

Subject: MFL	Year Group: Year 2	Topic: MFL	Initiation and activation activities:
Prior knowledge required: Counting from 0-10, Simple greetings		Vocabulary:	
Programme of Study: Year 1 & 2	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, 	<p><u>Unit 3 -Celebrations</u></p> <ul style="list-style-type: none"> • Making simple statements (about activities) • Expressing praise • Months of the year and which celebrations take place. Comparing celebrations <p><u>Unit 5 – The Four Friends</u></p> <ul style="list-style-type: none"> • Giving a simple description (of an animal) • Making simple statements (about movement) <p><u>Unit 7- All Aboard</u></p> <ul style="list-style-type: none"> • Making statements (about travel) • Describing the weather • Days of the week <p><u>Knowledge skills and understanding</u></p> <p><u>Listening and Responding</u></p> <ul style="list-style-type: none"> • Do they understand a range of familiar statements? • Do they understand a range of familiar questions? <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Can they give short and simple responses to what they see and hear? • Can they name and describe people? • Can they name and describe places? • Can they name and describe objects? • Can they use (set) phrases? <p><u>Reading and Responding</u></p> <ul style="list-style-type: none"> • Can they read and understand short phrases? • Can the read aloud single words and phrases? • Can they use books or glossaries to find the meanings of new words? <p><u>Writing</u></p> <ul style="list-style-type: none"> • Can they copy a short familiar phrase? • Can they write or word-process set phrases we use in 		

<p>phrases and simple writing</p> <ul style="list-style-type: none"> • 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 <p>The starred (*) content above will not be applicable to ancient languages.</p> <p>•</p>	<p>class?</p> <p><u>GD</u>- Compare celebrations between two different countries.</p>		
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