|  |
| --- |
|  Squirrels Class Medium Term Planning for **MFL (French) Summer Term 2023** |
| **Time** * Days of the week
* Months of the year
* Birthdays
 | We will recap this throughout conversation throughout the week too. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson 1 – Learn it****Days of the Week**Introduction of days of the week. Use of a French song. | **Lesson 2 – Check it****Days of the Week**Ordering written days of the week using a French song to help us. | **Lesson 3 – Learn it****Months of the Year** Introduction of months of the year. Use of a French song. | **Lesson 4 – Check it****Months of the Year** Ordering written months of the year using a French song to help us. | **Lesson 5 - Learn it****Birthdays**Introduction of question and answer. When is your birthday?My birthday is… | **Lesson 6 – Check it****Birthdays**Create a birthday card for somebody using key words and phrases. |

|  |  |
| --- | --- |
| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| KS2 – MFLPupils should be taught to:* Listen attentively to spoken language and show understanding by joining in and responding
* Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* Speak in sentences, using familiar vocabulary, phrases and basic language structures
* Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* Present ideas and information orally to a range of audiences
* Read carefully and show understanding of words, phrases and simple writing
* Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
* Appreciate stories, songs, poems and rhymes in the language
 | **ELG*** With some support, use the target language for a purpose.

**Y1/2*** Understand a range of spoken phrases.
* Demonstrate some knowledge and understanding of the customs and features of the countries where the language is spoken.
* Identify countries and communities where the language is spoken.
 |

**Progression of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Recapping regularly on key phrases and conversations (during sessions and throughout the week). | Learning words and phrases linked to days of the week, months of the year and birthdays. Learning some French songs/rhymes. New learning every other week to secure new learning and apply some French vocabulary to reading/writing in French. | Applying words/phrases to conversations. |