

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



The main activities in the scheme of work are aimed at a 30 min lesson (statutory per week in KS2) with follow-on activities to be included throughout the week if there is time.

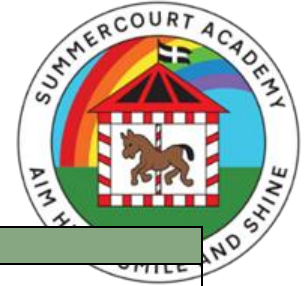
Year 3	1 st year of French	Units 1-4
Year 4	2 nd Year of French	Units 5-9
Year 5	3 rd Year of French	Units 10-14
Year 6	4 th Year of French	Units 15-17

Key Skills

- Understand and respond to spoken and written language from a variety of sources.
- Speak with increasing confidence and fluency including discussion and asking questions and improving pronunciation and intonation.
- Write using a variety of grammatical structures.

Progression Grid

Summercourt Academy – MFL French



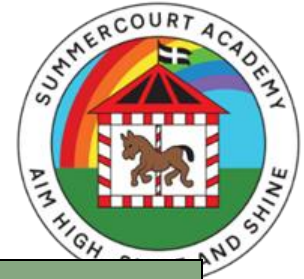
Lightbulb Languages scheme of work – Progression Grid

	Autumn	Spring	Summer
Year 3	Unit 1 <ul style="list-style-type: none"> • Greetings • Names • Families • Numbers and age 	Unit 2 <ul style="list-style-type: none"> • Recognise masculine and feminine nouns • Numbers 11-10 • Answer simple questions about favourite playground games. • Read and recognise some familiar words written down. 	Unit 4 <ul style="list-style-type: none"> • Body Parts • Colours
			Unit 3 <ul style="list-style-type: none"> • Talk about activities you are good and bad at. • Months of the year • Create a party invitation/join in simple party games (instructions)

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



	Autumn	Spring	Summer
Year 4	Unit 5 <ul style="list-style-type: none"> On the way to school. Where in the world is French spoken? On our travels Weather Numbers 21-30 Dates 	Unit 7 <ul style="list-style-type: none"> Sporting lives Diary of activities Healthy eating 	Unit 9 <ul style="list-style-type: none"> All about animals and introducing new vocabulary.
	Unit 6 <ul style="list-style-type: none"> Understand simple stories told in French Talk about Christmas presents / likes / dislikes. Asking how much things are. Creating a toy advert for sale. 	Unit 8 <ul style="list-style-type: none"> Join in with story telling and use mime to show meaning understanding of animals. 	

	Autumn	Spring	Summer
Year 5	Unit 10 <ul style="list-style-type: none"> Alphabet Places in the locality Journey to school Directions 	Unit 12 <ul style="list-style-type: none"> Introducing the planets Describing the planets Distances from the sun Making compound sentences Preparing a presentation 	Unit 14 <ul style="list-style-type: none"> Scene de Plage Bringing a picture to life Writing a description Class Poem Individual Poem
	Unit 11 <ul style="list-style-type: none"> Celebrations Lunchtime Food dislikes / likes Building sentences 	Unit 13 <ul style="list-style-type: none"> Months and seasons Weather and seasons Joining in a poem Seasonal colours 	

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



	<ul style="list-style-type: none"> • Food for celebration 	<ul style="list-style-type: none"> • Conscience alley. 	
--	--	---	--

	Autumn	Spring	Summer
Year 6	Unit 15 <ul style="list-style-type: none"> • Whats the time? • French schools • Places in our school • Tour of our school • Time on the ¼ hour • School times and subjects • School timetable 	Unit 16 <ul style="list-style-type: none"> • Places in town • Places in town sentence building • Dates • Then and Now • Find the difference • A guide for tourists 	Unit 17 <ul style="list-style-type: none"> • Cafes • Regional Food • Choosing an ice cream

Topic	Objectives	Grammar	Core Language	Phonic Focus
Unit 1				

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



<ul style="list-style-type: none"> Greetings Introducing yourself 	<ul style="list-style-type: none"> Simple greetings Making simple statements (about name and age) Asking simple questions (about name and age) Numbers 1-10 	<ul style="list-style-type: none"> S'appeler : je and tu forms Questions : inversion of verb and subject Possessive adjectives : mon, ma 	<ul style="list-style-type: none"> Bonjour! Salut ! Aurevoir ! Je m'appelle ça va ? ça va bien merci Comme ci ,comme ça Ça va mal.Et toi ? Comment t'appelles-tu ? Bonsoir Bonne nuit 	<ul style="list-style-type: none"> A tout-à l'heure Voici Ma mère Mon père Ma sœur Mon frère Un,deux,trois,quatre,cinq,six,sept,huit,neuf,dix Quel âge as-tu ? J'ai sept/huit ans 	on, u, je, ère
---	---	---	---	--	----------------

Topic	Objectives	Grammar	Core language	Phonic focus
Unit 2 games and songs				
Responding to a song or story in French Understanding simple questions	Numbers 11-20 Simple questions Expressing preference	Singular and plural nouns Awareness of gender	Onze,douze,treize,quatorze,quinze,seize,dix-sept,dix-huit,dix-neuf,vingt. Combien de..? Je préfère Tu préfères...? Qui préfère..? Le football Le cache cache Le saut à la corde Le chat perché La marelle	é.er,ère silent – s on,oi

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



Topic	Objectives	Grammar	Core language	Phonic focus
Unit 3 celebrations				
*Saying what you Can do well *Celebrating Achievements and Special occasions	*Making simple Simple statements (about activities) *Expressing praise *Months of the year *Writing an invitation *playing games (following instructions)	*Regular er verbs:je form *Simple adverbs * Position of Simple adverbs	bien,trés bien,mal je joue bien au football je nage bien je danse mal je chante je lis bravo,fantastique super,chouette! janvier,février,mars.avril,mai,juin,juillet,août,septembre,octobre,novembre,décembre mon anniversaire est en.....	j/ge ère/aire é/er/ez oi/j/è/é,on,u

Topic	Objectives	Grammar	Core Language	Phonic Focus
Unit 4				
<ul style="list-style-type: none"> Parts of the body Colours Descriptions of people 	<ul style="list-style-type: none"> Making simple statements (about appearance) Giving a simple description 	<ul style="list-style-type: none"> Adjectives:agree ment and position avoir:j'ai,il/elle a être :ke suis,il/elle est 	<ul style="list-style-type: none"> Les couleurs Rouge,rose,orange,jaune,bleu(e),vert(e),noir(e),blanc(he),violet(te),marron,bruns,roux,blonds Les parties du corps la tête,la bouche,la main,lajambe,le bras,le nez,lesépaules,les genoux,les pieds,lesoreilles,les yeux,les cheveux j'ai... il/elle a je suis..... il/elle est... 	Ou, eu

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



	of a person		<ul style="list-style-type: none"> • grand(e) • petit(e) 	
--	-------------	--	--	--

Topic	Objectives	Grammar	Core Language	Phonic Focus
Unit 5 All aboard				
<ul style="list-style-type: none"> •Travel •Weather 	<ul style="list-style-type: none"> •Making statements (about travel) •Describing the weather •Days of the week 	<ul style="list-style-type: none"> •en/à+ transport •à+ place •aller : je vais,tu vas •en+ country •Question word(comment ? Où ?) + inversion of verb and subject •Faire : il fait 	<ul style="list-style-type: none"> • Comment vas-tu à l'école • Je vais à l'école • à pied/à moto • en voiture/vélo/bus/taxi/train/bateau/avion • Je vais • En Belgique/France • Il fait chaud/froid/beau/mauvais • Il fait du soleil/du vent/du brouillard/des nuages • Il pleut/il neige • lundi,mardi,mercredi,jeudi,vendredi, samedi,dimanche 	<ul style="list-style-type: none"> •au/eau •qu •i •un •Rhyming patterns

Topic	Objectives	Grammar	Core language	Phonic focus
Unit 6 L'argent de poche Pocket money				

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



*expressing opinions about likes and dislikes	*expressing likes and dislikes about toys *justification of opinions *numbers 21-39 *simple prices	*c'est+ adjective	*J'aime *je n'aime pas *j'adore *je déteste *ça *vingt-et-un, vingt-deux, vingt-trois, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, etc *c'est combien? *un euro *c'est super, magnifique, fantastique, hyper-cool, génial	*in *revision of nasal sounds
---	---	-------------------	--	----------------------------------

Topic	Objectives	Grammar	Core language	Phonic focus
Unit 7 Vive le sport				
*Healthy foods and drinks	*making simple statements about activities and diet	Questions with qu'est-ce que....? Faire:je fais, tu fais Jouer au + sport	*Qu'est-ce que tu fais(lundi)? Je joue au tennis/au cricket/au rugby /au football Je fais du skate / du vélo	*on/om compared with onn/omm

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



		Faire du/dela(+sport)	De la danse/de la notation Le jus d'orange,le yaourt, le poisson, une pomme, les carottes, le chocolat, le coca, les pommes frites, Oui c'est bon pour la santé Non, c'est mauvais pour la santé	
--	--	-----------------------	---	--

Topic	Objectives	Grammar	Core language	Phonic focus
Unit 8 Les Quatre amis				
Responding to a story Description of animals	Give a simple description (of an animal) Making simple statements about movement	Regular –er verbs :il/elle Courir(irregular)il/elle court Pronouns il/elle used for it Negatives(ne...pas)	Le cheval,le mouton,le lapin, la souris Galope,court, sautille,trottine Il / elle est...	On, ch,ou,

Topic	Objectives	Grammar	Core language	Phonic focus
-------	------------	---------	---------------	--------------

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



Unit 10 En route pour l'école On the way to school				
*Alphabet *places in locality *directions	*describing a journey to school *simple directions *using repair strategies to keep a conversation going	*alphabet	*Quand je vais à l'école Je passe devant Cinq minutes plus tard Finalement Vrai Faux à droite à gauche tout droit je ne comprends pas répétez s'il vous plaît	Using knowledge of phoneme- grapheme correspondence to synthesise words

Topic	Objectives	Grammar	Core Language	Phonic Focus
Unit 11 Bon appétit				

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



<ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions 	<ul style="list-style-type: none"> • Talking about what has been eaten and drunk • Expressing likes, dislikes and preferences • Following and writing instructions (as in a recipe) 	<ul style="list-style-type: none"> • Perfect tense: manger, boire • Use of du, de la, de l', des • Plural nouns with les and des • Compound sentences with connectives et and mais • Imperatives: vous form of some regular and irregular verbs 	<ul style="list-style-type: none"> • j'ai mangé • j'ai bu • et • mais • un sandwich • un gâteau • une pomme • une orange • une banane • du fromage • de l'eau • de la salade • des chips (pl) 	<ul style="list-style-type: none"> • revision of an/en and au/eau
---	--	--	--	--

Topic	Objectives	Grammar	Core language	Phonic focus
Unit 12 The planets				
*Planet	*Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs	*Qualifier: assez trop *prepositions: près de, loin de Compound sentences with parce que	La terre La lune Un nom Un nom propre Un adjective Parce que	Revision of common phonemes Hearing individual phonemes in words and using this to aid writing

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



			Elle Près de Loin de Assez trop	
--	--	--	---	--

Topic	Objectives	Grammar	Core language		Phonic focus
Unit 13 The Four Seasons					
*Responding to a poem *Responding to piece of classical music	*Making simple Simple statements (about seasons) *Describing the weather * Using adjectives as antonyms	*Prepositions <i>en, au</i> (with seasons) *Adjectives: Agreements and position(revision)	L'hiver(m) Le printemps L'été(m) L'automne(m) Au printemps En été/automne/hiver Il fait beau etc Clair Sombre	Heureux triste Joli Laid Fade Coloré Calme agité	Using knowledge of phoneme-grapheme correspondence to aid writing

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



Topic	Objectives	Grammar	Core language	Phonic focus
Unit 14 Beach scene				
<ul style="list-style-type: none"> * Responding to a painting * Writing and performing a poem 	<ul style="list-style-type: none"> *Giving a simple description(Of a scene or place) * Using adjectives to add interest and detail to a description *Writing instructions 	<ul style="list-style-type: none"> *Regular er Verbs(present tense):third person singular *Dormir (irregular):il/elle dort *imperatives: tu form of some irregular and irregular verbs 	<ul style="list-style-type: none"> (le chien)regarde (le bateau) glisse (la petite fille)dort (la dame)brosse (les cheveux de la petite fille) Il y a C'est Prends Ajoute Mélange Décore laisse 	<ul style="list-style-type: none"> Revision of au/eau Il and elle

Topic	Objectives	Grammar	Core language	Phonic focus
Unit 15 Our school				

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



* Places around school *School subjects *telling the time	*Making statements about the school environment *Telling time using half-hours, quarter hours and 24hr clock notation.	*Definite and indefinite articles: le/la un/une	Il est midi/minuit Il est une heure et demie/il est deux heures et demie etc Il est deux heures et quart le terrain de sport la salle de classe	le dessin le sport le français la géographie la technologie l'anglais(m) la bibliothèque l'entrée la grande salle	l'informatique(f) l'histoire(f) les sciences (f pl) les maths (fpl) la cour les toilettes la cantine le parking	qu
---	---	---	---	---	--	----

Topic	Objectives	Grammar	Core Language	Phonic Focus
Unit 16 Then and Now				
•comparison of modern day settlements With those from a period in the past.	•Making statements(about places in a town) *Asking questions (about places in town)	*antonyms *Imperfect tense of avoir(avait) and être (était) Beaucoup de....	<ul style="list-style-type: none"> • le/une supermarché • la/une boulangerie • la/une boucherie • la /une pâtisserie • la/une poissonerie • il y avait • c'était 	

Progression Grid

Summercourt Academy – MFL French

Lightbulb Languages scheme of work – Progression Grid



*Writing a guide for tourists	Saying the year (eg mille neuf cent quarante huit) week	Peu de.....	<ul style="list-style-type: none"> • aujourd'hui • soixante-et-onze, etc • quatre-vingt-un, etc • mille • beaucoup de • peu de 	
-------------------------------	--	-------------	--	--

Topic	Objectives	Grammar	Core language		Phonic focus
Unit 17 Monter un café- creating a café					
*drinks snacks and ice-creams	*quantities of food *transactional language for a café * seeking clarification of meaning	*prepositions : au/ à la	*Un coca Un milkshake Un chocolat chaud Un café Un café au lait Un paquet de chips Une lemonade	Une eau minérale Une tasse de thé Une portion de frites Une pizza Une glace au chocolat/à la fraise/à la vanille Répétez, s'il vous plaît	*using knowledge of phoneme-grapheme correspondence to work out pronunciation of new words * revision of ill-