



Tonwell St Mary's School Curriculum Overview of Intent for Modern Foreign Languages

Overall Aims

We aim to ensure that all children are able to communicate in French, including being able to express their ideas and thoughts and to understand and respond to its speakers. We aim to foster an appreciation of French culture and a curiosity to want to further study and learn about languages to support their travel and work in the future.

Our Unique Context

At Tonwell, we choose to teach French as the modern foreign language for three main reasons: it is the language that is offered at local secondary schools and we want to give our children a foundation in understanding ready for transition, France is one of our closest neighbours and a country our children are likely to visit and French is in the top 10 languages spoken across the world.

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for MFL in the following ways:

Although MFL is not required to be taught in the lower part of the school, we teach basic vocabulary and introduce singing in EYFS and KS1. In KS2, this introduction is built upon, there is a weekly 45-minute lesson and opportunities to practise speaking through the school week. Labelling is used in the KS2 classroom and across the school where relevant to reinforce learning. The two-year rolling programme is repeated so that children revisit learning and access it both when they are in lower and upper KS2. The school uses Language Angels scheme as the basis for the MFL curriculum, which is organised so that the four key language learning skills; listening, speaking, reading and writing are taught and all necessary grammar is covered and revisited in an age-appropriate way across the key stage. The scheme is used as a starting point and teachers adapt lessons to suit the needs of all learners.

The whole school marks Bastille Day on 14th July with a curriculum focus day learning about France and its culture.

	Autumn Term	Spring Term	Summer Term
EYFS Years A & B	Weekly phrases: Bonjour, au revoir, merci, s'il vous plait. Songs: Head, shoulders, knees and toes, Frere Jacques Colours: bleu, noir, rouge, rose, vert, orange, violet, jaune, blanc.		



KS1 Years A & B	Continue on from EYFS Weekly phrases: Bonjour, au revoir, merci, s'il vous plait. Je m'appelle.. Songs: French counting songs e.g. 10 in the bed (dix dans un lit), Colours Numbers 1 to 10 Days of the week					
KS2 Year A/C	Phonics 1&2 (Phonics 3 Y6) I'm learning French (Presenting Myself Y5/6)	Fruits How is Christmas celebrated in France?	Family Animals	Clothes	In class (At school Y5/6)	At the café Why is Bastille Day celebrated in France? (including planning mini French lessons for KS1/EY classes)
KS2 Year B/D	Phonics 1&2 (Phonics 3 Y6) I'm learning French (Presenting Myself Y5/6)	Vegetables How is Christmas celebrated in France?	My home Olympics	Pets	Musical instruments The date	At the weekend Why is Bastille Day celebrated in France? (including planning mini French lessons for KS1/EY classes)

Skills Progression By Year Group

EYFS	KS1	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
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Listening	Appreciate and actively participate in songs.	Appreciate songs and start to understand some of the familiar words in what we hear.	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.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to repeat and reproduce the language I hear.	Learn to articulate key words introduced in the lesson and understand their meaning.	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.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading		Being able to identify the written version of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing			Write familiar words & short phrases using a model or vocabulary list. <u>EG:</u> '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. <u>EG:</u> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <u>EG:</u> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <u>EG:</u> A presentation or description of a typical school day including subjects, time and opinions.



Grammar 7		Start to understand that foreign languages can have different structures to English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
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Knowledge Progression by unit

	Knowledge for all KS2	Knowledge for Y5/6
Phonics	To know alphabet sounds To know phonetics and pronunciation of CH OU ON OI I INIQUE ILLE	To know phonetics and pronunciation of EAU EUX É È E QU GNE Ç EN AN
I'm learning French/Presenting myself	To locate France and Paris on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French.	To locate key French cities on a map. To count from 1-20 in French. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply
Fruits	Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French.	Write question and answer for which fruits they like. Use correct article/determiner in spoken and written tasks.
Vegetables	Name, recognise and recall from memory up to 10 vegetables in French. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French.	Spell vegetable words accurately with correct plural/article/determiner.



How is Christmas celebrated in France?	To say and write happy Christmas in French. To know some French Christmas traditions: food, carol, decoration.	To sing a French carol. To explain ways that Christmas is celebrated in France.
Family	Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, and relationship. Understand possessive adjectives better in French ('my' form only).	Describe a fictitious family in French by name, age and relationship. Count up to 100 in French
Animals	Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).	Name and recognise a wider variety of animals in French. Spell animal words accurately with correct indefinite article.
My home	Say and write in French whether we live in a house or an apartment. Say the names of names of rooms in French. Use the connective/conjunction et to link two sentences together.	Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'...
Olympics	Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb FAIRE.	Understand the key facts of the ancient and modern Olympics recounted in French. Look at the adjectival changes involved when you describe a male Olympian or female Olympian.
Clothes	Begin to recognise 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb PORTER to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.	Recall from memory the 21 items to of clothing and the full conjugation for the regular 'er' verb porter to wear.
Pets	Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.	Know the nouns and indefinite articles for a wider range of pets. Use connectives et and mais.
In class	Recall from memory a selection of nouns and indefinite articles for common classroom objects.	Learn how to use the negative in French.



	Describe what we have and do not have in our pencil case. Respond to simple classroom commands.	
At school	Name the subjects we study in school in French. Begin to say the time to the hour.	Name the subjects we study in school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time we study certain subjects at school.
The date	Recognise and recall the 12 months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French.	To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd, 4th etc.
Musical instruments	Name and recognise up to 8 instruments in French. Attempt to spell some of these nouns with their correct definite article/determiner in French. Learn how to say I play an instrument in French.	Name a broad range of musical instruments.
At the cafe	Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.	Write and perform a role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.
At the weekend	To say activities you like to do at the weekend. To say the time to the hour.	Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.
Why is Bastille Day celebrated in France?	To know key parts of the story of Bastille Day To know some ways that Bastille Day is celebrated in France. To plan mini French lessons for KS1/EY classes to teach them aspects of the school's KS1/EY intent.	To explain basic political reasons for the French revolution and why Bastille Day is significant.

