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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.  Spoken  Songs and books with focus on greetings- answer questions. | Simple single word . short phrase greetings.  Spoken  Songs and books with focus on greetings | Simple single word . short phrase greetings.  Spoken  Songs and books with focus on greetings |
| Family  Ma mere  Mon pere  Ma soeur  Mon frere  Bebe | 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. |
| Colours  Rouge,Orange, Jaune,Vert e, Bleu e  Noir, Blanc he, Violet  brun | Matching colours including colours of the rainbow- games  Songs 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. |
| Numbers  and maths  un 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, etc  trente, quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt-dix, cent | Counting to ten- simple matching games  Songs and books with focus on numbers | Counting to twenty- simple matching games  Songs 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 |
| Age  J’ai ….ans  Moi  Toi  Quell 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. |
| Verbs  Je nage  Je danse  Je lis  Je chante  Je joue au football  Je cours  Je marche | Know 2 verbs | Know 4 verbs | Know 6 verbs | Use verbs in sentences |
| Days and months  Celebrations  Lundi, Marde, Mercredi, Jeudi, Vendredi, Samedi, Dimanche  Janvier, Fevrier , Mars, Avril, Mai, Juin, Juillet, Aout, Septembre, Octobre, Novembre, Decembre  Mon 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 equivalent  Songs 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 Parts  Tete, epaules, genoux, pied, oreilles, yeux, bouche, nez, cheveux, bras, main, jambe  touchez | 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 auto  en bicycle  je vois des arbre  les personnes  les enfants  une 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 |
| Weather  Il 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 language  Un 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. |
| Animals  Un 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. |
| Shopping  Je voudrais  C’est combine  Ou est | Request items from a shop  restaurant | Ask how much an item is | Request and ask | Confidently request and ask |
| Food  Pomme de terre  Frites, 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, meat  Songs 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- adjectives  Grand e  Petit e  Heureuse  Triste  Vite  Lent e  Blond  Prudent e  Negligent e | 2 adjectives | 4 adjectives | 6 adjectives | 8 adjectives |