MFL tracking for 2019-20 Year group 1 - Year 6 in 20\_\_\_\_\_\_ to 20\_\_\_\_\_\_

\*Repeated every year \*\* Repeated alternate years

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| Focus Areas- progressive learning | Year 3 Speak/ write some words | Year 4 Speak/ write words +phrases | Year 5 Speak/ write sentences | Year 6 Speak / write longer+ multiple sentences |
| Greetings*Je m’appelle**Bonjour**Au revoir**Comment t’appelles-tu**Bonne nuit**Salut**Comment c ava**C ava mal**C ava bien merci**Au revoir**A tout a l’heure* | Simple single word . short phrase greetings.Songs and books with focus on greetings | Simple single word, short phrase greetings- begin to use longer-4/5 word sentences.SpokenSongs and books with focus on greetings- answer questions. | Simple single word . short phrase greetings.SpokenSongs and books with focus on greetings | Simple single word . short phrase greetings.SpokenSongs and books with focus on greetings |
| FamilyMa mereMon pereMa soeurMon frereBebe | Say the members of the immediate family and grandparents | Say the members of the immediate family and grandparents | Know the names for family and begin to describe family members. | Describe family members with 2/3 sentences. |
| ColoursRouge,Orange, Jaune,Vert e, Bleu eNoir, Blanc he, Violetbrun | Matching colours including colours of the rainbow- gamesSongs and books with focus on colours | Matching colours including colours of the rainbow and 3/4 others.Songs and books with a focus on colours | Know a wider range of colours and use these to describe known objects in sentences. | Describe known objects including their colours- for example an ourdoor scene. |
| Numbersand mathsun e , deux, trois, quatre, cinq, six, sept, huit, neuf, dix onze, douzem treize, quatorze, quinze, seixe, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, etctrente, quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt-dix, cent | Counting to ten- simple matching gamesSongs and books with focus on numbers | Counting to twenty- simple matching gamesSongs and books with focus on numbers | Count to 50- start to use the language of number in the context of sentences/ dates/ classroom/ maths etc | Count to 100- start to use the language of number in the context of sentences/ dates/ classroom/ maths etc |
|  AgeJ’ai ….ansMoiToiQuell age as- tu | Say how old you are | Say how old you are and your friend | Ask how old animals are | Have a short conversation about ages. |
| VerbsJe nageJe danseJe lisJe chanteJe joue au footballJe coursJe marche | Know 2 verbs | Know 4 verbs | Know 6 verbs  | Use verbs in sentences |
| Days and monthsCelebrationsLundi, Marde, Mercredi, Jeudi, Vendredi, Samedi, DimancheJanvier, Fevrier , Mars, Avril, Mai, Juin, Juillet, Aout, Septembre, Octobre, Novembre, DecembreMon anniversaire est en | Know days and months in order.Songs and books with a focus on days and months | Match days and months with the English equivalentSongs and books with a focus on days and months | Be able to say simple sentences for example when your birthday is and the season. | Be able to use a mixture of descriptions which incorporate the time of year and date. |
| Body PartsTete, epaules, genoux, pied, oreilles, yeux, bouche, nez, cheveux, bras, main, jambetouchez | Know 2 body parts | Know 4 body parts | Know 6 body parts | Describe yourself |
| On the way to school je vais à l'école a pied en autoen bicycleje vois des arbreles personnesles enfantsune route | Say how you come to school | Say how you came to school on a particular day | Say what you saw- two things- on the way to school | Describe your route to school |
| WeatherIl fait froid, Il fait de soleil, il fait de brouillard, il fait de neiger, il fait de glacial, il pleut,  | Describe weather- one type | Describe two different weathers | Describe 4 different weathers | Describe the weather on a given day |
| Classroom languageUn regle, une gomme, un crayon, un stylo, un livre, un ordinateur portable, Une chaise, une table, Passe moi un crayon, puis-je emprunter un crayon  | Language of commonly used implements.Request implements. | Language of many implements used in the classroom- be able to name 10 and request | Language of many implements used in the classroom- be able to name 10 and request/ describe some of these. | Describe things that are happening in the classroom using 2/3 sentences. |
| AnimalsUn cheval, Un chien, un chat, une vache, un mouton, un lapin, un cochon d’inde, un hamster, un oiseau | Know the names of 5 pets | Know the names of ten animals. | Know the names of ten animals and begin to describe these in simple ways | Know the names of ten animals and describe these in more complex ways. |
| ShoppingJe voudraisC’est combineOu est | Request items from a shoprestaurant | Ask how much an item is | Request and ask | Confidently request and ask  |
| FoodPomme de terreFrites, le poulette, le jambon, le fromage, le sandwich, le pain grille, les legume, les petit pois, les carottes, le poisson, l’eau, tasse de the, tasse de café, du jus d’orange, Une pomme, une banana, du raisin, une poire, une peche Je prefere  | Common foods such as bread, vegetables, meatSongs and books with focus on food. | Name a variety of foods | Name a variety of foods and drinks | Have a conversation about what foods and drinks you prefer |
| Description- adjectivesGrand ePetit eHeureuseTristeViteLent eBlondPrudent eNegligent e | 2 adjectives | 4 adjectives | 6 adjectives | 8 adjectives |