

## MFL UNIT OF PROGRESSION

LKS2 Cycle 1: Overall topic title	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
LKS2 Cycle 1: French unit:	<i>To be confirmed</i>					
LKS2 Cycle 2: Overall topic title	<b>Term 1</b> <i>How has electricity changed our lives?</i>	<b>Term 2</b> <i>Why do we remember the Tudors?</i>	<b>Term 3</b> <i>What makes rocks beautiful?</i>	<b>Term 4</b> <i>How did the Romans change Britain?</i>	<b>Term 5</b> <i>How do rivers shape the land?</i>	<b>Term 6</b> <i>Stone Age to Iron Age; How did the lives of Britons change during this time?</i>
French unit:	J'apprends le français (I Am Learning French)  <i>Beginning level for new Y3 – easy to extend for Y4</i>	La phonétique (Phonics and Pronunciation)  <i>Ensure pronunciation is clear and build upon previous term's work</i>	Je peux... (I Am Able...)  <i>Link with PSHE topic – Dreams and Goals</i>	La date (The date)  <i>Learning days/months and counting up to 30 in preparation of T5 topic.</i>	Les saisons (Seasons)  <i>Link with geography, focus of main topic</i>	Les animaux (Animals)  <i>Link with science topic of Animals and habitats</i>
Overall topic title	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
UKS2 Cycle 1 French unit	<i>To be confirmed</i>					
Cycle 2 Overall topic title	<b>Term 1</b> <i>What makes a war?</i>	<b>Term 2</b> <i>What makes a war?</i>	<b>Term 3</b> <i>What makes a hospitable environment?</i>	<b>Term 4</b> <i>Why are people drawn to London?</i>	<b>Term 5</b> <i>Who benefits from conservation?</i>	<b>Term 6</b> <i>Raiders or settlers: how should we remember the Vikings?</i>
UKS2 Cycle 2 French unit	Je me présente (Introducing self)  <i>Recap of basic French introductions – easy to build on</i>	En Classe  <i>Describing items in classroom/pencil case</i>	Les habitats  <i>Link with main topic theme</i>	Chez Moi  <i>Describing their home and where they live</i>	Ma Famille  <i>Introducing their family members – building on counting to introduce how old they are</i>	Quel temps fait-il ?  <i>Describing the weather</i>

## Listening

LKS2	UKS2
<p>Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught.</p> <p>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.</p>	<p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>

## Speaking

LKS2	UKS2
<p>Communicate with others using simple words and short phrases covered in the units.</p> <p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes.</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>

## Reading

LKS2	UKS2
<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p> <p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics &amp; Pronunciation Lessons 1 &amp; 2'.</p> <p>Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p>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.</p> <p>Decode unknown language using bilingual dictionaries.</p>

## Writing

LKS2	UKS2
<p>Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p> <p>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.</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</p> <p>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.</p> <p>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.</p> <p>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.</p>

## Grammar

LKS2	UKS2
<p>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...'</p> <p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>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').</p> <p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</p> <p>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'.</p>