



# Bleasby Primary School

## MFL Knowledge Progression Map

### Salut! Programme – stand alone, discrete teaching.



	<b>Autumn A</b>	<b>Spring A</b>	<b>Summer A</b>	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>
<b>Enquiry Focus</b>	British History Timeline <i>What can we learn from the past?</i> <i>What did the people of the past give to us?</i>	World Achievements <i>What difference does it make that we are part of a bigger world?</i> <i>Does ancient history matter?</i>	Plants & Habitats <i>Can we look after our world better?</i> <i>Are we looking after our local environment?</i>	Contrasting and impactful periods in British History <i>When would you prefer to have lived?</i>	Knowledge of the World <i>Why is it important to be globally connected?</i>	Animals & Healthy Bodies <i>Are we looking after our bodies as well as we could?</i>
<b>FS/1/2 Non-compulsory</b>	<p><b>EYFS</b>  <b>Listening</b> - Listen and join in simple songs about greetings, numbers, animals, fruits, body parts, days and months. Follow simple instructions with visual cues, story telling and games.  <b>Cultural Understanding</b> - A basic understanding that other countries may speak another language and that there are other cultures.</p> <p><b>Year 1</b>  <b>Listening</b> - Understand a few familiar spoken words – weekdays, numbers 1-5, primary colours, greetings (hello, goodbye).  <b>Speaking</b> - Copy a few words and simple phrases – greetings (hello, goodbye), primary colours, numbers 1-5, know how to pronounce some single letter sounds (vowels).  <b>Cultural Understanding</b> - Understand that some people speak a different language to my own.</p> <p><b>Year 2</b>  <b>Listening</b> - Understand a few familiar spoken words and phrases eg. Teacher instructions; a few words in songs; a few numbers.  <b>Reading</b> - To recognise words used in song or flashcards used e.g. Days, numbers, family.  <b>Speaking</b> - Respond to slow simple questions; repeat words found in songs or instructions.  <b>Cultural Understanding</b> - Understand some differences and similarities of living in a different country – compare with France at major celebrations.</p>					



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3/4	<p><b>AUTUMN 1 CORE UNIT 1</b> Greeting each other. Introducing themselves. Counting to 10. Introducing their immediate family.</p> <p><b>AUTUMN 2 CORE UNIT 2</b> Saying the days of the week. Naming colours. Counting between 11 and 20. Naming countries. Expressing likes and dislikes.</p>	<p><b>SPRING 1 CORE UNIT 3</b> Identifying body parts. Counting to 31. Identifying items of clothing. Naming the months of the year. Talking about birthdays.</p> <p><b>SPRING 2 UNIT A – ANIMALS</b> Saying animal vocabulary. Asking about pets. Describing animals using adjectives. Using prepositions. Naming animal homes.</p>	<p><b>SUMMER 1 UNIT B- FOOD</b> Naming common foods. Expressing likes and dislikes. Saying what they are eating. Naming cutlery. Saying what they would like to have. Understanding cooking instructions.</p> <p><b>SUMMER 2 UNIT C- AT SCHOOL</b> Saying how they travel to school. Naming places in school. Listing the contents of their pencil case. Telling the time. Naming school subjects.</p>	<p><b>AUTUMN 1 UNIT D PLAYTIME</b> Basic commands (imperatives). Saying what's in the playground. How to say a variety of playground games. Using 'j'aime' with another verb. Saying what and where they like to play.</p> <p><b>AUTUMN 2 UNIT E MY HOME</b> Saying where they live. Identifying a variety of rooms and types of furniture. Saying what there is in the kitchen. Describing their daily routine.</p>	<p><b>SPRING 1 UNIT F MY TOWN</b> Asking how much something costs and saying prices. Talking about what is in their town. Giving directions. Saying names of shops. Saying the names of items you might buy in a shop.</p> <p><b>SPRING 2 UNIT G DESCRIBING PEOPLE</b> Saying colours that are useful. Describing physical features. Describing a person's personality. Saying what they are wearing. Using 'il' and 'elle' with 'etre' and 'avoir'.</p>	<p><b>SUMMER 1 UNIT H THE BODY</b> Naming parts of the face. Saying basic verbs in the first person. Saying that something hurts. Naming fairy tale characters. Saying traditional fairy tale locations.</p> <p><b>SUMMER 2 UNIT 1 SPORT</b> Talking about the sports they play. Expressing likes. Detailed vocabulary for football and tennis matches. The use of the verb 'savoir'.</p>
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5/6	<p><b>AUTUMN 1 UNIT J ON HOLIDAY</b> More countries. Holiday accommodation. Vocabulary associated with the zoo, beach and theme park. Using the perfect past tense.</p> <p><b>AUTUMN 2 UNIT K EATING OUT</b> Asking for items in a shop or restaurant. Asking how much things cost. Some basic weights. How to order for others in a restaurant.</p>	<p><b>SPRING 1 UNIT L HOBBIES</b> Naming hobbies. Talking about types of music and giving a variety of opinions. Saying what musical instruments they play. Talking about different types of film.</p> <p><b>SPRING 2 UNIT M A SCHOOL TRIP</b> The perfect past tense. The future tense. Some common verbs. Vocabulary associated with a trip to a museum and the countryside.</p>	<p><b>SUMMER 1 UNIT N- SEASONS</b> The names of the seasons. Talking about seasonal activities. Saying the date and when their birthday is. Naming craft materials. Following craft instructions.</p> <p><b>SUMMER 2 UNIT O- THE ENVIRONMENT</b> Saying what the weather is like. Naming garden creatures. Talking about garden activities. Talking about recycling.</p>	<p><b>AUTUMN 1 UNIT P ACTIONS</b> Using action verbs in the first person. Using action verbs in the third person singular. Using some adverbs. Naming craft materials. Using the perfect past tense in the third person singular form.</p> <p><b>AUTUMN 2 UNIT Q IN FRANCE</b> Learning where some French cities are located in France. Talking about tourist attractions in Paris. Learning about French speaking countries. Naming popular French foods.</p>	<p><b>SPRING 1 UNIT R THE FAMILY</b> Naming extended family members. Saying how many siblings they have. Talking about the household tasks they do and have done. Forming sentences using “on”. Vocabulary associated with birthday parties.</p> <p><b>SPRING 2 UNIT S A WEEKEND WITH FRIENDS</b> Talking about activities that they might do at the weekend. Expressing what they would and wouldn’t like to do. Asking others if they would like to do something. Naming foods associated with midnight feasts. Giving a reason for accepting</p>	<p><b>SUMMER 1 UNIT T THE FUTURE</b> The future tense in the first, second and third person singular and first person plural. Using adjectives to compare people. More ways to describe how they are feeling.</p> <p><b>SUMMER 2 UNIT U JOBS</b> Naming a number of jobs in French. Saying what they want to be when they’re older. Naming some workplaces. Saying vocabulary linked to space stations and fire stations.</p>
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Woodland Team (Y3,4)	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Salut Programme	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're 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. Understand 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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Forest Team Y5, 6	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
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