



TELFORD JUNIOR SCHOOL – MFL



TOPIC DESCRIPTIONS

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><u>Spanish</u> Phonetics Lesson 1 (C) Learn about key phonemes to facilitate accurate and authentic pronunciation.</p> <p>I am Learning Spanish (E) To have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken. Pupils will learn numbers to 31 and common colours in order to talk about the date and answer the register.</p> <p>Ancient Britain (E) To use high frequency verbs in the 1st person singular form. The verbs are: 'to be', 'to have' and 'to live'. To pretend to be characters from the Stone, Bronze and Iron Age. To be able to say/write who they are, where they live and which hunting tool they use,</p>	<p><u>Spanish</u> Phonetics Lesson 2 (C) Learn about key phonemes to facilitate accurate and authentic pronunciation.</p> <p>Presenting Myself (I) To focus on asking and answering questions and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p> <p>The Weather (I) To learn the knowledge and skills to be able to describe the weather in Spanish</p> <p><u>Spanish</u> What is the Date? (I) Consolidate days of the week, numbers, and months of the year. Children will use these to say the date and when their birthday is in Spanish.</p> <p><u>Spanish</u></p>	<p><u>Spanish</u> Phonetics Lesson 3 (C) Learn about key phonemes to facilitate accurate and authentic pronunciation.</p> <p>Do you have a Pet? (I) To have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have. To use 1st person singular and then to progress onto 3rd person singular verb usage so that they are able to say what the pet is called. To use conjunctions more confidently.</p> <p>The Tudors (I)/Planets (P) To understand slightly longer and more complicated text. To learn 'gist' read, listen and understand more by using cognates and more familiar language to decode more unfamiliar language. To promote a deeper understanding of the role of verbs, nouns, determiners</p>	<p><u>Spanish</u> Phonetics 4 (C) Learn about key phonemes to facilitate accurate and authentic pronunciation.</p> <p>At School (P) To learn nouns and determiners/definite articles for 10 school subjects. To learn how to conjugate the verb 'to study', an introduction to time and an expansion of options. To have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. To create more detailed and personalised responses</p> <p>Regular Verbs (P) To focus on personal/subject pronouns and verb stems before learning how to conjugate regular verbs.</p>



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<p>incorporating the three high frequency verbs in their phrases.</p> <p>Italian (ENR) I am Learning Italian (E) To be able to introduce themselves, say how they feel, and have a wider appreciation for the country where the foreign language is spoken</p> <p>Spanish The Shapes (E) Pupils will learn 10 common shapes and numbers 1-5 in Spanish. They will be able to recognise, recall, remember and spell up to 10 shape nouns with their indefinite article.</p> <p>Animals (E) Pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in Spanish. They will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. Pupils will also create short</p>	<p>Habitats (I) Pupils will be able to talk and write about various plants and animals that live in 5 very different habitats using a wider range of vocabulary.</p> <p>German (ENR) Presenting Myself (E) To focus on asking and answering questions and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. Pupils will also learn to read and write the names for pets and farm animals and ask and answer questions about them. Pupils will learn numbers to 31 and common colours in order to talk about the date and answer the register.</p>	<p>and adjectives/To learn a key set of adjectives and to apply knowledge of adjectival agreement to describe the Solar System elements in the foreign language.</p> <p>Spanish At the Café (I) To perform a short role-play in a Spanish café. Pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p> <p>Clothes (I) To have the knowledge and skills necessary to describe what they are wearing in Spanish. Brings together grammar (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so pupils can say and write what they are packing in their suitcase for a holiday.</p>	<p>Spanish The Weekend (P) To learn 10 phrases for activities they may do at the weekend. Introduce extension for telling the time and opinions and justifications. To have the knowledge and skills to talk about what they do at the weekend enabling them to create more detailed and personalised responses.</p> <p>Me in the World (P) To learn about other countries around the globe that speak Spanish. To learn about currencies, flags, cultural celebrations and traditions of those countries. This brings together all the language covered in the various teaching types.</p> <p>Mandarin I am Learning Mandarin (E) To begin to understand greetings and numbers in Mandarin Understand that words in Mandarin are</p>
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<p>phrases with the verb 'I am' plus the animal nouns and determiners.</p>		<p>French (ENR) I am Learning French (E) To have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where French is spoken. Pupils will learn numbers to 31 and common colours in order to talk about the date and answer the register.</p>	<p>represented in symbols rather than the English alphabet. To understand that tone can change the meaning in Mandarin. To learn some colours and understand why some colours are particularly in Chinese culture.</p>
<p>Read Fluently <u>Milestone 1 (Years 3 and 4)</u></p> <ul style="list-style-type: none">• Read out loud everyday words and phrases• Use phonic knowledge to read words• Read and understand short written phrases• Read out loud familiar words and phrases• Use books or glossaries to find out the meanings of new words <p><u>Milestone 2 (Years 4 to 6)</u></p> <ul style="list-style-type: none">• Read and understand the main points in short written texts• Read short texts independently• Use a translation dictionary to look up new words <p><u>Milestone 3 (Years 5 and 6)</u></p> <ul style="list-style-type: none">• Read and understand the main points and some of the detail in short written texts• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words• Read and understand the main points and opinions in written texts from various contexts including present, past or future events• Show confidence in reading aloud <p>Write imaginatively</p>			



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Milestone 1 (Years 3 and 4)

- Write or copy everyday words correctly
- Label items and choose appropriate words to complete short sentences
- Write one or two short sentences
- Write short phrases used in everyday conversations correctly

Milestone 2 (Years 4 and 5)

- Write a few short sentences using familiar expressions
- Express personal experiences and responses (Y5)
- Write short phrases from memory with spelling that is readily understandable

Milestone 3 (Years 5 and 6)

- Write short texts on familiar topics (Y6)
- Use knowledge of grammar (or pitch in Mandarin in Y6) to enhance or change the meaning of phrases
- Use dictionaries or glossaries to check words
- Refer to recent experiences or future plans, as well as everyday activities (Y6)
- Include imaginative and adventurous word choices (Y6)
- Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty)
- Use dictionaries or glossaries to check words (Y6)

Speak confidently

Milestone 1 (Years 3 and 4)

- Understand a range of spoken phrases
- Understand standard language (sometimes asking for words or phrases to be repeated)
- Answer simple questions and give basic information
- Give responses to questions about everyday events
- Pronounce words showing a knowledge of sound (or pitch in Mandarin in Y6) patterns

Milestone 2 (Years 4 and 5)

- Understand the main points from spoken passages
- Ask others to repeat words or phrases if necessary
- Ask and answer simple questions and talk about interests
- Take part in discussions and tasks
- Demonstrate a growing vocabulary

Milestone 3 (Years 5 and 6)



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- Understand the main points and opinions in spoken passages
- Give a short-prepared talk that includes opinions (Y6)
- Take part in conversations to seek and give information
- Refer to recent experiences or future plans, everyday activities and interests (Y6)
- Vary language and produce extended responses (Y6)

Understand the culture of the countries in which the language is spoken

Milestone 1 (Years 3 and 4)

- Identify countries and communities where the language is spoken
- Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken
- Show awareness of the social conventions when speaking to someone

Milestone 2 (Years 4 and 5)

- Describe with some interesting details some aspects of countries or communities where the language is spoken and this country (Y3 also)
- Make comparisons between life in countries and communities where the language is spoken and this country (Y3 also)

Milestone 3 (Years 5 and 6)

- Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken
- Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country

Ideas for presenting in different ways:

- Audio recordings
- Conversations with peers and bi-lingual speakers
- PowerPoint Presentations
- Display Posters
- Role-play

YEAR 3

YEAR 4

YEAR 5

YEAR 6

Educational visits and visitors linked to our MFL curriculum:

Celebrate European Languages Day

In the future: Pen Pal Scheme with an international school in Spain.



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**Assessment for learning:**

Rating of Reading/Speaking/Writing/Listening 0-5 through Language Angels Scheme of Work Assessment Programme to gain a better insight into progress

Check in with children what they have understood and what they can recall in terms of vocabulary

Training: CPD Webinars via Language Angels Scheme of Work

Additional Information: Subject Overview based on Early Teaching/Intermediate Teaching/Progressive Teaching/Enrichment Curriculum