Curriculum Intent

MFL

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| **Intent**  The teaching of French at Seagrave provides an opening to other cultures. Through using a specialist French leader in KS2 to foster children’s curiosity and deepen their understanding of the world. Children are encouraged to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. The sessions lead to practical application of the language through role play, letter writing and French activities (café). | | | | |
|  | **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Autumn 1** |  |  | listen attentively to spoken language and show understanding by joining in and responding | 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 |
| **Implementation (first stage)**  **CYCLE A** |  | Build on basic phrases and vocabulary  All about me topic  Name, age  Introduce I Live in  I live with | Revisit year 1/2 plus introduce masculine and feminine  Begin to write and read French words/phrases | Days of the week  Months of the year  Number  Build on conversations from year 4 |
| **Implementation (first stage)**  **CYCLE B** |  | Build on basic phrases and vocabulary  All about me topic  Name, age  Introduce I Live in  I live with | Songs  General greetings, colours, hobbies and birthdays | Celebrations, culture and language.  Building conversations  Role play |
| **Autumn 2** |  |  | develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation |
| **Implementation (first stage)**  **CYCLE A** |  | French numbers and time vocab – days of the week/months | Revisit year 1/2 plus introduce masculine and feminine  Begin to write and read French words/phrases | Families  Pronunciation |
| **Implementation (first stage)**  **CYCLE B** |  | French numbers and time vocab – days of the week/months | Revisit year 1/2 plus introduce masculine and feminine  Begin to write and read French words/phrases  Classroom objects | Consolidate families and build on knowledge  Pronunciation |
| **Spring 1** |  | develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* | To describe people, places, things and actions orally\* and in writing | read carefully and show understanding of words, phrases and simple writing |
| **Implementation (first stage)**  **CYCLE A** |  | Colour, places, weather | People, places and classroom objects  Oral sentences | Consolidation, repetition of vocab to form sentences (written) and conversations |
| **Implementation (first stage)**  **CYCLE B** |  | Body parts and animals | People, places and classroom objects  Oral sentences | Consolidation, repetition of vocab to form sentences (written) and conversations |
| **Spring 2** |  | appreciate stories, songs, poems and rhymes in the language | To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | present ideas and information orally to a range of audiences\* understand and respond to spoken and written language from a variety of authentic sources |
| **Implementation (first stage)**  **CYCLE A** |  | Body parts and animals | Songs and rhymes  Begin to write and read French words | Holidays  Role play |
| **Implementation (first stage)**  **CYCLE B** |  | Body parts and animals | Songs and rhymes  Begin to write and read French words | French destinations. |
| **Summer 1** |  |  | To speak in sentences, using familiar vocabulary, phrases and basic language structures To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary |
| **Implementation (first stage)**  **CYCLE A** | French  Learn that other languages exist  Learn basic greetings and yes, no | Basic conversations and consolidation | Speak and write simple sentences within the areas taught  Consolidation | Letters to French families |
| **Implementation (first stage)**  **CYCLE B** |  | Basic conversations and consolidation | Speak and write simple sentences within the areas taught  Consolidation | Letters to French families |
| **Summer 2** |  |  | write phrases from memory, and adapt these to create new sentences, to express ideas clearly | can 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 |
| **Implementation (first stage)**  **CYCLE A** | French  Learn that other languages exist  Learn basic greetings and yes, no | Basic conversations and consolidation | Speak and write simple sentences within the areas taught  Consolidation | Write about themselves to share with a friend.  Build length over the weeks |
| **Implementation (first stage)**  **CYCLE B** |  | Basic conversations and consolidation | Speak and write simple sentences within the areas taught  Consolidation | Write about themselves to share with a friend  Build length over the weeks |
| **Impact**  This language teaching will provide the foundation for learning further languages, equipping pupils to study and work in other countries.  EYFS/KS1 children will experience basic language lessons to ensure they are ready to access the KS2 statutory curriculum.  Monitoring through target tracker statements, pupil conferencing and learning walks. | | | | |