MFL - Knowledge Development Overview

YEAR 6 (Progressive Language Teaching)

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| **UNIT TITLE**  | **KEY KNOWLEDGE** |
| Core Vocabulary | Days of the week (At school)Numbers (At school)Colours (The planets) |
| **A L'École (At School)** | **School subjects** | Children will learn 10 typical school subjects with a focus on the use of the correct gender including les maths / l'anglais etc. |
|  | **Expressing an opinion on school subjects** | The children will learn how to correctly express various opinions in conjunction with school subjects - which subjects they like and don't like at schoolj'aime... / je n'aime pas... |
|  | **Introduction to telling the time in French** | The children will learn how to tell the time (by the hour) and the vocabulary for midday and midnight in French. They will be able to say at what time they study various subjects. Il est... (plus the time by the hour) |
|  | **The verb aller and consolidation of school subjects, opinions and time** | Children will be introduced to the common irregular verb aller. It is introduced fully (in all forms). Children work with longer sentences involving subjects, opinions and time.10 school subjects in French including les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas... / aller (in all forms) / time introduced simply by the hour (il est...) / days of the week |
| **Le Week-end (The Weekend)** | **Telling the time in detail** | Children are introduced to the concept of quarter to the hour, quarter past the hour and half past the hour including et quart / moins le quart etc / il est... |
|  | **Complex phrases describing weekend activities** | Children learn more sophisticated language being exposed to phrases that allow them to talk about their weekend in depth. Weekend activities including je joue au foot / je vais à la piscine etc |
|  | **Introduction of connectives** | Children learn a variety of connectives which easily allow them to link activities and times to their knowledge of weekend activities enabling longer pieces of spoken and written French.  Weekend activities including je joue au foot / je vais à la piscine etc. / connectives including plus tard / aussi etc.  |
| **La Seconde Guerre Mondiale (World War II) – link to Dimensions** Note: Some of this unit concentrates on language learning strategies rather than specific lists of related vocabulary.  | **Text with key information about World War II** | In this lesson the children will learn how to decode longer listening and written passages of text. Through a variety of activities, the children will break the text down into nouns, adjectives and verbs enabling them to 'gist' the meaning when presented with new vocabulary. . |
|  | **Countries and languages involved in World War II** | In this lesson the children will learn the names of some of the countries involved in World War II and the languages spoken in those countries. Using an authentic map they will learn to locate these countries and express not only what the country was called but the language spoken. 7 countries including l'Angleterre / la France etc. / 7 languages spoken including en Angleterre on parle... |
|  | **The story of Ralph (an evacuee) and his experiences in London and then the countryside** | Using the story of Ralph (an evacuee) the children will hear and read the story of his experiences of the city and then the countryside during World War II. They will learn different language learning strategies and complete a variety of story ordering and word locating exercises This lesson concentrates on language learning strategies rather than specific lists of related vocabulary.  |
|  | **Story - What Vera saw in London and then as an evacuee in the countryside****Past tense of verb voir (to see) J’ai Vu – I saw****Objects/people linked to WWII – des bombes etc****Phrases - In the town (en ville) / In the countryside (à la campagne)** | Using the story of Vera (Ralph's sister), the children learn through Vera's eyes what she saw in her time both in the city and the countryside during World War II. J'ai vu (past tense) en ville... plus various options / j'ai vu (past tense) à la campagne... plus various options |
| **Les Planètes (The Planets)** |  **The planets** | Children learn the names of the planets with a focus on pronunciation All the planets (including pluton / mercure etc.) |
|  | **Complex sentence structure for each planet****Adjectives covering colour, size, distance etc** | Children learn to give more detail when expressing themselves in French by providing an example for different planets. Planets are described in terms of size, distance and appearance.All the planets (including pluton / mercure etc.) / detailed complex description of each planet including adjectives covering colour, size, distance etc. |
|  | **Consolidation of rules of adjectival agreement****in terms of masculine, feminine, singular and plural.** **Colours****Planets****Clothes** |  Children will learn and be shown how grammar is transferable and the adjectival changes they have seen previously can be seen and used in all topics. The children describe clothes in terms of colour.Detailed complex description of clothes to explain and consolidate adjectival agreement covering colours etc. |
| **Manger Et Bouger (Healthy Lifestyle)**) | **Healthy and unhealthy foods and drinks** | Children will learn the names of healthy foods and drinks and pick a selection to enable them to express what foods make up a healthy diet or unhealthy diet.10 healthy food and drink choices (including du poisson / des fruits) etc.10 unhealthy food and drink choices (including des frites / du chocolate) |
|  | **Introduction to the concept of 'some' in French** | Children are introduced to the concept of 'some' in French. Children learn to articulate in French foods that they eat and don't eat and drinks that they drink and don't drink to maintain a healthy diet.Healthy food choices (including du poisson / des fruits) / 10 Unhealthy food choices (including des frites / du chocolate) / Introduction to the concept of 'some' in French (du / de l' / de la / des) / use of the verbs manger and boire in both positive and negative form using the form je only. |
|  | **Activities that help/hinder a healthy lifestyle** | The children will learn to articulate which activities they do and don't do to lead healthy lifestyles. 8 options for active and non-active physical activities je joue au foot / je ne regarde pas la télévision |
|  | **Text - Healthy recipe** **Cooking instructions****Ingredients** | Children become familiar with vocabulary found in recipes linked to ingredients and cooking instructions. Example of a healthy recipe Various cooking instructions including coupez / ajoutez etc. |