

Curriculum Map for Modern Foreign Language - French

Modern Foreign Languages

We have chosen to teach French as our modern foreign language, this is because French is the first or second language in more than 40 countries and is spoken by 125 million people around the world, on every continent. Because French is a foreign language of choice for so many people in the world, knowing French will also increase your chances of communicating in a non-English speaking country. We use Language Angels who provide sequenced lessons and resources written by foreign language teaching professionals, linguists and specialists. The scheme has been chosen to support all teaching staff to teach with confidence even when they are not language specialists themselves. While our chosen language is French, we also celebrate links to other languages through celebration of continents days which are chosen to represent the cultures of pupils and families of our school. These days include tastes of cultural traditions, music, dance, food, landmarks, significant places and basic language greetings. We aim to ensure all of our pupils and families see themselves represented but also instil an interest in language.

Key Stage One

National Curriculum:

Although there are no National Curriculum expectations for MFL in Key Stage One, we understand that the success of curriculum knowledge and understanding becoming secure is best achieved through small, manageable units of learning which is revisited and built upon as often as possible. As a result, we explicitly teach MFL from Year One. This ensures that basic skills of listening, speaking and reading are secure by the time the children begin KS2 and have a solid base of knowledge to build upon.

		Year 1	Year 2	
Key Stage One	End points	Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.
		Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.
		Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.
A Year units		Les Salutations (Greetings)	Les couleurs et les nombres (Colours and numbers)	Comptines et chansons (Nursery Rhymes)
Teaching Sequences		Lesson 1 – learn how to say hi and hello in French Lesson 2 – Learn how to say my name is Lesson 3 – To learn how to say how are you feeling Lesson 4 – To reply to the question how are you Lesson 5/6 – To say goodbye	Lesson 1,2 and 3 – Learn 10 colours Lesson 4, 5, 6 – To learn 1-10 in French	To introduce the children to a number of familiar nursery rhymes and songs in French, starting to explore the patterns and sounds of language through songs and rhymes.
B Year units		Les Salutations (Greetings)	Sous l’océan (Under the sea)	Dans la jungle (In the jungle)
Teaching sequences		Lesson 1 – learn how to say hi and hello in French Lesson 2 – Learn how to say my name is Lesson 3 – To learn how to say how are you feeling Lesson 4 – To reply to the question how are you Lesson 5/6 – To say goodbye	To introduce the children to a number of common sea creatures in French and explore the patterns and sounds of language through song.	to introduce the children to a number of common jungle animals in French and start to explore the patterns and sounds of language through song.

Key Stage Two

National Curriculum:

Aims The national curriculum for languages aims to ensure that all pupils:

Understand and respond to spoken and written language from a variety of authentic sources, 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 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.

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.

		Year 3				Year 4		
		End points	Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.				Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.
Speaking	Communicate with others using simple words and short phrases covered in the units.				Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.			
Reading	Read familiar words and short phrases accurately by applying knowledge from French phonics. Understand the meaning in English of short words I read in the foreign language.				Read aloud short pieces of text applying knowledge learnt from French Phonics. Understand most of what we read in the foreign language when it is based on familiar language.			
Writing	Write familiar words & short phrases using a model or vocabulary list. E.g: 'I play the piano'. 'I like apples'.				Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. E.g.: My name, where I live and my age.			
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. E.g: 'I like...' 'I play...' 'I am called...'				Better understand the concept of gender and which articles to use for meaning (E.g: 'the', 'a' or 'some'). Introduce simple adjectival agreement (E.g: adjectival agreement when describing nationality), the negative form and possessive adjectives. E.g: 'In my pencil case I have...' or 'In my pencil case I do not have...'			
A Year units		Phonics 1 and 2 (weekly)	J'apprends le français	Je me présente	Les animaux	Petit Chaperon rouge	Les saisons	Je peux...
Teaching sequences		ch (sh) ou (oo) on oi (wa) i (ee) in ique (eek) ille eau eux é è e	Learn how to use key greetings, as well as ask and answer the question 'how are you?' Ask and answer the question 'what is your name?' consolidate numbers 1-10 and will progress to learning numbers 11-20 Ask and answer the question 'what is your name?' recognise, recall and spell numbers 1-10 recall and spell 10 different colours	Secure answering the question 'how are you?' Ask and answer the question 'what is your name?' consolidate numbers 1-10 and will progress to learning numbers 11-20 consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are. ask and answer the question 'where do you live?' Be introduced to simple adjectival agreement	Recognise, recall and spell five different animals with their indefinite article/determiner. Recognise, recall and spell a further five different animals with their indefinite article/determiner. Consolidate the pronunciation and spelling of all ten animals. Use the irregular verb 'to be' in the first person singular, with the aim of being able to form a short sentence with the animal nouns.	Learn the 8 nouns with the correct determiner for characters and objects related to the story. Learn parts of the body that are related to Little Red Riding Hood and will learn some more parts of the body that are not mentioned in the story. Listen to and read the familiar story.	Recognise, recall and spell the four different seasons. Say and/or write a short sentence about each season. Ask and answer (with justification) the question 'what is your favourite season?'	Recognise, recall and spell five different verbs recognise, recall and spell a further five verbs. Use the verb 'je peux' with the ten infinitive verbs to start to form sentences. Use the negative structure so they are able to say what they can do as well as what they cannot do. Be introduced to the conjunctions 'and' and 'but' in the foreign language so that they are able to form more interesting and complex sentences about what activities they can and cannot do.
B Year units		Phonics 1 and 2 (weekly)	J'apprends le français	Je me présente	Les vêtements	Boucle d'or et les Trois Ours	Quel temp fait-il?	Chez Moi
Teaching sequences		ch (sh) ou (oo) on oi (wa) i (ee) in ique (eek) ille	Learn how to use key greetings, as well as ask and answer the question 'how are you?' Ask and answer the question 'what is your name?' recognise, recall and spell numbers 1-10 recall and spell 10	Secure answering the question 'how are you?' Ask and answer the question 'what is your name?' consolidate numbers 1-10 and will progress to learning numbers 11-20 consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are. ask and answer the question 'where do you live?' Be introduced to simple adjectival agreement	Recognise, recall and spell ten different items of clothing with their indefinite articles/determiners Recall and spell a further eleven different items of clothing with their indefinite articles/determiners Use the phrase 'I wear' Describe their different items of clothing as they look at the rules of adjectival agreement.	Decode and breakdown longer and more complex texts in the foreign language. Learn and retain new vocabulary related to a known story. Use learnt vocabulary to write part of a well known story.	Recognise and recall nine different phrases for describing weather in the foreign language. Describe weather by completing an extended reading and listening task.	say whether they live in a house or an apartment and where they live based on a choice of five different locations. Recognise, recall and spell five different rooms in the home. Recall and spell a further five different rooms in the home. Use negative structures in the foreign language to allow them to say which rooms they do not have in their houses.

Key Stage Two

