

Vision

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas 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 children to study and work in other countries.

Implementation

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.

Although MFL is not part of the curriculum until KS2, Early Years and KS1 children are introduced to MFL through exploring other languages informally when studying another country. Children have weekly lessons in French throughout Key Stage 2 with short extra daily sessions planned in to ensure children can regularly practise their language skills. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

It is intended that when children leave the Grove Primary school, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will be engaged and prepared to continue language learning at Secondary School.

Rationale for planning

Our MFL curriculum has been designed to progressively develop skills in French. These ensure children acquire a bank of vocabulary organised around topics. They ensure development is progressive as they build on previous knowledge from units already studied. Our MFL curriculum will ensure all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures.

French overview 2022-2023

	Autumn	Spring	Summer
Year 1	Greetings Bonjour Salut Au revoir	Numbers 1-5	Stories and rhymes La Chenille Qui Avait Très Faim (The Very Hungry Caterpillar)
Year 2	Greetings revision Bonjour Salut Au revoir Plus Je m'appelle	Numbers 1-10	Stories and rhymes Rebellion Chez Les Crayons (The Day the Crayons Quit)
Year 3	Basic introductions: Greetings- Bonjour Salut Au revoir Je m'appelle. Comment tu t'appelles? Comment ça va? + replies.	Numbers to 20 Basic introductions: Quel âge as tu? J'ai ____ ans Days of the week Months of the year Quand est ton anniversaire?	Numbers 20-30 Colours Rouge violet Jaune Rose Bleu Blanc Vert Noir Orange Where we live

	<p>Alphabet</p> <p>Numbers to 20</p> <p>Gender of nouns (le/la/un/une) + classroom objects. Un stylo Un crayon Un livre Une gomme Une règle</p>	<p>Mon anniversaire est le...</p> <p>Animals Un chat Un oiseau Un chien Un poisson Un lapin Un cheval</p> <p>Avoir J'ai Tu as Il a Elle a</p>	<p>Où habites tu? J'habite à The Grove/ Consett etc. Dans une maison Grande Petite Vieille Nouvelle Et</p>												
Year 4	<p>Revision from previous year Alphabet Numbers 1-30 Colours</p> <p>Places in town Le magasin La boulangerie Le parc La banque Le restaurant La poste L'école La piscine</p> <p>À Consett il y a... Près de Loin de À côté de Entre Est Et</p>	<p>My family père mère frère soeur oncle tante grand-père grand-mère</p> <p>Et Mon/ma/mes Grand/ grande e.g. un grand frère Petit/petite e.g. une petite soeur</p> <p>Avoir J'ai Nous avons Tu as Vous avez Il a Ils ont Elle a Elles ont</p> <p>Using the negative form. Je n'ai pas</p>	<p>Body parts</p> <table border="1"> <tr> <td>Le genou</td> <td>La bouche</td> </tr> <tr> <td>Le nez</td> <td>Les bras</td> </tr> <tr> <td>Le visage</td> <td>L'épaules</td> </tr> <tr> <td>La tête</td> <td>Les yeux</td> </tr> <tr> <td>Le pied</td> <td>Les oreilles</td> </tr> <tr> <td>La jambe</td> <td>Les cheveux</td> </tr> </table> <p>Appearance Hair colour: Les cheveux blonds Les cheveux bruns Les cheveux noirs Les cheveux roux</p> <p>Hair type: Les cheveux raides Les cheveux bouclés</p>	Le genou	La bouche	Le nez	Les bras	Le visage	L'épaules	La tête	Les yeux	Le pied	Les oreilles	La jambe	Les cheveux
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	<p>Create a poster/ leaflet about Consett Use places in town vocabulary + numbers and adjectives learned in Y3 summer (big, small etc).</p> <p>What do we know about France? (e.g. French cities/ landmarks, countries surrounding France, French flag)</p>	<p>Etre Je suis Tu es Il est Elle est</p> <p>Appearance (To use to describe family members) Grand/ grande Petit/ petite Mince Gros/ grosse</p> <p>Personality Amusant/ amusante Bavard/ bavarde Gentil/ gentile Intelligent/ intelligente Sportif/ sportive</p>	<p>Les cheveux longs Les cheveux courts</p> <p>Adjectives (agreement and placement)</p> <p>Create a monster (describe what it looks like).</p>
<p>Year 5</p>	<p>Revision of numbers 1-30 Revision of colours Revisions of days and months</p> <p>J'aime Je n'aime pas Je déteste J'adore Parce que</p> <p>Hobbies Tu aimes faire quoi? Nager</p>	<p>Seasons Le printemps L'été L'automne L'hiver</p> <p>Weather Quel temps fait-il ? Il fait froid Il fait chaud Il fait beau Il y a du soleil Il y a du vent</p>	<p>Places Les montagnes À la campagne À la plage En ville</p> <p>Transport En bus En voiture En avion À vélo À pied</p>

	<p>Danser Lire Dessiner Ecouter de la musique Regarder la television</p> <p>Jouer Au foot Aux jeux video Avec mes amies</p>	<p>il neige il pleut</p>	<p>Countries</p> <p>A tourist guide</p> <p>Les pays francophones</p>
Year 6	<p>My perfect weekend (Revising previous content: hobbies, family, places in town). Le matin L'après-midi Le soir Le Samedi Le dimanche</p> <p>Aller Je vais Nous allons Tu vas Vous allez Il va Ils vont Elle va Ells vont</p> <p>avec</p>	<p>Food and drink</p> <p>Le pain La pizza Le fromage La glace Le poulet La viande Le fruit Les frites Le hamburger Les legumes</p> <p>Le café Le jus d'orange Le lait L'eau Le thé Le boisson</p> <p>Le petit déjeuner Le déjeuner Le diner</p> <p>Opinions Je préfère e.g. j'aime les légumes mais je préfère les frites!</p> <p>Around town</p>	<p>Revision</p> <p>What is Bastille Day? Research and prepare a presentation about Bastille day</p>

		Où est...? Je voudrais S'il vous plait Une table Ça coûte combien? French food	
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Useful resources	
Year 1	
Year 2	Numbers to 10: https://www.youtube.com/watch?v=woqBQG7LG8s The Day the Crayons Quit: https://www.youtube.com/watch?v=yBar8Wdvg0M
Year 3	Numbers to 20 https://www.youtube.com/watch?v=UsEz58BblMY Colours: https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/z634kmn
Year 4	Avoir song: https://www.youtube.com/watch?v=HrdyXbwDfSI Parts of the body: https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/zdxwcmn
Year 5	Avoir song: https://www.youtube.com/watch?v=HrdyXbwDfSI
Year 6	Food and drink: https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/zfmq4xs French food/ eating out: https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/zq94ydm