MfL

Modern Foreign Language (MfL) education should foster pupils' curiosity and deepen their understanding of the world. The curriculum should enable pupils to express their deas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing

It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language Language teaching should provide the foundation for learning further languages, equipping pupils to continue to study MfL at KS3 and beyond.

## 会

## Links With Global Citizenship and World Experiences.

The ilanguage resources link with children around the world - creating discussion opportunities relating to different aspects of life, including socio-economic differences

## Big IDEAS

Introduction of language
(comprehensive coverage of French for KS2).
Our aim is for the children to be
confident when speaking a foreign language. We wish them to enjoy
exploring the similarities and
differences of the language. ( $40 \%$ of
English words originate from France)

Sharing of learning in an assembly filled with song, drama and stories.

## 5

## Retrieval Practice

Allows knowledge to be built upon from previous lessons.

When learning a new language, vocabulary knowledge plays an important part when building up the confidence to start a conversation. It is important to continually revisit past learning until the vocabulary and the sentence construction is understood and embedded.

## 4

SUPPORT
Quality first teaching with comprehensive plans and resources, ensure that the children are immersed in an exciting environment.

Duolingo ensures that vocal practise can continue at home.

Kagan and co-operative learning means that children support and encourage each other.

Each lesson teaches vocabulary around a subject. In years 3 and 4 the basis of the language is taught using familiar subjects and basic oracy. The children play games and complete small writing tasks to help embed their learning.

Clear assessments allow teachers to monitor age related expectations.

|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Y3 ilanguage | Greetings and French culture | Connectiv es and simples sentence | Colours <br> Simple <br> opinions <br> Adjective <br> word <br> order | Numbers <br> 1-10 <br> French <br> maths:ad dition and subtractio <br> n | Definite <br> (le,la,les) <br> and <br> indefinite <br> (un, une, <br> des) <br> articles | Extending <br> sentences <br> Numbers <br> 1-15 <br> Days of <br> the week <br> Assess |
| Y4 ilanguage | Revision of animals and classroom instructio ns | Colours <br> Adjectival agreemen ts Food | Je <br> voudrais <br> with food <br> Revise <br> numbers <br> 1-15 <br> Months | Dates and <br> birthdays <br> Personal <br> descriptio <br> ns (hair <br> and eye <br> colour) | Family vocabular y Possessive adjectives | Memorise <br> a short <br> text <br> (Talk4writ <br> ing) <br> Assess |
| Y5 <br> ilanguage | Revise opinions Sports vocabular y Sports clothing | Opinions with double verbs | Verb être Dictionary skills | Opinions <br>  <br> preferenc <br> es | Items in a classroom Possessive adjective | Revise <br> aller <br> The simple future tense Assess |
| Y6 ilanguage | Revise avoir and être Questions | Daily routine in other countries | Je peux + infinitive Bedroom descriptio ns | Revise aller Directions | Numbers <br> 61-100 <br> Ordering <br> food in a <br> café | The perfect (past) tense Assess |

