry  un train  un autobus  un ballon  un hélicoptère  un vélo  un sous-marin  un avion  une voiture  un bateau  à pied  je vais | **Key Vocabulary:**  le café  le restaurant  le menu  une Boisson  une entrée  un plat principal  je voudrais  j'aime  s'il vous plait  merci  le serveur  l'addition | **Key Vocabulary:**  Chanter  Courir  Danser  Dormir  Écrire  Jouer  Lire  Manger  Nager  Aimer  avoir  être | **Key Vocabulary:**  le sport  je joue  je fais  le football  le basketball  le tennis  le rugby  le ski  la boxe  le gymnastique  la natation  le tir à l'arc  le skate  j'aime  j'adore  je déteste |
| **Impact** | **Impact** | **Impact:** Explain strategies for working out the meaning of words.  Recognise nouns that are cognates or near cognates.  Recognise transport words in written form.  Join in with a song using actions to aid recall.  Form simple statements about a picture, using and adapting a model.  Create a range of different phrases using a sentence builder.  Generally, speak words with accurate pronunciation.  Write a simple sentence, using a model for support and using two different accents. | **Impact:** Recognise and understand the meaning of new words that are cognates.  Use a model text to support conversation.  Complete  mathematical calculations in French, writing answers in euros.  Recognise shop names and label a triarama.  Use a bilingual dictionary to translate given words.  Use a range of strategies to understand a familiar text.  Ask and respond to questions found in a café conversation. | **Impact:** Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.  Create an opinion phrase using one of the new verbs.  Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.  Work together to build a verb spinner and use it to generate appropriate phrases.  Recognise and recall different parts of verbs avoir and être.  Create an original short text, correctly adapting a range of verbs to their appropriate form | **Impact**  Pronounce the name of a sport accurately and confidently.  Use the verbs jouer and faire correctly with different sports.  Create sentences using two verbs, the seconds one in the infinitive form.  Construct simple sentences to say whether or not they play a sport.  Express and justify opinions in relation to sports.  Identify some of the French country names using cognates and near cognates.  Use the correct form of aller with correct preposition to indicate where you are going.  Write an article in French, using a writing frame, about an imaginary Olympic Games. |