



Support
Inspire
Learn

KS2

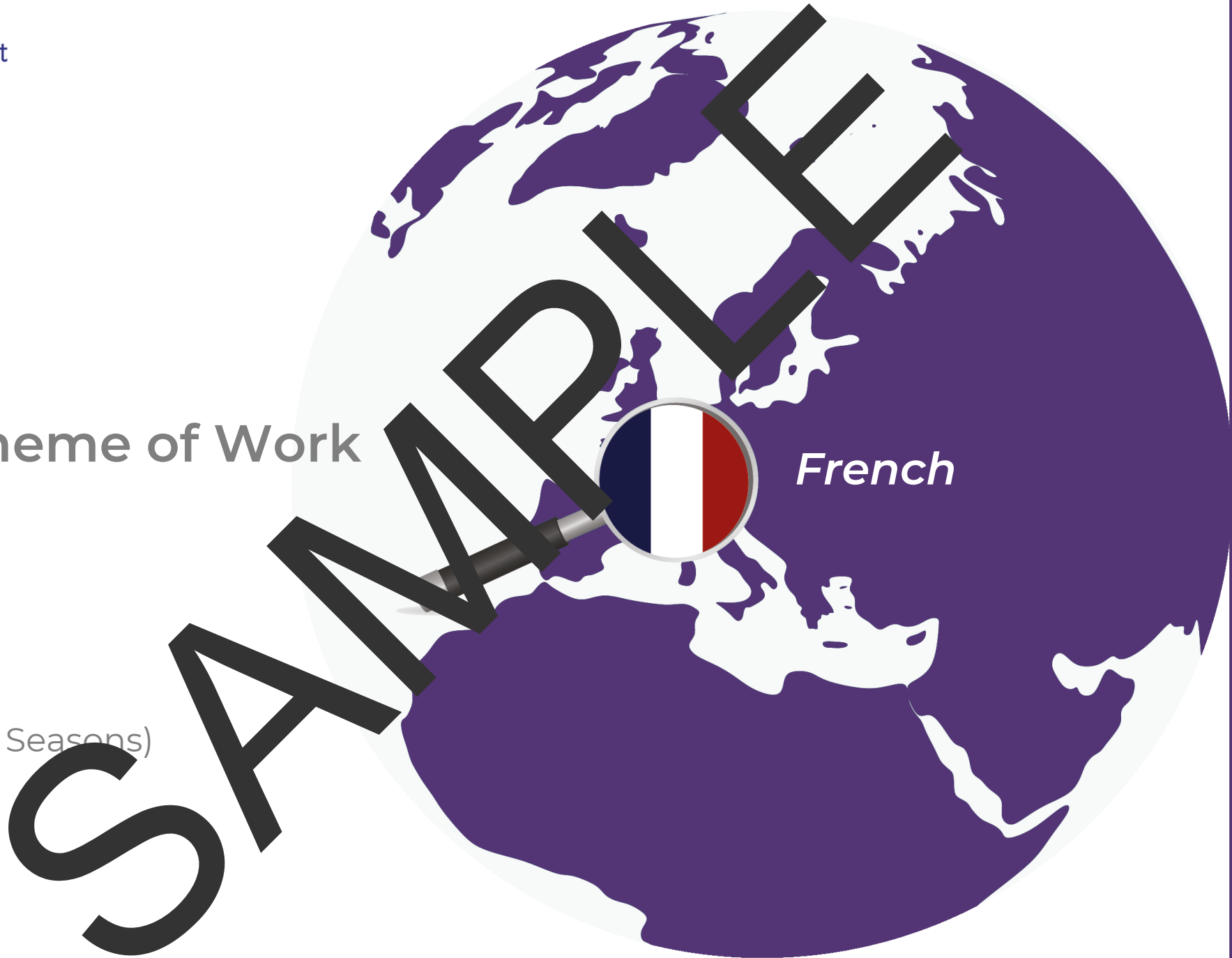
MFL Scheme of Work

Year 5

Autumn 2

School Life

(Clothes and Seasons)





MFL KS2 schemes of work, SIL.

Rationale:

This four year scheme is based on the national curriculum programmes of study. Each objective has been broken down into 4 levels to form a framework of age-related expectations. The scheme, which includes weekly planning, is designed to build knowledge and skills, encourage pupils to become increasingly independent and creative in their language study. Each half term follows a theme, enabling language and structures to be revisited and embedded. The aim is to produce language-learners who are well-equipped for key stage 3.

Assessment:

Prior learning has been identified in bold print and should always be assessed and reinforced as part of the teaching process. In addition, activities which particularly lend themselves to assessment and the gathering of evidence have been underlined.

Delivery:

It is recommended that pupils receive 1 hour of language teaching per week in order to be able to achieve the age-related expectations. Teaching should be delivered by someone with good subject knowledge. Where this is an external provider, it is recommended that the class-teacher is present, and works collaboratively with the specialist in order to embed language learning in the curriculum. The class-teacher should also be part of the assessment process.

Other publications:

A series of booklets aimed at developing reading and writing skills are available for each half term within each year group. The activities are differentiated and match the age-related expectations in those skill areas. Schemes and planning are also available for EYFS/KS1.

Inset training:

The Liverpool MFL team can provide bespoke staff training. This is free as part of the universal offer for Liverpool maintained schools, and can be arranged at a cost, for schools outside of the city, or who are not part of the universal offer.

KEY:

Red text indicates suggested activities which include extra challenge.

Bold print indicates prior learning.

Underlined LOs indicate suggested assessment opportunities.



<p>Learning Objectives:</p> <ul style="list-style-type: none">• Ask/ answer/ read more questions including the time (Y4 Aut 2) and clothing worn [using first second and third person [POS3/8/12]• Recall colours (Y3 Aut 1/2) [POS4]• Produce complex sentences involving seasons (Y4 Spring 1)/colours (Y3 Aut 1/2)/ clothing using a language scaffold [POS1/4]• Recall the word order and agreement of colour adjectives (Y3 Spring 2/ Y4 Aut 1) [POS12]• Use the correct form of the third person singular and plural of, 'être,' and 'porter' [POS12]• Use a language scaffold to present spoken information and descriptions about seasons/time/ colours (Y3/4)/ clothing, based on a photo or image [POS5]• Read and show understanding of colour agreement and clothing items in complex sentences [POS8]• Use context and prior knowledge to determine the meaning of words [POS9]• Recall the phoneme, 'on' [POS7]• Follow the text of a story and begin to read aloud [POS6]• Write season/ time/ colour (Y3/4)/ clothing descriptions using a language scaffold [POS10]• Write season/ time/ colour (Y3/4)/ clothing descriptions from memory [POS11]• Recall 1-69 in and out of order (Y4 Spring/ Summer). Counting to 10s [POS4]	<p>Language and Structures:</p> <ul style="list-style-type: none">• Tu t'appelles comment? Comment ça va? Où habites-tu? Quel âge as-tu?• Quelle est la date de ton anniversaire? As-tu un animal à la maison? As-tu des frères ou des soeurs? As-tu un chien? Quel sport tu aimes -tu? Quel temps fait-il? Il y a combien de personnes dans ta famille? Quelle couleur est-ce?• Comment s'appelle -t-il/ elle? Quel âge a-t-il/ elle? Où habite-t-il/ elle? A-t-il/ elle des frères ou des soeurs/ un animal? Quel est la date de son anniversaire?• Rouge, bleu, jaune, vert, orange, violet, marron, rose, gris, blanc, noir (Y3 Aut1/2)• Le pull-over bleu est bleu. Les pull-overs bleus/ ils sont bleus etc• Le pull-over est bleu/ vert/ rouge/ orange/ marron/ gris/ blanc/ noir• Un t-shirt/ short/ pantalon/ pull-over/ manteau/ chapeau• Des chaussures/ baskets/ sandales/ gants• Au printemps, en été, en automne, en hiver• Que portes-tu? Je porte... Que porte-t-il/elle? Il/ elle porte...• Quelle heure est-il? Il est... heure[s] et demie (Y4 Aut 2)/ et quart/ moins le quart• Minuit (Y4 Aut 2)• 1-69 in and out of order (Y4 Spring/ Summer)
<p>Phonemes:</p> <ul style="list-style-type: none">• on <p>Grammar:</p> <ul style="list-style-type: none">• First, second and third person present tense of verb 'porter.'• Third person singular and plural of, 'être.'• Position of adjectives [colours]. Agreement of adjectives of colour: Vert[er]/ bleu[e][s] . 'Marron' and 'orange' are invariable and never agree.	<p>Resources:</p> <ul style="list-style-type: none">• Powerpoint, flashcards, items of clothing, clock <p>Stories/Songs:</p> <ul style="list-style-type: none">• Habille-toi, Robert

SAMPLE



Week	Learning Objectives	Suggested Activities	Language
1	<ul style="list-style-type: none"> Ask and answer more questions in the third person POS3/12 Recall colours (Y3 Aut1/2) POS4 Recognise 10 items of clothing with articles POS1/9/12 Recall that colour adjectives follow the noun (Y3 Spring 2/ Y4 Aut 1) POS12 Recognise how colour adjectives change to agree with the noun PO12 Recognise spoken numbers 1-69 out of order at speed (Y4 Spring/ Summer) POS4 	<ul style="list-style-type: none"> Mouth questions- pupils to say question aloud and answer; More able to answer in first and third person Colours: Guess the colour; quick flash Clothes: [use real clothing items and /or flashcards]. Repeat in different tenses; do the opposite to the teacher-high/low; Jacques le dit. Emphasis on memorising masc/ fem articles. [use code articles/displays on board to order correct articles] Display clothing items. Teacher asks 'De quelle couleur est-ce?' then repeats clothing item and colour Pupils to listen and then discuss what they have noticed about the adjective's position [after the noun] and spelling of the colours [vert-verte] and silent final letters. Numbers: Pupils write down list of random numbers called aloud by teacher or mini prof 	<ul style="list-style-type: none"> Comment s'appelle-t-il/ elle? Quel âge a-t-il/ elle? Où habite-t-il/ elle? Est-il/ elle des frères ou des soeurs/ un animal? Quelle est la date de son anniversaire? Robe, bleu, jaune, vert, orange, violet, marron, rose, blanc, noir Une jupe/ robe/ veste/ écharpe Un t-shirt/ short/ pantalon/ pull-over/ manteau/ chapeau De quelle couleur est-ce? 1-69

SAMPLE



	<ul style="list-style-type: none"> • <u>Recognise third person written description of seasons</u> (Y4 Spring1), clothes and colours (Y3 Aut 2) POS8 • Read and show understanding of a story including familiar language POS8 • Use context and prior knowledge to determine meaning of unfamiliar words and to predict their pronunciation POS7/9 • Count to 69 in 2s forwards (and backwards) at speed(Y4 Spring 2) POS4 	<ul style="list-style-type: none"> • Read, 'Habille-toi, Robert,' story with the class. Pupils to join in with familiar words and predict pronunciation and meaning of unfamiliar clothing items. • Count to 69 in 2s, with digits shown for support repeat without digits; more able to count forwards in 2s 	<ul style="list-style-type: none"> • [Extraordinary vocabulary] les bottes, sandales, lunettes de soleil, pantoufles, chapeau / une écharpe / un t-shirt, short, collier/ trop • 69
5	<ul style="list-style-type: none"> • Match first half of written Q or A to correct second half POS3/8/12 • Recall time, on the hour and half past POS3/4 [Y4 Aut 2] • Recognise and show understanding of ¼ to and ¼ past the hour POS1/3 • Show understanding of the time in the written form POS8 • Recall four points on the clock POS4 	<ul style="list-style-type: none"> • Split several Q and A phrases in two halves and mix up with other examples. Pupils match correct halves and read aloud; repeat as a theatrical • Time: Repeat 'Quelle heure est-il?' to a tune. Show familiar clock times and pupils to identify • Spoken/ written recognition: repeat of new times to Jacques tune use arm position to show hands of the clock. Pupils repeat time if arm position shown matches spoken time. When teacher says the time, pupils show correct arm position; repeat last two activities with written time phrases. • Introduction-teacher shows the arm position, pupils say the corresponding time; repeat activity in pairs and 1 v 1 competitions 	<ul style="list-style-type: none"> • Q and A as previous weeks • Quelle heure est-il? • Il est ... heures et demie, midi, minuit, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze • et quart/ moins le quart,

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