

Our **intent** for MFL approach is to broaden pupils' understanding of the world around them and develop lifelong linguistic skills through the teaching of French. We want children to develop a thirst for exploration and appreciation of countries that differ from their own by not only studying the target countries (France) language but also the countries location (geography), history and rich culture. We aim to do this by making learning languages fun and meaningful, providing pupils with many opportunities for practical activities including role play. The sequence of lessons have been carefully planned ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes - Time Travelling, Let's Visit a French Town and This Is France - provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. The curriculum enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of our French curriculum is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Through our French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Our **intent** is for children to:

- Achieve their absolute potential by having the highest expectations of their learning
- Be confident to ask questions and extend their knowledge. This is enabled by positive relationships and nurture
- Enjoy learning a second language and finding out about different cultures.
- Speak aloud their ideas to improve fluency and accent with confidence whether the ideas are correct or not.
- Develop lifelong linguistic skills through the teaching of French.
- Have an understanding culture of French-speaking countries and communities.
- To be curious to deepen their understanding of the world.

We **implement** our MFL curriculum through:

- Re-call prior learning and give opportunities for revision of language and grammar.
- Providing children with top quality resources to help them to build on prior knowledge alongside the introduction of new skills.
- Giving children an insight into the culture of French-speaking countries and communities in order to develop an appreciation for travel and new cultures.
- Giving opportunity to revise key vocabulary and grammatical structures every lesson.
- Teaching children about the geography/culture and history of France.
- Giving children the opportunity to communicate in the taught language regularly whilst encouraging role play
- Giving children the opportunity to listen to native French speakers in each lesson.
- Opportunities for all children to access Greater Depth learning

The National Curriculum provides a structure and skill development for the MFL curriculum being taught. This is linked to our Learning Missions to provide a creative approach, which reflects a balanced programme of study.

The **impact** of our MFL approach is children enjoy and have a genuine curiosity for learning about language and other cultures. They are able to communicate in the French language with the support of teacher, peers and well-chosen resources. Children are aware of what impact grammar can have upon the spoken word and will try to use this taught knowledge to speak in a grammatically correct manner whilst adopting the French accent. Children are confident to verbalise their ideas as well as writing them down and have fun partaking in role play activities that encompass the culture and language of France.

**Here's what our children say:**

'Drawings and diagrams help me to understand my maths' - Year 3

'I love working with my partner to use different methods to solve the same problem' - Year 4

'We practise our timetables a lot – I really like this' - Year 4

'The teacher shares our work to help others' - Year 4

'I really enjoy mind workouts because they really make me think about my maths' BK Year 5

'My teacher, talking partners and equipment (calculators, hundred square, place value grid, counters) all help me with my maths' 5GI – Year 5

'I want to be a maths teacher so I find maths lessons really useful' - Sid Year 6

'I feel proud in maths when I overcome struggles' - Dexter Year 6

KS2	Autumn Term The Stone Age	Spring Term Rome	Summer Term North America
Y3	<p><b>Getting to Know You</b></p> <p>This Getting to Know You unit will teach your class about basics of the French language. Your class will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.</p> <p><b>Skills to be developed:</b></p> <p>Say hello and goodbye. Introduce themselves. Say if they are feeling good/bad/so-so. Count to 10. Say how old they are. Use different greetings for different situations. Ask and answer simple questions for each topic area. Use vocabulary they have learned elsewhere to develop their sentences. Recognise there is a difference between formal and informal language.</p>	<p><b>Food Glorious Food</b></p> <p>This 'food' themed unit pack uses an easy-to-follow story as its inspiration and is designed to pick up and develop your class's learning from the previous Year 3 French unit. By joining in with the story, your class will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns.</p> <p><b>Skills to be developed:</b></p> <p>follow a story and join in the repeated parts; say what foods from a set they like/dislike; describe the colour or size of an object; Ask politely for something. predict a repeated phrase; make a range of simple statements by substituting vocabulary; modify a colour adjective; respond appropriately to a polite request recognise the correct determiner depending on gender/number; select adjectives based on gender/number of nouns; Order sentences correctly.</p>	<p><b>Family and Friends</b></p> <p>This 'Family &amp; Friends' unit will teach your class how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.</p> <p><b>Skills to be developed:</b></p> <p>identify and introduce some of their relations; name some common pets; Recognise some rooms in their home. consider whether nouns are masculine or feminine; make new sentences by substituting other vocabulary appropriately Use masculine/feminine articles and possessive pronouns.</p>
Key Vocabulary	<p>Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi], Je m'appelle... [My name is...], Comment t'appelles-tu? [What's your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss], (Comment) ça va? [How are you doing?], Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?], Salut! [Bye! - informal], Au revoir [goodbye] À bientôt [see you soon], À tout à l'heure [see you later], A demain [see you tomorrow], Bonne fin de semaine / Bon week-end [have a good weekend], Quel âge as-tu? [How old are you?], J'ai ___ ans. [I'm ___ years old.], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!], Qui est-ce? [Who's this?], moi [me], ma (f)/ mon (m)/mes (pl) [my], frère [brother], soeur [sister], mère [mother], père [father], parents [parents], grand-mère [grandmother], grand-père [grandfather], tante [aunt], oncle [uncle], cousin (m)/cousine (f) [cousin], nièce [niece], neveu [nephew], famille [family], Je voudrais... [I would like], du (m) [some], de la (f) [some], des (pl) [some], S'il vous plaît [please], voilà [here you are], merci [thank you], merci bien [thank you very much], J'aime [I like], Je n'aime pas [I don't like], J'adore [I love], Je déteste [I hate], Qu'est-ce que tu aimes ? [What do you like?]</p>		

KS2	Autumn Term Vikings	Spring Term Greeks	Summer Term Yorkshire
Y4	<p align="center"><b>All Around Town</b></p> <p>In this 'All Around Town' unit, your class will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French.</p> <p><b>Skills to be developed:</b> locate some of France's key cities; say in French what amenities or features are found in their own town; use multiples of ten and number operations to do simple calculations; vary sentences about asking and giving simple addresses; use a bilingual dictionary with increasing confidence to translate French-English and vice versa.</p>	<p align="center"><b>Going Shopping</b></p> <p>In the unit children will learn about the shopping experience in France. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.</p> <p><b>Skills to be developed:</b> Listen and respond to topic vocabulary. Answer questions using the topic vocabulary. Take part in role play as a shop/shopkeeper, speaking in French. Greet and respond. Choose the correct form when changing le to du; lla to de la and les to des. Use adjectives (colours) and place them after the noun.</p>	<p align="center"><b>Holidays and Hobbies</b></p> <p>In this 'Holidays and Hobbies' unit your class will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies. They will learn key phrases connected to the themes.</p> <p><b>Skills to be developed:</b> listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; write an answer in a sentence using the topic vocabulary; Present ideas and information orally to a range of audiences. choose the correct preposition: en for feminine countries, au for masculine countries; choose whether the mode of transport needs en or à. use third person plural conjugation of a verb; use the correct possessive adjective for a family member (ma, mon or mes).</p>
Key Vocabulary	<p>J'habite à... [I live in...], Où [where], Où habites-tu? [Where do you live?], magasin (m) [shop], école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f) [swimming pool], gare (f) [railway station], pâtisserie (f) [cake shop], café (m) [cafe], supermarché (m) [supermarket], cinéma (m) [cinema], parc (m) [park], théâtre (m) [theatre], marché (m) [market], mosquée (f) [mosque], rivière (f) [river], il y a [there is/are...], il n'y a pas [there isn't/aren't...] Qu'est-ce que c'est ? [What's this?], J'aime... [I like], Je n'aime pas... [I don't like], J'aime beaucoup... [I like ... a lot], J'aime un peu... [I like ... a little] Qu'est-ce que c'est ? [What's this?], Je voudrais... [I would like...], les vêtements (m) [clothes], Qu'est-ce que c'est ? [What is it ?], Avez-vous...? [Do you have...?], Oui, J'ai... [Yes. I have...], Non, je n'ai pas... [No, I haven't...], le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery] la pâtisserie (f) [cake shop], le marché (m) [market], la bijouterie(f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], Où puis-je acheter? [Where can I buy?], les saisons (f) [the seasons], le printemps (m) [Spring], l'été (m) [Summer], l'automne (m) [Autumn], l'hiver (m) [Winter], janvier (m), [January], février(m) [February], mars (m), [March], avril (m) [April], mai (m) [May], juin (m) [June], juillet (m) [July], août (m) [August], septembre (m) [September], octobre (m) [October], novembre (m) [November], décembre (m) [December], En quelle saison est..... ? [What season is.....in ?], En quelle saison sont.... ? [What season are....in ?] les mois (m) [months], La météo (f) [the Weather] Quel temps fait-il ? [What's the weather like?] Il fait chaud. [It's hot] Il fait froid [It's cold.] Il fait nuageux [It's cloudy] Il fait du vent [It's windy.] Il fait du brouillard [It's foggy] Il pleut [It's raining] Il neige [It's snowing] Il gèle [It's freezing] Quel temps est prévu pour aujourd'hui ? [What's the weather forecast for today ?] aujourd'hui [today].</p>		

KS2	Autumn Term Beside the Seaside	Spring Term Egypt	Summer Term York
Y5	<p style="text-align: center;"><b>That's Tasty</b></p> <p>In this unit children will learn key vocab related to food and drink. They will learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops. They will learn key phrases connected to the themes.</p> <p><b>Skills to be developed:</b></p> <p>Listen and respond to topic vocabulary            Answer questions orally using the topic vocabulary            Write an answer in a sentence using a modelled sentence            Take part in role play using key phrases studied            Interpret a chart written in French            Write words and phrases from memory            Use the correct masculine, feminine or plural forms of adjectives            Use the correct masculine, feminine or plural for some.</p>	<p style="text-align: center;"><b>School Life</b></p> <p>This 'School Life' unit will teach your class key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the Unit, children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes.</p> <p><b>Skills to be developed:</b></p> <p>listen and respond to topic vocabulary;            answer questions orally using the topic vocabulary;            answer questions in writing using the topic vocabulary;            Take part in a conversation with a partner and show it to an audience.            use the pronouns 'il' and 'elle' to replace a person's name;            use a comparative adverb</p>	<p style="text-align: center;"><b>Time Travelling</b></p> <p>In this unit, your class will apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history. They will be introduced to one of the common past tenses in the French language, learning to give dates of birth/death for famous French people and begin to use grammatical terms such as conjugation, auxiliary and infinitive verb. They will improve their inter-cultural understanding in a cross-curricular way.</p> <p><b>Skills to be developed:</b></p> <p>explain how larger numbers are often described by combining smaller number words;            use numbers in a sentence correctly;            demonstrate their understanding of a sentence;            identify auxiliary verb and past participle verb;            apply prior knowledge to say when and where they were born;            Say when significant people in French history were born and died.</p>
Key Vocabulary	<p>J'ai soif [I'm thirsty] les boissons chaudes (f) [hot drinks] les boissons fraîches (f) [cold drinks] le thé (m) [tea] le café (m) [coffee] le café au lait (m) [coffee with milk] le coca (m) [cola] la limonade (f) [lemonade] le jus d'orange (m) [orange juice] l'eau (f) [water] une bouteille (f) [bottle] une tasse (f) [cup] un verre(m) [glass] de [of] Qu'est-ce que vous désirez boire ? [What would you like to drink?] Je voudrais.... [I would like.....], le petit déjeuner (m) [breakfast] la nourriture (f) [food] une baguette (f) [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals] un pain au chocolat (m) [chocolate bread, also known by the French name in UK] un thé (m) [tea] un café (m) [coffee] un chocolat chaud (m) [hot chocolate] un jus d'orange(m) [orange juice] de l'eau (f) [water] du lait (m) [milk] pour [for] mon (m) [my] je voudrais... [I would like...] et [and], le sandwich (m) [sandwich], le pain (m) [bread], Qu'est-ce que vous désirez ? [What would you like?], Je voudrais... [I would like...], les viandes (f) [meats], le rosbif (m) [roast beef], le jambon [ham], le poulet (m) [chicken], le saucisson sec (m) [salami], les légumes (m) [vegetables], les tomates (f) [tomatoes], la laitue (f) [lettuce], le concombre (m) [cucumber], l'oignon (m) [onion], la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], l'ordinateur (m) [computer], l'armoire (f) [cupboard], la bibliothèque (f) [bookcase], l'évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?], les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art].</p>		

Upper KS2	Autumn Term WW2	Spring Term Rainforests	Summer Term London
Y6	<p><b>Let's Visit a French Town</b></p> <p>In this 'Let's Visit a French Town' unit, your class will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama.</p> <p><b>Skills to be developed:</b></p> <p>choose the correct form to go with the subject of the sentence; talk about what there is to do in a town; use simple prepositional phrases; use a bilingual dictionary; ask/answer questions about where a place is; use appropriate words for number operations; recognise and use ordinal numbers; identify a spelling pattern; join in with a song or poem to help remember new language.</p>	<p><b>Let's Go Shopping</b></p> <p>In this 'Let's Go Shopping' unit your class will learn about the shopping experience in France. Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.</p> <p><b>Skills to be developed:</b></p> <p>use the preposition à côté de and choose the correct masculine and feminine form; use adjectives (colours) and place them after the noun; write money amounts in French, up to 500 € in multiples of 50.</p>	<p><b>This is France</b></p> <p>This unit will teach your class key vocab related to France and, in particular, Paris. Your class will learn specific vocab to describe France's neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. Also, one lesson focusses on famous French people and children will learn the French names for the areas that they were/are famous for. They will also learn key phrases connected to themes which run through this unit.</p> <p><b>Skills to be developed:</b></p> <p>Listen and respond to topic vocab Answer questions orally using the topic vocab Write and answer to a sentence using the topic vocab Create sentences independently, using a modelled sentence Write numbers up to 999 Describe position up to 8 compass points Choose the correct tense of the verb être (present or imperfect) Choose the correct form of an adjective describing nationalities.</p>
Key Vocabulary	<p>je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they], où [where], habiter [to live], nager [to swim], prier [to pray], acheter [to buy], apprendre [to learn], prendre [to catch – train/bus], regarder [to watch], faire une promenade [to go for a walk], école (f) [school], église (f) [church], piscine (f) [swimming pool], gare (f) [railway station], cinéma (m) [cinema], parc (m) [park], mosquée (f) [mosque], librairie (f) [bookshop], préposition (f) [preposition], à côté de [next to], en face de [opposite], librairie (f) [bookshop], bibliothèque (f) [library], boucherie (f) [butcher], restaurant (m) [restaurant], banque (f) [bank], patinoire (f) [ice rink], office du tourisme (m) [tourist information], mairie (f) [town hall], Où est ___ ? [Where is ___?], Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/ Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci, comme ça [Not bad/OK], Ça ne va pas très bien [Not very well], Ça va mal [Bad/not well], Merci [Thank you], Et toi/vous ? [And you?], Bien [Good], Je voudrais... [I would like....], Les magasins (m) [shops], le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery], la pâtisserie (f) [cake shop], la bijouterie (f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], Où est...? [Where is...?], entre [between], à côté de [next to], le Royaume-Uni (m) [United Kingdom], La France (f) [France], l'Italie (f) [Italy], la Belgique (f) [Belgium], l'Andorre (f) [Andorra], l'Allemagne (f) [Germany], le Luxembourg (m) [Luxembourg], la Suisse (f) [Switzerland], la l'Espagne (f) [Spain], le voisin (m) [neighbour].</p>		

## Progression Document

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Repeat words modelled by teacher, show understanding with an action.</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</p> <p>Pick out known words in an 'authentic' conversation.</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>
Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases.</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short preprepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Engage in short scripted conversations .</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p>

<p style="text-align: center;"><b>Writing</b></p>	<p>Copy simple vocabulary.</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Children can write simple words and several short phrases from memory.</p> <p>Children use understandable spelling.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Adapt taught phrases to create new sentences.</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p>
<p style="text-align: center;"><b>Reading</b></p>	<p>Begin to recognise written vocabulary/ single words.</p> <p>Begin to recognise written phrases</p>	<p>Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>Read and show understanding of more complex written phrases.</p> <p>Read and show understanding of a piece of writing based on the current topic.</p> <p>Read short passages and pull answer questions on what they have read.</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary.</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>Can use a dictionary or word list.</p>

Grammar

Can use indefinite articles in the singular with masculine and feminine nouns.

Can use the high-frequency verb forms (I have, it is, there is/are).

Recognise and use the first person possessive adjectives (mon, ma, mes);

name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;

recognise and use partitive articles;

show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;

Can use indefinite articles in the singular with masculine and feminine nouns.

Can use the high-frequency verb forms (I have, it is, there is/are).

Recognise and use the first person possessive adjectives (mon, ma, mes);

recognise and use partitive articles;

show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;

use simple prepositions in their sentences;

use the third person singular and plural of the verb 'être' in the present tense.

demonstrate understanding of gender and number of nouns and use appropriate determiners;

explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;

name and use a range of conjunctions to create compound sentences;

use some adverbs;

demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;

name all subject pronouns and use to conjugate a high frequency verb in the present tense;

recognise and use a high frequency verb in the perfect tense; compare with English;

demonstrate understanding of gender and number of nouns and use appropriate determiners;

name and use a range of conjunctions to create compound sentences;

follow a pattern to conjugate a regular verb in the present tense;

explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;

choose the correct tense of a verb (present/perfect/imperfect/future) according to context.





# **Gladstone Road Primary School MFL**

**Curriculum design, LTP & Vocabulary Progression 2020/2021**