

Modern Foreign Languages (MFL) in St. Gerard's Primary School

Intent Statement

The intent of the MFL curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every pupil whilst preparing them to be a global citizens now and in their future roles within a global community. Pupils will know more, remember more and understand more.

As a result our pupils will:

- **Speak confidently**, using key vocabulary and phrases to verbally communicate ideas.
- **Understand the culture of France** - and some of the countries in which the language is spoken. This will involve background knowledge and cultural capital needed to infer meaning from interactions.
- **Read fluently**, recognising key vocabulary and phrases.
- **Write imaginatively**, using key vocabulary and phrases.

Implementation Statement

French is introduced in KS2 and taught weekly through well planned lessons by the class teacher.

Pupils will progressively acquire and build on their previous knowledge, using and applying a growing bank of vocabulary, language skills and grammatical knowledge organised around age appropriate topics and themes, building blocks of language into more complex, fluent and authentic language.

Pupils will also have the opportunity to learn about the culture of France and other French-speaking countries.

Year 3 Language Coverage

*Units will be progressive within themselves but will also **build on the language and knowledge taught in previous lessons.***

Autumn, Term 1 (Getting to know you)

- Greetings - How are you? – (Role Play)
- Numbers (1-10) – (Games e.g. 'Lotto')
- Classroom Instructions – (Game 'Simon Dit')
- Classroom Language
- Days of the week and months of the year – (On wb everyday) Writing the date – (Any written work)

Autumn, Term 2 (All about me)

- Name and Age – (Role Play)
- Where do you live?
- Body parts

- Imperatives – (Linked to game ‘Simon Dit’. Use numbers, classroom instructions and body parts)
- Christmas – (Short Plays, Assemblies, Christmas Carols)

Spring, Term 1 (My Family)

- Family members – J’ai une soeur et deux freres etc.
- Colours
- French story: e.g. Le loup qui voulait changer de couleur
- Numbers (11-31)

Spring, Term 2 (Food Glorious Food)

- Fruits & Foods – j’aime le pain, j’aime la viande, je n’aime pas les bonbons
- French story: e.g. Hungry Caterpillar/ La chenille qui faisait des trous
- Easter

Summer, Term 1 (Our School)

- Things in my pencil case
- Classroom Objects
- Recap of classroom language.

Summer, Term 2 (French Culture Coverage)

- Food
- School
- Famous People
- Landmarks
- Events for 2020 – 2021 – Tour de France, Bastille Day, UEFA Euro, Tokyo Olympics

Year 4 Language Coverage

Each lesson will contain the following elements which will build on the language and knowledge taught in previous lessons. The parts in bold text will be additional knowledge.

- Greetings - How are you? Name and Age & **Birthday**. Where do you live? – (Role Play)
- Family members – (Role Play)
- Numbers (1-**69**) – (Games e.g. ‘Lotto’)
- Classroom Language, Instructions, Colours & Body Parts – (Game ‘Simon Dit’ – use of imperatives)
- Days of the week and months of the year – (On wb everyday) Writing the date – (Any written work)

Autumn, Term 1 (All Around Town)

- Shops in the town
- Directions – Ou est le supermarche?

Autumn, Term 2 (Going Shopping)

- Clothes shopping – je porte, il/elle porte un pantalon, une jupe etc
- French song: e.g. Loup y es –tu? (Wolf, where are you?) Helps with clothes vocab

- Christmas – (Short Plays, Assemblies, Christmas Carols)

Spring, Term 1 (**Holidays, Sports & Hobbies**)

- Sports and hobbies – Quel est ton sport prefere? Je prefere le rugby etc
- Family (Masculine and Feminine) Mon frere, ma soeur etc
- Pets (Masculine and Feminine) Mon chien, ma souris etc

Spring, Term 2 (**On the Move**)

- Types of transport, e.g. le train. Link to adjectives, e.g. colour and size – le train bleu
- Easter

Summer, Term 1 (**What's the Time?**)

- Analogue, digital and 24 hours

Summer, Term 2 (**French Culture Coverage**)

- Food
- School
- Famous People
- Landmarks
- Events for 2020 – 2021 – Tour de France, Bastille Day, UEFA Euro, Tokyo Olympics

Year 5 Language Coverage

Each lesson will contain the following elements which will build on the language and knowledge taught in previous lessons. The parts in bold text will be additional knowledge.

- Greetings - How are you? Name and Age & Birthday. Where do you live? – (Role Play)
- Family members – (Role Play)
- Numbers (1-**100**) – (Games e.g. 'Lotto')
- Classroom Language, Instructions, Colours & Body Parts – (Game 'Simon Dit' – use of imperatives)
- Days of the week and months of the year – (On wb everyday) Writing the date – (Any written work)

Autumn, Term 1 (**All About Ourselves**)

- Use this topic to embed masculine, feminine and plural – le, la, les, un, une, mon ma, mes plus agreement of adjectives. Décris-toi – hair, eyes tall/short/medium sized. Describing personality
- French Story: Boucle d'or (Goldilocks)

Autumn, Term 2 (**Family and Friends**)

- Extended Family – Grandparents, aunts, uncles, friends etc, e.g. Ma tante s'appelle Lucy. Elle a vingt sept ans. Elle est belle/gentile. Mon oncle ... Il a ... Il est beau/gentil etc etc. Include agreement of adjectives.
- Christmas – (Short Plays, Assemblies, Christmas Carols)

Spring, Term 1 (**School Life**)

- Contents of the pencil case
- Subjects and timings of the day etc

Spring, Term 2 (**That's Tasty**)

- More foods and ice creams etc. Opinions - J'aime / je déteste/ J'adore/ je n'aime pas
- Easter

Summer, Term 1 (**Weather and Seasons**)

- La météo – Il fait beau, Il fait froid etc
- Seasons

Summer, Term 2 (**French Culture Coverage**)

- Food
- School
- Famous People
- Landmarks
- Events for 2020 – 2021 – Tour de France, Bastille Day, UEFA Euro, Tokyo Olympics

Year 6 Language Coverage

Each lesson will contain the following elements which will build on the language and knowledge taught in previous lessons. The parts in bold text will be additional knowledge.

- Greetings - How are you? Name and Age & Birthday. Where do you live? **Town, country plus compass directions** – (Role Play) e.g. J'habite a M'bro, une grande ville dans le nord est de l'Angleterre etc
- Family members – (Role Play)
- Numbers (1-**100**) – (Games e.g. 'Lotto')
- Classroom Language, Instructions, Colours & Body Parts – (Game 'Simon Dit' – use of imperatives)
- Days of the week and months of the year – (On wb everyday) Writing the date – (Any written work)

Autumn, Term 1 (**This is France**)

- Use this topic to embed masculine, feminine and plural – le, la, les, un, une, mon ma, mes plus agreement of adjectives. Décris-toi – hair, eyes tall/short/medium sized. Describing personality
- French Story: Boucle d'or (Goldilocks)

Autumn, Term 2 (**Let's Visit A French Town**)

- Revisit shops and develop with additional vocabulary
- Christmas – (Short Plays, Assemblies, Christmas Carols)
- Christmas song: Petit papa Noël/ vive le vent d'hiver

Spring, Term 1 (**Eating Out**)

- Au café, au snack-bar, au restaurant, menus
- Ordering food
- Opinions about food

Spring, Term 2 (All in a Day)

- Diary of your day
- French through film - A Cat in Paris
- Easter

Summer, Term 1 (Sports & Hobbies)

- Revisit and develop sports and hobbies – Quel est ton sport préféré? Je préfère le rugby etc
- Understanding a story: Les quatre amis (The 4 Friends)

Summer, Term 2 (French Culture Coverage)

- Food
- School
- Famous People
- Landmarks
- Events for 2020 – 2021 – Tour de France, Bastille Day, UEFA Euro, Tokyo Olympics

Impact Statement

Pupils will know more and remember more about MFL and France.

A large majority of pupils will be able to

- Recognise and apply key French vocabulary verbally
- Write a limited amount in French
- Achieve age related expectations by the end of the year