

MFL Curriculum



Happy Hearts, Open Minds, Bright Futures

Jesus promised: "I came that you may have life and have it to the full."

- John 10:10

Our Vision

Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

Our MFL Aims

At Fladbury, our MFL curriculum inspires our children to be curious to know more about a foreign language. Children's curiosity is sparked through engaging them in workshops, through drama, by taking trips and through interacting with others. Children at Fladbury will develop the skills required to ask questions, think critically and develop perspective and judgement. These enquiry skills will help our children understand how language has evolved and how languages have influenced our lives today through the words we use. Pupils will also develop their understanding of the languages and how different cultures have impacted each other over time. Through understanding the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, pupils will also develop their understanding of their own identity and challenges. Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning. Our MFL teaching and learning will pull on prior learning to draw similarities and differences between languages.



Happy Hearts



Through our MFL Curriculum, the lens of our Christian value of 'joy' and our vision statement 'happy heart', we will learn how to make a better future for ourselves and others by learning all about the French culture and language.

We will develop a sense of belonging through sharing ideas and communicating knowledge with each other and those in our locality. Through team work, shared research and role play, children will connect with each other in a meaningful way.

Our children will nurture an enjoyment of MFL through carefully planned and enthusiastically delivered learning opportunities thus, creating an intrinsic passion for a different language from their own language.

Open Minds



The MFL curriculum at Fladbury endeavours to expose our children to the French cultures and open their minds to different ways of enjoying learning a foreign language.

Children will begin to understand the concepts of continuity and chance, cause and consequence as well as similarities and differences. This will equip the children with wisdom to use what they know to influence their decisions moving forwards.

Children are encouraged to use their voices and have an opinion on MFL and how the language has developed through the ages that influence them and their world today. Through investigating, fact-finding, research and myth-busting children develop the wisdom to think critically and give their own opinions.

The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and make their own discoveries through a different language.

Bright Futures



Through learning about MFL and the history of the language, children are given a sense of hope for their bright future and the impact that they could have upon it within their lifetimes

Children develop a perspective on language by placing their growing knowledge into different contexts and therefore being able to apply their knowledge moving forwards.

Through learning, children begin to make connections between our language and the new language they are learning, they create their own bright futures by developing a strong moral compass and carry this throughout their lives.

Children will be given the opportunity to widen their horizons by having an in-depth knowledge of the wider world through learning and repeating new words and phrases in French. Children will learn to be proud of their heritage and culture whilst embracing what another language can offer.

Spirituality in MFL

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world.

Pupils have some opportunities to reflect on religious beliefs and practices in different countries through units on Festivals, many of which are religious or religious in origin. MFL supports spiritual development by encouraging children to reflect on their lives and ask questions in French. Through MFL, we encourage children to relish and enjoy challenge, and show resilience and persistence. MFL lessons develop self-confidence and self-esteem, encouraging children to respect themselves and others.

Intent	Implementation	Impact
<p>At Fladbury, we believe that French should be taught in a way that inspires our children to have a love of learning a new language alongside a deeper understanding of the English language. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through the learning of another language, we also aim to foster our children's curiosity about the world around them and the cultures of other people.</p> <p>The four key language learning skills: listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.</p> <p>The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.</p>	<p>At Fladbury, we utilise the Mr French scheme of work for the teaching and learning of French.</p> <p>The curriculum has been carefully mapped to ensure progression of skills and knowledge to be taught within a two year cycle and how these skills develop to ensure that attainment targets are securely met.</p> <p>Oak class will have access to a very high-quality foreign languages curriculum using the Mr French scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in French. Children will progressively acquire, use and apply 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.</p>	<p>The Mr French scheme of work includes key learning objectives that are used to assess children's learning. These are used throughout each unit as ongoing teacher assessment. Additionally to this, we regularly recall prior learning through activities like quizzes to recall vocabulary or a reading and writing task to assess skills.</p> <p>Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.</p> <p>Children will become confident in their abilities to have a go at speaking French with adults and peers.</p>

National Curriculum

Early Years

Key Stage One

Lower Key Stage Two

Although MFL is not a statutory subject within the Early Years and Key Stage One, children have the opportunity to learn about other cultures and languages through whole school events such as European day of Languages. Children in the Early Years and Key Stage One are also exposed to greetings in French and use these to greet adults and each other throughout the day and during registration.

Pupils Should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- 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.

Our Cycles of Learning

Cycle A	Autumn	Spring	Summer
Oak Year 3/4	France and its Culture Greetings and Name Classroom instructions The French Alphabet Christmas in France	Numbers 0-20 and Age Colours Mardis Gras Numbers 20-50 Easter in France	The Date and Birthdays Stories – The Very Hungry Caterpillar My Family At the Farm

Cycle B	Autumn	Spring	Summer
Oak Year 3/4			

Year 3/4

Reading

- Make links between some phoneme, rhymes and spellings and read aloud familiar words.
- Notice the spelling of familiar words.
- Recognise how sounds are represented in written form.
- Identify specific sounds, phonemes and words.
- Read and understand familiar words and short written phrases.
- Follow a short text.
- Read a wider range of words, phrases and sentences aloud.
- Apply phonic knowledge to decode text.
- Recognise and apply simple agreements (e.g. gender, plural, singular).
- Recognise negative statements.
- Recognise categories of words (e.g. colours) and word classes.

Writing

- Write some familiar simple words accurately using a model.
- Write some familiar simple words from memory.
- Write some familiar words and phrases (noun & gender and adjectives) without help (from memory).
- Copying simple structures.
- Use question forms.
- Use phonic knowledge to support accurate pronunciation and to write simple words and phrases.
- Recognise and apply simple agreements (e.g. gender, plural, singular).

Speaking

- Communicate with others using simple words and phrases.
- Use the correct pronunciation in spoken work.
- Recognise question forms and negatives.
- Use question forms.
- Use phonic knowledge to support accurate pronunciation and to say simple words and phrases.

Listening

- Link sounds to meanings.
- Recognise question forms and negatives.
- Identify specific sounds, phonemes and words.
- Listen to and identify words and short phrases.
- Communicate by answering a wider range of questions.
- Sort words according to sounds.
- Recognise negative statements.
- Recognise categories of words (e.g. colours) and word classes.

Intercultural Understanding

- Learn about the different languages spoken by children in the school.
- Increase awareness of linguistic and cultural diversity.
- Locate country/countries where the language is spoken.
- Identify some of the countries where the language is spoken.
- Identify social conventions at home and in other cultures.
- Know some facts about one country, e.g. traditions/festivals/celebrations.

Vocabulary

Numbers		Greetings		Colours		Adjectives	
Zero	Douze	Vingt-quatre	Bonjour	Madame,	Rouge	Grand	Gentil
Un	Trieze	Vingt-cinq	Au revoir	mademoiselle	Bleu	Petit	rigolo
Deux	Quatorze	Vingt-six	Ça va?		Blanc	Gros	
Trois	Quinze	Vingt-sept	Ça va...bien		Noir	Long	
Quatre	Seize	Vingt-huit	Super		Jaune	Pointu	
Cinq	Dix-sept	Vingt-neuf	Mal		Vert	Enorme	
Six	Dix-huit	Trent	Comme ci		Orange	Assez	
Sept	Dix-neuf	Trente-et-un	Comme ça		Rose	très	
Huit	Vingt		Comment		Violet	Grand	
Neuf	Vingt-et-un		t'appelles-tu?		Marron	Peti	
Dix	Vingt-deux		Je m'appelle		Gris	Féroce	
Onze	Vingt-trois		Monsieur				
Christmas Traditions		Santa and Gifts		Food		Easter	
Que'est-ce que c'est?		Un jeu		Les chips	De terre	Un	Un oeuf de pâques
Un bonhomme de neige		Un livre		Le coca	La jambon	croissant	Un lapin de pâques
Un chapeau		Les vêtements		Les	Le poisson	Un pain au	Un poussin
Une écharpe		Un dvd		sucettes	L'eau	chocolat	Du chocolat
Des gants		Un football		Le	Le yaourt	Un pain au	Un bonnet de pâques
Un manteaux		Cher		chocolat	La glace	raisin	Les agneaux
Il fait froid		Je voudrais		Les	Le gateau	Un	Les oiseaux
Il neige		Papa noël		bonbons	Les	chocolat	Les fleurs
À toi		Joyeux noel		Le tomate	biscuits	chaud	
À moi		Une sapin		Fromage	Les frites	Un jus	
				L'oignon	Les	d'orange	
				Le pain	carottes	Des œufs	
				Une	Les petits-		
				baguette	pois		
				Les	La salade		
				pommes	Le sel		

Body Parts		Classroom Commands		Questions		Days	
Une tête Un nez Des dents Des cheveux Des yeux Une bouche Des oreilles La jambe Le pied	Le genou La main Le bras Le ventre L'épaule	Ecoutez Regardez Asseyez-vous Levez-vous Répétez Silence! Venez ici Oui Non		Quel âge as-tu? J'ai – ans Ça va? Comment tu-t'appelles? Je m'appelle,		Lundi Mardi Mercredi Jeudi Vendredi Samedi Dimanche	
Hobbies		Family		Pets		Farm Animals	
Danser Nager Jouer au football Manger chez mcdonalds Pizza hut Lire Regarder la télé Aller au parc Nos passetemps Qu'est-ce que tu aimes faire tu aimes?		Le père Papa La mère Maman Le frère La soeur Le grand-père La grand-mère La petite fille Mon, ma	Il s'appelle Elle s'appelle As-tu des frères ou des soeurs?, Je n'ai/ j'aipas	Le lapin Le chat La souris Un chien Un hamster Un poisson Un cochon d'inde Un oiseau		Une vache Un cochon Une poule Une chevre Un canard Un cygnet Un mouton	
Clothes		Weather		Shops		Miscellaneous	
Un pantalon Un short Une jupe Un pull Un T shirt Un chapeau Une chemise Des chaussures	Des chassettes Un sweat Une cravat Un maillot de bain Des lunettes de soleil	Il fait chaud Il fait froid Très Un peu		Il y a Un marché Un magasin Un supermarché Une post Une banque Un café Une mairi Un magasin de confection Une bijouterie Une boulangerie		Le La Les Un Une, Des Il est/elle est Mon Ma J'ai Je n'ai pas de	Et Aussi Verb: Avoir: j'ai and tu as. Par ici, par là