Gladstone Road Primary School MFL

Curriculum Planning

Intent

Our MFL curriculum has been carefully planned and designed to encompass the content of the National Curriculum.

- Pupils' language education is introduced in Year 3 and builds year on year, developing pupils' expertise.
- Curriculum plans have been constructed effectively to ensure that pupils know more, remember more and are able to do more.
- Golden Threads, based on the four key areas of speaking, listening, reading and writing have been identified for each year group and underpin the key knowledge and concepts taught through our curriculum.
- Key knowledge has been mapped out from Year 3 to the end of KS2 to ensure that that the curriculum is coherently sequenced and there is clear progression.
- The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning.
- Vocabulary has been identified and outlined clearly so that this can be taught explicitly within lessons.
- Clearly defined end points have been identified to ensure that pupils build upon prior learning and develop their knowledge of key concepts.
- Pupils commit knowledge to their long-term memory through recalling and repeated practice outlined in plans.

Implementation

We provide a range of opportunities and implement a range of teaching methods to ensure that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- Knowledge organisers which outline knowledge (including vocabulary) all children must master and apply in lessons are introduced at the start and referred to throughout a unit of study.
- A well sequenced cycle of lessons carefully plans for progression and depth concentrating on the language skills suited to the age group.
- Lessons follow a consistent structure of: retrieval, explanation, application and assessment which may include such features as questioning, modelling, individual, partner, group or whole class activities.
- Our inclusive approach is demonstrated through the way in which tasks and activities are adapted to ensure that all pupils are able to access the curriculum.
- Through retrieval, teachers make sure that pupils can draw on what they already know so that they can remember more.
- Key vocabulary is explicitly taught to enable pupils to develop their range of vocabulary and understanding.
- Assessment for learning strategies are used at the start, during and at the end of lessons to assess pupils' learning and identify any gaps or misconception

Impact

Our MFL Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- Pre and post unit assessments
- Assessment against 'End of Year Expectations' with clearly identified end points. These are then passed to the receiving teacher to ensure any gaps can be addressed when a key concept is revisited.

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GOLDEN THREADS	Year 3	Year 4	Year 5	Year 6
Listening	To understand a few familiar spoken words and phrases – e.g. • teacher's instructions • days of the week • a few words in a song • colours • numbers To show an understanding and be able to respond to a few familiar spoken words and short phrases, spoken slowly and clearly.	To listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action). Understand a range of familiar spoken phrases – e.g. • basic phrases concerning myself, my family • and school	To understand the main points from a spoken passage made up of familiar language.	To understand the main points and some of the detail from a short, spoken passage – e.g. • sentences describing what people are wearing • an announcement
Speaking	To say and/or repeat a few words and short simple phrases – e.g. • what the weather is like • naming classroom objects To show they now how to pronounce some single letter sounds. To imitate correct pronunciation with some success. To recognise a familiar question and respond with a simple rehearsed response.	To answer simple questions and give basic information – e.g. • about the weather • brothers and sisters • pets To show they know how to pronounce all single letter sounds. To show an awareness of sound patterns. To be clearly understood.	To be able to ask and answer simple questions– e.g. • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies To be able to talk about personal interests.	To be able to take part in a simple conversation. To be able to express an opinion. To begin to understand how accents change letter sounds. To be able to substitute items of vocabulary to vary questions or statements . To show that pronunciation is becoming more accurate and intonation is being developed.
Reading	To recognises and reads out a few familiar words or phrases – e.g. • from stories and rhymes • labels on familiar objects • the date To use visual clues to help with reading.	To understand some familiar written phrases – e.g. • simple weather • basic descriptions	To show they understand the main point(s) from a short written text – e.g. • simple messages on a postcard/in an email To be able to match sound to print by reading aloud familiar words and phrases. To use a book/laptops/glossary to find out the meanings of new words.	To show an understanding of the main points and some of the detail from a short written text . To begin to read independently and show an understanding of what they have read Use a bilingual dictionary to look up new words.
Writing	To show they can write or copy simple words and/or symbols correctly – e.g. personal information such as • age • numbers • colours • objects	To be able to write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. • shopping list	To write a few short sentences with support using already learnt – e.g. • postcard • simple note or message • identity card To be able to spell words that are readily understandable.	To be ale to write a short text on a familiar topic, adapting language already learnt. To show they can spell commonly used words correctly.

	To be able to select appropriate words to complete a sentence.	• holiday greetings by email/postcard To begin to spell some commonly used		

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Year 3 MTP		Autumn Term Getting to Know You	Spring Term Food Glorious Food	Summer Term Family and Friends
Y3		***This Getting to Know You unit will teach your class about basics of the French language. Your class will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.*** **Knowledge and Skills to be developed:** • Say hello and goodbye. • Introduce themselves. • Say if they are feeling good/bad/so-so. • Count to 10. • Say how old they are. • Use different greetings for different situations. • Ask and answer simple questions for each topic area. • Use vocabulary they have learned elsewhere to develop their sentences. • Recognise there is a difference between formal and informal language.	***This 'food' themed unit pack uses an easy-to-follow story as its inspiration and is designed to pick up and develop your class's learning from the previous Year 3 French unit. By joining in with the story, your class will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns.*** ***Knowledge and Skills to be developed:*** • follow a story and join in the repeated parts; • say what foods from a set they like/dislike; • describe the colour or size of an object; • Ask politely for something. • predict a repeated phrase; • make a range of simple statements by substituting vocabulary; • modify a colour adjective; • respond appropriately to a polite request • recognise the correct determiner depending on gender/number; • select adjectives based on gender/number of nouns; • Order sentences correctly.	***This 'Family & Friends' unit will teach your class how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.*** ***Knowledge and Skills to be developed:*** • identify and introduce some of their relations; • name some common pets; • Recognise some rooms in their home. • consider whether nouns are masculine or feminine; • make new sentences by substituting other vocabulary appropriately • Use masculine/feminine articles and possessive pronouns.
Future Learning		**Year 4** • locate some of France's key cities; • say in French what amenities or features are found in their own town; • use multiples of ten and number • operations to do simple calculations; • vary sentences about asking and giving simple addresses; • use a bilingual dictionary with increasing confidence to translate French-English and vice versa.	**Year 4** • Listen and respond to topic vocabulary. • Answer questions using the topic vocabulary. • Take part in role play as a shop/shopkeeper, speaking in French. • Greet and respond. • Choose the correct form when changing le to du; lla to de la and les to des. • Use adjectives (colours) and place them after the noun.	**Year 4** • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • write an answer in a sentence using the topic vocabulary; • Present ideas and information orally to a range of audiences. • choose the correct preposition: en for feminine countries, au for masculine countries; • choose whether the mode of transport needs en or à. • use third person plural conjugation of a verb; • use the correct possessive adjective for a family member (ma, mon or mes).
Vocabulary	**All**	Bonjour [hello], salut [hi], Je m'appelle… [My name is...], Merci [thank you],	Qu'est-ce que c'est ? [What's this?], magasin (m) [shop], il y a [there is/are…], il n'y a pas [there isn't/aren't…] Qu'est-ce que c'est ? [What's this?], J'aime… [I like], Je n'aime pas… [I don't like], Je voudrais… [I would like…], Avez-vous…? [Do you have…?], Oui, J'ai… [Yes. I have…], Non, je n'ai pas… [No, I haven't…],	le printemps (m) [Spring], l'été (m) [Summer], l'automne (m) [Autumn], l'hiver (m) [Winter], janvier (m), [January], février(m) [February], mars (m), [March], avril (m) [April], mai (m) [May], juin (m) [June], juillet (m) [July], août (m) [August], septembre (m) [September], octobre (m) [October], novembre (m) [November], décembre (m) [December], La météo (f) [the Weather]

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	Most	comment t'appelles-tu? [What's your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss], (Comment) ça va? [How are you doing?], Bien [good/fine], Trés bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas trés bien [not very well], Ça va mal [bad/not well],	J'aime beaucoup… [I like … a lot], J'aime un peu… [I like … a little] boulangerie (f) [bakery], les vêtements (m) [clothes], la fromagerie (f) [cheese shop], la boucherie (f) [butchers],, la boulangerie (f) [bakery] la pâtisserie (f) [cake shop],	? [What season is…….in ?], En quelle saison sont…. ? [What season are….in ?] les mois (m) [months], Il fait chaud. [It's hot] Il fait froid [It's cold.] les saisons (f) [the seasons], Quel temps fait-il ? [What's the weather like?]
	Some	pâtisserie (f) [cake shop], mosquée (f) [mosque], rivière (f) [river], il n'y a pas [there isn't/aren't…]	le magasin de chaussures (m) [shoe shop],	Il fait nuageux [It's cloudy] Il fait du vent [It's windy.] Il fait du brouillard [It's foggy] Il pleut [It's raining] Il neige [It's snowing] Il gèle [It's freezing] Quel temps est prévu pour aujourd'hui ? [What's the weather forecast for today ?]
National Curriculum	• 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 • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in 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.		

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Year 4 MTP	Autumn Term All Around Town	Spring Term School Life	Summer Term Time Travelling
Prior Knowledge (Retrieval)	• Words for hello and goodbye • Numbers 0-10 • Ask how old someone is	• Common foods with simple adjectives for big/small • Colours (Primary and secondary) • Express a like and dislike	• Words for members of the family • Common pets • Rooms in houses
Y4	***In this unit children will learn key vocab related to food and drink. They will learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops. They will learn key phrases connected to the themes.*** **Knowledge and Skills to be developed:** • Listen and respond to topic vocabulary • Answer questions orally using the topic vocabulary • Write an answer in a sentence using a modelled sentence • Take part in role play using key phrases studied • Interpret a chart written in French • Write words and phrases from memory • Use the correct masculine, feminine or plural forms of adjectives • Use the correct masculine, feminine or plural for some.	***This 'School Life' unit will teach your class key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the Unit, children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes. Looked at stationary and names of stationary in French.*** **Knowledge and Skills to be developed:** • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • answer questions in writing using the topic vocabulary; • Take part in a conversation with a partner and show it to an audience. • use the pronouns 'il' and 'elle' to replace a person's name; • use a comparative adverb	***In this unit, your class will apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history. They will be introduced to one of the common past tenses in the French language, learning to give dates of birth/death for famous French people and begin to use grammatical terms such as conjugation, auxiliary and infinitive verb. They will improve their inter-cultural understanding in a cross-curricular way.*** **Knowledge and Skills to be developed:** • explain how larger numbers are often described by combining smaller number words; • use numbers in a sentence correctly; • demonstrate their understanding of a sentence; • identify auxiliary verb and past participle verb; • apply prior knowledge to say when and where they were born; • Say when significant people in French history were born and died.
Future Learning	**Year 5** • Listen and respond to topic vocabulary • Answer questions orally using the topic vocabulary • Write an answer in a sentence using a modelled sentence • Take part in role play using key phrases studied • Interpret a chart written in French • Write words and phrases from memory • Use the correct masculine, feminine or plural forms of adjectives • Use the correct masculine, feminine or plural for some.	**Year 5** listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; answer questions in writing using the topic vocabulary; Take part in a conversation with a partner and show it to an audience. use the pronouns 'il' and 'elle' to replace a person's name; use a comparative adverb	**Year 5** • explain how larger numbers are often described by combining smaller number words; • use numbers in a sentence correctly; • demonstrate their understanding of a sentence; • identify auxiliary verb and past participle verb; • apply prior knowledge to say when and where they were born; • Say when significant people in French history were born and died.

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Vocabulary	**All**	J'ai soif [I'm thirsty], le thé (m) [tea] le café (m) [coffee], le coca (m) [cola] la limonade (f) [lemonade] le jus d'orange (m) [orange juice] l'eau (f) [water], une baguette (f) [bread - baguette] un croissant (m) [croissant],], le sandwich (m) [sandwich], le pain (m) [bread],	les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths],	
	Most	les boissons chaudes (f) [hot drinks] les boissons fraîches (f) [cold drinks], Qu'est-ce que vous désirez boire ? [What would you like to drink?], le petit déjeuner (m) [breakfast] la nourriture (f) [food], un pain au chocolat (m) [chocolate bread],	la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art].	
	Some	une bouteille (f) [bottle] une tasse (f) [cup] un verre(m) [glass], un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals],	l'ordinateur (m) [computer], la à côté de [next to], Où est...? [Where is…?], Où sont...? [Where are…?],	
National Curriculum	• 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 • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in 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.		

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Year 5 MTP	Autumn Term That's Tasty	Spring Term School Life	Summer Term Time Travelling
Prior Knowledge (Retrieval)	• Correct pronunciation of French cities • Name places in towns • Say and write the multiples of 10	• Fruits with correct determiners • Clothes with adjectives • Hold a conversation with a shopkeeper / buying items in shops	• Talk about the seasons and weather • Understand simple sentences about holidays • Discuss their favourite sports and hobbies
Y5	***In this unit children will learn key vocab related to food and drink. They will learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops. They will learn key phrases connected to the themes.*** **Knowledge and Skills to be developed:** • Listen and respond to topic vocabulary • Answer questions orally using the topic vocabulary • Write an answer in a sentence using a modelled sentence • Take part in role play using key phrases studied • Interpret a chart written in French • Write words and phrases from memory • Use the correct masculine, feminine or plural forms of adjectives Use the correct masculine, feminine or plural for some.	***This 'School Life' unit will teach your class key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the Unit, children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes. Looked at stationary and names of stationary in French.*** **Knowledge and Skills to be developed:** • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • answer questions in writing using the topic vocabulary; • Take part in a conversation with a partner and show it to an audience. • use the pronouns 'il' and 'elle' to replace a person's name; • use a comparative adverb	***In this unit, your class will apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history. They will be introduced to one of the common past tenses in the French language, learning to give dates of birth/death for famous French people and begin to use grammatical terms such as conjugation, auxiliary and infinitive verb. They will improve their inter-cultural understanding in a cross-curricular way.*** **Knowledge and Skills to be developed:** • explain how larger numbers are often described by combining smaller number words; • use numbers in a sentence correctly; • demonstrate their understanding of a sentence; • identify auxiliary verb and past participle verb; • apply prior knowledge to say when and where they were born; • say when significant people in French history were born and died.
Future Learning	**Year 6** *Listen, internalise and recall patterns of sounds *Sing in solo, uniform and in parts *Improvise as part of a group performance *Suggest specific improvements to compositions *Create and improvise melodic and rhythmic phrases	**Year 6** *Listen, internalise and recall patterns of sounds *Use notation including staff notation *Sing in solo, uniform and in parts *Improvise as part of a group performance *Suggest specific improvements to compositions *Create and improvise melodic and rhythmic phrases	**Year 6** *Listen, internalise and recall patterns of sounds *Use notation including staff notation *Sing in solo, uniform and in parts *Improvise as part of a group performance *Suggest specific improvements to compositions *Create and improvise melodic and rhythmic phrases *Develop an understanding of the history of music from different traditions *When performing, maintain own part and have an awareness of people around you.
Vocabulary **All**	J'ai soif [I'm thirsty], le thé (m) [tea] le café (m) [coffee], le coca (m) [cola] la limonade (f) [lemonade] le jus d'orange (m) [orange juice] l'eau (f) [water], une baguette (f) [bread - baguette] un croissant (m) [croissant],], le sandwich (m) [sandwich], le pain (m) [bread],	les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths],	

	Most	les boissons chaudes (f) [hot drinks] les boissons fraîches (f) [cold drinks], Qu'est-ce que vous désirez boire ? [What would you like to drink?], le petit déjeuner (m) [breakfast] la nourriture (f) [food], un pain au chocolat (m) [chocolate bread],	la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art].	
	Some	une bouteille (f) [bottle] une tasse (f) [cup] un verre(m) [glass], un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals],	], l'ordinateur (m) [computer], la à côté de [next to], Où est...? [Where is…?], Où sont...? [Where are…?],	
National Curriculum		• 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 • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in 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.		

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Year 6 MTP		Autumn Term Let's Build a French Town	Spring Term Let's Go Shopping	Summer Term This is France
Prior Knowledge (Retrieval)		• Talk about hot and cold food and drink • Speak and write about opening and closing times • Express preferences for food and drink	• Discuss school objects and subjects • Use simple prepositional phrases • Ask simple maths questions in French	• Count multiples of 100 up to 1000 • Name French historical figures and use the correct form of the verb naitre • Be able to say where and when they were born
Y6		In this 'Let's Visit a French Town' unit, your class will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama. **Knowledge and Skills to be developed:** • choose the correct form to go with the subject of the sentence; • talk about what there is to do in a town; • use simple prepositional phrases; • use a bilingual dictionary; • ask/answer questions about where a place is; • use appropriate words for number operations; • recognise and use ordinal numbers; identify a spelling pattern; • join in with a song or poem to help remember new language.	In this 'Let's Go Shopping' unit your class will learn about the shopping experience in France. Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers. **Knowledge and Skills to be developed:** • use the preposition à côté de and choose the correct masculine and feminine form; • use adjectives (colours) and place them after the noun; • write money amounts in French, up to 500 € in multiples of 50.	This unit will teach your class key vocab related to France and, in particular, Paris. Your class will learn specific vocab to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. Also, one lesson focusses on famous French people and children will learn the French names for the areas that they were/are famous for. They will also learn key phrases connected to themes which run through this unit. **Knowledge and Skills to be developed:** • Listen and respond to topic vocab • Answer questions orally using the topic vocab • Write and answer to a sentence using the topic vocab • Create sentences independently, using a modelled sentence • Write numbers up to 999 • Describe position up to 8 compass points • Choose the correct tense of the verb etre (present or imperfect) • Choose the correct form of an adjective describing nationalities.
Vocabulary	**All**	Où vas-tu ? – Where are you going? Je vais à – I am going to Où est le…? – Where is the…? C'est (it is…	Je voudrais… [I would like….], Les magasins (m) [shops],	habiter [to live],
	Most	Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/ Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci, comme ça [Not bad/OK], Ça ne va pas très bien [Not very well], Ça va mal [Bad/not well], à droite (on the right) à gauche (on the right)	dynamics, structure, notation, Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, riff, solo	à côté de [next to],

	Some	Excusez-moi, où est le ……. s'il vous plaît ? - Excuse me, where is the…… please? au coin - on the corner en face – opposite	dynamics, structure, texture, timbre, notation, Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	dynamics, structure, texture, timbre, notation, Revise and extend Autumn and Spring vocabulary
National Curriculum		• 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 • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in 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.		