



MFL



INTENT: The intention of the French curriculum at All Saints Primary is that by nurturing hearts and inspiring minds children develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence and creative skills. We strive to stimulate and encourage children's curiosity about language. We help children develop their awareness of cultural differences in other countries; we strive to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

IMPLEMENTATION: Our French curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. All our children in KS2 will have regular language lessons.

IMPACT: The learning challenges used, to plan and teach French ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator.

SMSC

(to be developed in all lessons)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '**British values**' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.



BRITISH VALUES **(to be developed in all lessons)**

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

British Values are a natural focus of MFL. People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided. We give our students an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. We also encourage students to discover, discuss and debate unfamiliar lifestyles. Students learn about and reflect upon the development of a sense of identity, self-worth, culture and tradition.

We hope that the study of languages will positively affect our students' lives and their understanding of the world around them.



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At the end of KS2, pupils will be able to:

- Respond to questions about their name, their age, where they live and their close family
- Use sentences to ask and respond about the colour of nouns
 - Name body parts
 - Describe simple actions in sentences
- Begin to write sentences involving the details listed above

KS2 KEY KNOWLEDGE

- Listen attentively to spoken language and show understanding
- Explore the patterns and sounds of language through songs and rhymes Engage in conversations; ask and answer questions; express opinions ...
- Speak in sentences, using familiar vocabulary, phrases and basic language
- Develop accurate pronunciation so that others understand
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and writing
- Appreciate stories, songs, poems and rhymes in the language
- Write phrases from memory, and adapt these to create new sentences,
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied

KS2 KEY SKILLS

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.



Ruby Class (Year 3 & 4)

| Autumn Term 1 | |
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| <u>PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)</u> | <u>ASPECTS TO COVER</u> <ul style="list-style-type: none">• Where is France? What is France like?• Learn to say hello/ goodbye• Learn to introduce themselves• Learn to count to 10• Learn how to ask someones age and how to respond to the question |
| <u>Planning Cycle A</u> <u>Getting to know you (Twinkl Year 3)</u> | <u>Planning Cycle B</u> <u>C'est Moi (Oak Academy)</u> |

| Autumn Term 2 | |
|--|---|
| <u>PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)</u> <ul style="list-style-type: none">• hello/ goodbye• introduce themselves• count to 10• to ask someones age and respond to the question | <u>ASPECTS TO COVER</u> <ul style="list-style-type: none">• Learn to recognise and name body parts.• Learn main colours |
| <u>Planning Cycle A</u> <u>All about me (Twinkl Year 3)</u> | <u>Planning Cycle B</u> <u>Je Decris un monstre (Oak Academy)</u> |

| Spring Term 1 | |
|--|---|
| <u>PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)</u> <ul style="list-style-type: none">• hello/ goodbye• introduce themselves | <u>ASPECTS TO COVER</u> <ul style="list-style-type: none">• Learn words and phrases about close family/pets• Answer questions about the above |



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| <ul style="list-style-type: none">• count to 10• to ask someones age and respond to the question• name body parts.• main colours | <ul style="list-style-type: none">• Conjunction 'et' |
| <u>Planning Cycle A</u> <u>Qu'est-ce que c'est (oak academy)</u> | <u>Planning Cycle B</u> <u>Family and Friends (Twinkl)</u> |

| Spring Term 2 | |
|---|---|
| <u>PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)</u> <ul style="list-style-type: none">• hello/ goodbye• introduce themselves• count to 10• to ask someones age and respond to the question• name body parts.• main colours• words and phrases about close family/petsConjunction 'et' | <u>ASPECTS TO COVER</u> <ul style="list-style-type: none">• Learn words and phrases about food• To write simple sentences about food. |
| <u>Planning Cycle A</u> <u>A' table (oak academy)</u> | <u>Planning Cycle B</u> <u>Food Glorious Food (Twinkl)</u> |

| Summer Term 1 | |
|---|--|
| <u>PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)</u> <ul style="list-style-type: none">• hello/ goodbye• introduce themselves• count to 10• to ask someones age and respond to the question• name body parts. | <u>ASPECTS TO COVER</u> <ul style="list-style-type: none">• Learn some verbs• Learn the names of some hobbies• Learn the names of some sports• Put the above into simple sentences |



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| <ul style="list-style-type: none">• main colours• words and phrases about close family/petsConjunction 'et'• words and phrases about food | |
| <u>Planning Cycle A</u> <u>Je fais un sport (oak academy)</u> | <u>Planning Cycle B</u> <u>Holidays and Hobbies (Twinkl)</u> |

| Summer Term 2 | |
|--|---|
| <u>PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)</u> <ul style="list-style-type: none">• hello/ goodbye• introduce themselves• count to 10• to ask someones age and respond to the question• name body parts.• main colours• words and phrases about close family/petsConjunction 'et'• words and phrases about food• Verbs, hobbies and sports | <u>ASPECTS TO COVER</u> <ul style="list-style-type: none">• Consolidation of the year's learning• To rewrite simple story in French |
| <u>Planning Cycle A</u> <u>The Hungry Caterpillar</u> | <u>Planning Cycle B</u> <u>One Yellow Lion</u> |



Sapphire Class (Year 5 & 6)

| Autumn Term 1 | |
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| <u>PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)</u> <ul style="list-style-type: none">• hello/ goodbye• introduce themselves• count to 10• to ask someones age and respond to the question• name body parts.• main colours• words and phrases about close family/petsConjunction 'et'• words and phrases about foodVerbs, hobbies and sports | <u>ASPECTS TO COVER</u> <ul style="list-style-type: none">• Consolidation of the previous learning |
| <u>Planning Cycle A</u> <u>Consolidation/ French Culture</u> | <u>Planning Cycle B</u> <u>Consolidation/ French Culture</u> |

| Autumn Term 2 | |
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| <u>PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)</u> <ul style="list-style-type: none">• hello/ goodbye• introduce themselves• count to 10• to ask someones age and respond to the question• name body parts.• main colours• words and phrases about close family/petsConjunction 'et'• words and phrases about foodVerbs, hobbies and sports | <u>ASPECTS TO COVER</u> <ul style="list-style-type: none">• Begin reading simple texts and respond to questions about them. |
| <u>Planning Cycle A</u> <u>All about ourselves</u> | <u>Planning Cycle B</u> <u>Getting to know you</u> |



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SpringTerm 1

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

- hello/ goodbye
- introduce themselves
- count to 10
- to ask someones age and respond to the question
- name body parts.
- main colours
- words and phrases about close family/pets Conjunction 'et'
- words and phrases about food
- Verbs, hobbies and sportsReading simple texts

ASPECTS TO COVER

- Begin reading simple texts and respond to questions about them.

Planning Cycle A
Family and Friends

Planning Cycle B
Time Travel

SpringTerm 2

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

- hello/ goodbye
- introduce themselves
- count to 10 and beyond/ months of the year
- to ask someones age and respond to the question
- name body parts.
- main colours
- words and phrases about close family/pets Conjunction 'et'
- words and phrases about food
- Verbs, hobbies and sportsReading simple texts

ASPECTS TO COVER

- Write and answer simple questions about, where people live/ school life

Planning Cycle A
School Life

Planning Cycle B
This is France



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Summer Term 1

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

- hello/ goodbye
- introduce themselves
- count to 10
- to ask someones age and respond to the question
- name body parts.
- main colours
- words and phrases about close family/pets
Conjunction 'et'
- words and phrases about food
- Verbs, hobbies and sports
Reading simple texts

Planning Cycle A Let's go shopping

ASPECTS TO COVER

- Write modelled stories using simple sentences.

Planning Cycle B Let's visit a French Town

Summer Term 1

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

- hello/ goodbye
- introduce themselves

ASPECTS TO COVER

- **Consolidation**
- Produce books of modelled stories using simple sentences (including pictures)



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- count to 10
- to ask someones age and respond to the question
- name body parts.
- main colours
- words and phrases about close family/pets
- Conjunction 'et'
- words and phrases about food
- Verbs, hobbies and sports,
- Reading simple texts

Planning Cycle A

Planning Cycle B