

Fladbury CE VA First School Curriculum




MFL

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 the 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, Open Minds, Bright Futures.”

‘Learning another language is not only learning different words for the same things but learning another way to think about things.’ – Flora Lewis

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom indoors and the classroom outdoors?</p>	<p>How will this be measured?</p>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • French is taught in topics, focusing on knowledge, language and skills stated in the National Curriculum. • To ensure that MFL has the same importance given to it as the core subjects, as it is important in enabling all children to gain ‘real-life’ experiences through learning French. • Through teaching, we will attempt to excite and intrigue our children to find out more about a different language. • Develop deep subject knowledge and key skills while differentiating work for all abilities. • The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of a different language at an age appropriate level. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in modelling their own knowledge of a new language orally and identifying their own strengths and areas for development. • Children enjoy MFL lessons and look forward to finding out more in this subject.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • To ensure our high quality MFL curriculum should inspire children’s curiosity and fascination about a different language. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more about a different language. • Ensure the children will be taught about specific cultural events of France and how it has shaped it and the French language they are learning. • Monitor progress • Ensure an appropriate progression of language skills and knowledge is in place over time so that pupils are supported to be the best linguists they can be, and challenge teachers to support struggling linguists and extend more competent ones. • Ensure an appropriate and robust progression for vocabulary is in place for each phase of learning, which builds on prior learning. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Be organised so that pupils can work independently, in pairs, small groups or whole class as appropriate to support pupils in their development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • Clear progression of skills in line with expectations set out in the progression grids. • Children record what they have learned comparative to their starting points at the end of every topic. • Evidence of work will show a range of topics covered, cross curriculum links and differentiated work.

Happy Hearts	Open Minds	Bright Futures
		
<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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</p> <p>Children develop a perspective on language by placing their growing knowledge into different contexts and therefore being able to apply their knowledge moving forwards.</p> <p>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.</p> <p>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.</p>

Age Related Statutory Coverage		
EYFS	KS1	KS2
		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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

		<p>using a dictionary</p> <ul style="list-style-type: none"> • 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
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Our curriculum for 22-23 has been specifically designed to meet the needs of the children in our current groups and classes. This is likely to change again next year due to ever-changing year group numbers and class structures.

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

The Sequence of Learning

Maple Class (P):

Elm Class (R/1):

Ash Class (2/3):

Oak Class (Y4 only):

Autumn

France and its cultures
Greetings and name
Instructions and classroom commands
The French alphabet
Christmas

Spring

Numbers 0 – 20 and age
Mardi Gras (21 Feb 2023)
Colours
Numbers 20 – 50

Summer

The date and birthday
The Very Hungry Caterpillar
My Family
At the farm

Reading

Maple Class (P):	Elm Class (R/1):	Ash Class (2/3):	Oak Class (Y4 only): <ul style="list-style-type: none">• 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
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Writing

Maple Class (P):	Elm Class (R/1):	Ash Class (2/3):	Oak Class (Y4 only): <ul style="list-style-type: none">• 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).
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Speaking

Maple Class (P):	Elm Class (R/1):	Ash Class (2/3):	Oak Class (Y4 only): <ul style="list-style-type: none">• 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.
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Listening

Maple Class (P):	Elm Class (R/1):	Ash Class (2/3):	Oak Class (Y4 only): <ul style="list-style-type: none">• Link sounds to meanings.• Recognise question forms and negatives.• Identify specific sounds, phonemes and words.
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			<ul style="list-style-type: none"> • 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.
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Intercultural Understanding			
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Maple Class (P):	Elm Class (R/1):	Ash Class (2/3):	Oak Class (Y4 only): <ul style="list-style-type: none"> • 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.
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Vocabulary

Ash Class (2/3):

Oak Class (Y4 only):

Numbers

Zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt
vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un

Greetings

Bonjour, Au revoir, Ça va? Ça va...bien, super, mal, comme ci
comme ça
Comment t'appelles-tu?
Je m'appelle, Monsieur, Madame, Mademoiselle

Colours

Rouge bleu blanc noir jaune vert orange rose violet
marron gris

Adjectives

grand, petit, gros, long, pointu, énorme, assez, très,
grand, petit, féroce, gentil, rigolo

Christmas- traditions

Que'est-ce que c'est?un bonhomme de neige, un chapeau, une écharpe, des gants, un manteaux, il fait froid, il neige, à toi, à moi,

Christmas – Santa and Gifts

un jeu, un livre, des vêtements, un dvd, un football, Cher, Je voudrais, Papa Noël, Joyeux Noël, une sapin.

Food

les chips, le coca, les sucettes, le chocolat, les bonbons, le tomate, fromage, l'oignon. le pain, une baguette, les pommes de terre, la jambon, le poisson, l'eau, le
yaourt, la glace, le gateau, les biscuits, les frites, les carottes, les petits-pois, la salade, un croissant, un pain au chocolat, un pain au raisin, un chocolat chaud, un
jus d'orange, des oeufs, le sel

Easter

un oeuf de Pâques, un lapin de Pâques, un poussin, du chocolat, un bonnet de Pâques, les agneaux, les oiseaux, les fleurs

Body parts

une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, la jambe, le pied, le ventre, l'épaule, le genou, la main, le bras

Classroom commands

Ecoutez Regardez Asseyez-vous
Levez-vous Répétez Silence! Venez ici, oui, non

Questions

Quel âge as-tu? J'ai – ans
Ça va? Comment tu-t'appelles? Je m'appelle,

Days of the week

lundi mardi mercredi jeudi vendredi samedi Dimanche

Months of the year

Janvier février mars avril mai juin juillet août septembre octobre novembre décembre Hobbies- Verbs

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?

Family

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'ai pas

Pets

le lapin, le chat, la souris, un chien, un hamster, un poisson, un cochon d'Inde, un oiseau

Farm Animals

Une vache, un cochon, une poule, une chevre, un canard, un cygne, un mouton,

Clothes

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

Weather

Il fait chaud, Il fait froid, très, un peu

Shops

il y a, un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de confection, une bijouterie, une boulangerie

Miscellaneous

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