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| **Year 5 MFL** |
| *Sequential Components of Learning: Lesson by Lesson* |
| Term | Overview and intent | Lesson by lesson outline | Resources | Notes: |
| Autumn | *By the end of this term students will be able to…***Family Strand*** Recall and use verbs ‘There is’ and ‘I have’ for family members
* Recall and use the negatives ‘There is not’ and ‘I don’t have’
* Recognise and use conjunctions and, but and also.
* Listen to and read a piece of text and identify short sentences about family members.
* Write some compound sentences (using conjunctions and negatives)
* Recognise and recall questions and begin to answer them (name, age, birthday and family)
* Understand questions and respond confidently in conversations (speaking task)
* Write a short dialogue using familiar language.
* Understand, remember and recognise new key phonic sounds in the target language.

**Cultural*** Have a knowledge and understanding of how Christmas is celebrated in a country where the language studied is spoken.
 | **Family Strand**Lesson 1: Recap ‘There is’ and ‘I have’ Lesson 2: Recap ‘There is not’ and ‘I don’t have’Lesson 3: Conjunctions (and, but, also)Lesson 4: Reading and listening focusLesson 5:Writing focus (There is / There are / negatives and conjunctions)Lesson 6: Question recap (name, age, birthday and family members).Lesson 7: Speaking task (class interview)Lesson 8: Continue speaking task (class interview)Lesson 9: Writing dialogue (based on speaking task).Lesson 10: Phonics recap**Cultural Lesson: Christmas.** | Each lesson has a PowerPoint with voice overs for each new piece of vocabulary. Instructions for each activity is written in the ‘notes’ section of each slide. Slides are provided to go through new phonic sounds with students, which include voice clips. Slides can be printed out to evidence activities in books.Any additional worksheets or resources attached to the lesson will be labelled with the lesson’s number.  | Language from the Y3/4 Basics strand should be integrated into lessons through greetings, dates and through dialogue.In the Autumn Term there are 10 lessons from the Family strand with a focus on all 4 threshold concepts (listening, speaking, reading and writing). These may be used to assess against progression of skills.NB: Stick in the Learn It / Link It sheet for the Family strand before commencing the lessons. Complete cultural lesson. |

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| Spring | *By the end of this term students will be able to…***Descriptions Strand*** Recall and say key vocabulary to describe personality – including 1st and 3rd person present tense of the verb ‘To be’ and negatives.
* Use extended adjectives and begin to understand adjectival agreement.
* Recall physical descriptions using I have, he has and she has.
* Listen to and read a piece of text and identify short sentences about descriptions.
* Begin to write a short paragraph about descriptions (My Hero).
* Understand, remember and recognise new key phonic sounds in the target language.

**Where I Live Strand*** Recall short phrases ‘I live in’, places in town and ‘there is/ there are’.
* Recognise and use extended vocabulary.
* Recall ‘there is/ there isn’t’ with extended vocabulary.
* Use adjectives to describe a town – ‘it is’.

**Cultural*** Have a knowledge and understanding of how Easter is celebrated in a country where the language studied is spoken.
 | **Descriptions Strand**Lesson 1: Recap personality vocabulary (I am/He is/She is/He is not/She is not)Lesson 2: Extended adjectives and agreementsLesson 3: Recap physical descriptions (I have, he has, she has)Lesson 4: Reading and listening focus (Multi skills lesson based on one text)Lesson 5: Writing – My Hero (introduction to significant native speakers)Lesson 6: Phonics recap**Where I Live Strand**Lesson 1: Recap ‘I live in’, places in a town and ‘there is/there are’.Lesson 2: Extended vocabulary – places in a town.Lesson 3: Recap ‘there is/ there isn’t’ with extended vocabulary.Lesson 4: Town descriptions – adjectives + ‘it is’**Cultural Lesson : Easter.** | Each lesson has a PowerPoint with voice overs for each new piece of vocabulary. Instructions for each activity is written in the ‘notes’ section of each slide. Slides are provided to go through new phonic sounds with students, which include voice clips. Slides can be printed out to evidence activities in books.Any additional worksheets or resources attached to the lesson will be labelled with the lesson’s number.  | Complete the 6 lessons from the Descriptions strand before starting the Where I Live strand (4 lessons). NB: Stick in the Learn It / Link It sheets before commencing the lessons. Complete a cultural lesson on Easter and, if time allows, recap weaker areas based on teacher assessment. |

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| **Year 5 MFL** |
| *Sequential Components of Learning: Lesson by Lesson* |
| Term | Overview and intent | Lesson by lesson outline | Resources | Notes: |
| Summer | *By the end of this term students will be able to…***Where I Live Strand*** Recognise and begin to use quantifiers / intensifiers.
* Say and understand vocabulary for town descriptions using ‘it is not’.
* Recall and use conjunctions for compound sentences.
* Listen to and read a piece of text and identify short sentences.
* Prepare a short speaking task – using photo as a stimulus.
* Present a speaking task with reasonable pronunciation – based on photo.
* Begin to write a short paragraph (based on photo presentation task).
* Understand, remember and recognise new key phonic sounds in the target language.

**Cultural*** Have a knowledge of places of interest within the country studied.
 | **Where I Live Strand**Lesson 5: Quantifiers / intensifiers (very, too, quite, a bit). Lesson 6: Town descriptions + ‘it is not’.Lesson 7: Recap conjunctions with extended sentences.Lesson 8: Reading and listening multi skills – recognition focus.Lesson 9: Speaking task preparation – photo task.Lesson 10: Speaking photo task presentation.Lesson 11: Writing task (based on presentations).Lesson 12: Phonics recap **Cultural lesson: Places of interest within the country studied.** | Each lesson has a PowerPoint with voice overs for each new piece of vocabulary. Instructions for each activity is written in the ‘notes’ section of each slide. Slides are provided to go through new phonic sounds with students, which include voice clips. Slides can be printed out to evidence activities in books.Any additional worksheets or resources attached to the lesson will be labelled with the lesson’s number.  | Continue the Where I Live strand (8 lessons).NB: Stick in the Learn It / Link It sheet for the Where I Live strand before commencing the lessons. Complete a cultural lesson about places of interest within the country studied and, if time allows, recap weaker areas based on teacher assessment. |