

# MFL Curriculum Overview for all KS2 Pupils



Reviewed in September 2023

Lead: W. Ward

## Intent

Our aims are to provide students with the language, skills and cultural awareness which will enable them to communicate at a basic level in France and when meeting French people here, to enthuse students about language learning in general, and also to enable them to make a smooth transition to their secondary school language learning when they arrive at SJS.

## Implementation

30-minute French lessons are delivered weekly by a specialist teacher from SJS and are followed up informally during the week by the class teacher.

Lessons are lively, active, communicative and engaging, featuring lots of songs, actions, rhymes and sound games, and we aim to replicate as far as possible mother tongue acquisition, so there is a focus from the start on use of the target language by teacher and students alike, and on listening and speaking initially, with reading and writing being introduced later. Students are engaged in lots of choral repetition and frequent bursts of pairwork and they enjoy using French in real and meaningful exchanges.

Six half-termly topics are followed during the year (Personal information – opinions – going to France – at the café – English and French towns - summer is here), with Year 5/6 revisiting the same topics but in increased detail and with greater grammatical and lexical complexity. The Scheme of work used in 2022-23, the first year of our project, is currently being revised and the Year 5/6 elements and assessments added.

## **Impact**

We aim to set students out on a lifetime of language learning and to show them that learning a language is an essential, enjoyable and constantly developing life skill, a great advantage in terms of employability and as a citizen of the world.

Our curriculum plan is intrinsically linked to the schemes of work at SJS so that everything we do at primary level links with the topics, methodology and assessments in Year 7 and beyond to GCSE and A Level. Our aim is that when students arrive at SJS they see these links and experience a seamless transition in their language learning. We liaise closely with the SJS MFL staff, who visit lessons in the primary school and receive work completed by the primary students before their arrival at SJS. Primary students vote on and participate in the summer Eurovision Song Contest. SJS students in Years 8-10 help with our summer term French café project, again showing students that language learning is a lifelong process.

By the time they leave primary school students should be able to use their French skills confidently at a basic level in French lessons, in France and when speaking to French people here.

### General basic principles

<b>Coordinated approach</b>	All four schools to deliver the common scheme of work as a minimum, SJS MFL team to be updated regularly on progress, individual schools can add to / adapt / extend as appropriate.
<b>Methodology</b>	<ul style="list-style-type: none"> <li>-focus on listening and speaking</li> <li>-lively, engaging activities</li> <li>-encouragement to use the target language whenever possible</li> <li>-‘little and often’ brings success</li> <li>-aiming for students to be very confident with a small amount of language</li> <li>-encouraging students to find patterns, predict, speculate and work things out for themselves</li> <li>-a ‘cyclical’ approach, so language from previous lessons and units is constantly recycled, practised and extended</li> </ul>
<b>Students’ experience at SJS will be improved if these skills are embedded in primary school</b>	<ul style="list-style-type: none"> <li>-ability to listen and react</li> <li>-ability to recognise cognates</li> <li>-developing awareness of phonics and the ability to sound out new words</li> <li>-ability to listen and repeat accurately</li> <li>-ability to repeat chorally</li> <li>-ability to work with a partner and stay on task</li> <li>-ability to stop an activity as soon as the teacher says</li> <li>-ability to move from one activity to another without losing focus</li> <li>-ability to arrange words alphabetically</li> <li>-ability to find words in a dictionary</li> <li>-understanding that nouns in French are masculine or feminine</li> <li>-understanding that it is the word, not the object which is masculine / feminine</li> <li>-ability to use a dictionary to find out if a word is masculine / feminine</li> <li>-understanding that in French, just like English, if the person of a verb changes, the verb changes too ie ‘I am’ but ‘you are’.</li> </ul>

## First Year of MFL – All KS2 Pupils

	Topic	Language	Language skills / grammar progression	Follow up suggestions	Links to future language learning at SJS
<b>Autumn Term 1 7 weeks</b>	Bonjour!	<p><b>Parts of the body</b> <i>touchez... / Simon dit touchez ... la tête, la main, la jambe, la bouche, le nez, le bras, le genou, le pied, le cou, le coude, le dos, le ventre, le derrière, les épaules, les yeux, les oreilles, les lèvres, les dents</i></p> <p><b>Basics</b> Numbers 1-31 Days Months Alphabet Saying how you are <i>ça va?/ très bien, merci /comme ça, comme ça / ça va / pas très bien / je suis malade / je suis fatigué</i></p> <p><b>Personal information</b> <i>Comment tu t'appelles? / Je m'appelle ... / Comment ça s'écrit? / ça s'écrit ... Tu as quel âge? / J'ai ... ans) Quelle est la date de ton anniversaire? / Mon anniversaire, c'est le ...</i></p> <p><b>Classroom language</b></p>	<ul style="list-style-type: none"> <li>-Listen and react</li> <li>-Listen and repeat</li> <li>-Choral repetition</li> <li>-Teacher to use correct gender of nouns, raise awareness of gender of nouns</li> </ul>	<ul style="list-style-type: none"> <li>-Simon Says game</li> <li>-Teacher versus students catching out game</li> <li>-Song ... tête, épaules, genoux, pieds (les yeux, les oreilles, la bouche et le nez ...)</li> <li>-Alphabet song</li> <li>-Spelling your name</li> <li>-drawing / cutting out a body / animal / cartoon character and labelling body parts ... extension include m/f/pl article</li> </ul>	<p>Y7 – Me, my family, pets, likes, dislikes and favourites</p> <p>Y8 – my friends, what makes a good friend, what I was like when I was younger</p> <p>Y10 – my hopes, fears, ambitions, comparing myself when I was younger to myself now, my future career, my opinions</p>

		Oui / non / à moi / à toi / Stop / vas-y / il faut parler en français / excusez-moi / éliminé / merci			
	<b>Topic</b>	<b>Language</b>	<b>Language skills / grammar progression</b>	<b>Follow up suggestions</b>	<b>Links to future language learning at SJS</b>
<b>Autumn Term 2 7 weeks</b>	Les opinions!	<b>Personal information</b> J'habite à ... J'ai ... soeurs / frères / je suis fille / fils unique Quelle est la date de ton anniversaire? / Mon anniversaire, c'est le ... <b>Likes / dislikes / opinions</b> J'aime / je n'aime pas / comme ça / j'adore / je déteste / je préfère / bof! / mon / ma ... préféré(e), c'est ... <b>Sports</b>	-Listen and react -Listen and repeat -Choral repetition -Teacher to use correct gender of nouns, raise awareness of gender of nouns -developing paired activities and pupil-pupil use of the target language for negotiation, turn-taking, agreement, disagreement, discussion of opinions	- posters of likes / dislikes / preferences / favourites -paired interviews / surveys on likes / dislikes - find 10 people who like ... surveys -birthday survey	Y7 – likes, dislikes, favourites, preferences Y8 – all that I am including present and past opinions and ambitions Y9 – fashion now and in the past likes, dislikes, preferences Y10 – for and against opinions on world issues

		<p>le foot / le rugby / le tennis / le basket / le ping-pong / le golf / la natation / l'équitation / la gymnastique / la danse</p> <p><b>Colours</b> le bleu / le rouge / le marron / le vert / le noir / le blanc / le jaune / le rose / le violet / l'orange / clair / foncé</p> <p><b>Music</b> la musique classique / la musique pop / le rock</p> <p><b>School subjects</b> le français / l'anglais / les maths / la musique / le sport / l'histoire / la géographie</p> <p><b>Food / drink</b> le café / le thé / le lait / le chocolat chaud / le vin rouge / le vin blanc / le jus d'orange / le gateau / le pain / le pain au chocolat / le fromage / le chocolat / le poulet / le jambon / le poisson / la pizza / la coca / la limonade / la salade / la viande / la saucisse / la soupe / les spaghettis / les pommes / les bananes / les oranges / les legumes / les croissants</p> <p><b>Classroom language</b> C'est facile / c'est difficile / j'ai gagné / j'ai perdu / tu as gagné / tu as perdu / un point pour moi / un</p>			
--	--	--	--	--	--

		point pour toi / c'est bon / ce n'est pas bon / tu as fait une erreur			
	<b>Topic</b>	<b>Language</b>	<b>Language skills / grammar progression</b>	<b>Follow up suggestions</b>	<b>Links to future language learning at SJS</b>
<b>Spring Term 1 6 weeks</b>	En France!	<b>Places in town</b> le marché / le supermarché / le parc / le cinéma / le collège / le théâtre / le camping / le port / le musée / la poste / la bibliothèque / la cathédrale / la gare / la piscine / la gare routière / l'hôtel / l'hôtel de ville / l'église / les toilettes <b>Directions</b> Excusez-moi! / Où est ..., s'il vous plaît? / tournez à droite / tournez à gauche / allez tout droit	-Listen and react -Listen and repeat -Choral repetition -Teacher to use correct gender of nouns, increase awareness of gender of nouns -developing paired activities and pupil-pupil use of the target language for negotiation, turn-taking, agreement, disagreement, discussion of opinions, performing short sketches	- make and label a town plan - make a tourist leaflet about a town in France	Y7 – describing Camelford, describing French towns, developing the language of directions using m / f → pour aller au / à la / aux ... Y8 – travelling by train in France Y9 – describing towns in detail, comparing towns, describing environmental issues, problems encountered when visiting French towns ie getting lost, losing things, accidents Y10 - GCSE role play cards asking for and giving directions

	Topic	Language	Language skills / grammar progression	Follow up suggestions	Links to future language learning at SJS
Spring Term 2 6 weeks	Au café	<p><b>Buying drinks</b>  <i>Bonjour! / Excusez-moi! / Je voudrais ... un café / un café crème / un thé / un thé au citron / un vin blanc / un vin rouge / un chocolat chaud / un jus d'orange / un coca / un diabolo menthe / un citron pressé / une limonade / une bière / de l'eau minérale</i>  <i>Voilà / merci</i></p> <p><b>Buying snacks</b>  <i>Je voudrais un croissant / un pain au chocolat / un hamburger / un croque-monsieur / un croque-madame / un gateau au chocolat / une pizza / une glace / une crêpe / des frites</i></p> <p><b>Buying ice creams</b>  <i>Je voudrais une glace s'il vous plaît / quel parfum? / à la vanille / à la fraise / à la menthe / au chocolat / au citron / une boule / deux boules s'il vous plaît</i></p> <p><b>Euros</b>  <i>C'est combien? / ... euros ...</i></p>	<ul style="list-style-type: none"> <li>-Listen and react</li> <li>-Listen and repeat</li> <li>-Choral repetition</li> <li>-Spot the mistake</li> <li>-Teacher to use correct gender of nouns, increase awareness of gender of nouns and refer specifically to m / f nouns</li> <li>-developing paired activities and pupil-pupil use of the target language for negotiation, turn-taking, agreement, disagreement, discussion of opinions, performing short sketches</li> <li>-encouraging more spontaneous use of language learned in previous units</li> <li>-encouraging students to use language learned in one context in a different context</li> <li>- understanding that €1 = 100 cents, basic understanding of exchange rate and that it varies from day to day, vague</li> </ul>	<ul style="list-style-type: none"> <li>- make a menu with realistic prices in Euros</li> <li>-make up and perform café sketches in pairs / small groups</li> </ul>	<p>Y7 – buying ice creams, buying snacks and drinks in a café</p> <p>Y8 – favourite foods, recipes, meals for special occasions</p> <p>Y9 – eating out in a restaurant, complaining in a restaurant, negotiating a discount</p> <p>Y10 / 11 – GCSE role play and conversation on food, comparing different countries, opinions, best / worst meal ever.</p>



			idea of current exchange rate.		
	<b>Topic</b>	<b>Language</b>	<b>Language skills / grammar progression</b>	<b>Follow up suggestions</b>	<b>Links to future language learning at SJS</b>
<b>Summer Term 1 6 weeks</b>	La ville	<p><b>Where I live</b>  <i>J'habite à ... / Ma maison est grande / petite / moyenne / moderne / vieille / j'aime / je n'aime pas ma maison / Il y a / il n'y a pas de jardin.</i></p> <p><b>Roscoff</b>  <i>Roscoff est une petite ville dans le nord-ouest de la France. Il y a un parc, un port, un cinéma, une plage, une poste, une banque, des supermarchés, des hôtels, des restaurants, des magasins. On peut faire de la natation, faire de la voile, faire du sport.</i></p> <p><b>Compare to Camelford</b>  <i>Camelford est une petite ville dans le sud-ouest de l'Angleterre. Il y a un parc, un supermarché, un collège, une poste, une piscine. On peut faire de la natation, jouer au foot, jouer au rugby.</i></p>	<ul style="list-style-type: none"> <li>-Listen and react</li> <li>-Listen and repeat</li> <li>-Choral repetition</li> <li>-Spot the mistake</li> <li>-Teacher to use correct gender of nouns, increase awareness of gender of nouns and refer specifically to m / f nouns</li> <li>-teacher to refer to and remind about definite and indefinite articles le / la / les / un / une / des</li> <li>-developing paired activities and pupil-pupil use of the target language for negotiation, turn-taking, agreement, disagreement, discussion of opinions, performing short sketches</li> <li>- focus on accuracy, accents, capital letters, differences in spelling</li> <li>-encouraging more spontaneous use of language learned in previous units</li> </ul>	<ul style="list-style-type: none"> <li>- make a tourist information leaflet about Camelford / Roscoff / another French town.</li> <li>- look up Roscoff tourist information website and find out what you can see and do there.</li> </ul>	<p>Y7 – detailed description of Camelford, researching and describing a town in France, comparing towns. Describing your house.</p> <p>Y8 – Describe your ideal house, say how you help at home.</p> <p>Y9 – is Camelford an environmentally friendly town, discuss points for and against, compare to towns lived in / visited in the past.</p> <p>Y10 – life in the town / country / preferences / towns and countries you would like to visit and why / where</p>

			-encouraging students to transfer language learned in previous units to new situations.		would you live if you won the lottery?
<b>Summer Term 2 7 weeks</b>	End of year	7 lessons to round off the year. This will include: -the French Café lesson with Y9/10 SJS students -a writing and speaking 'assessment' lesson -a lesson to watch and vote in French on the SJS Y7 Eurovision song contest -3 lessons to complete the Scheme of Work above and ensure that all schools finish at the same point. -time to file all written work produced this year -where time permits, some cultural awareness activities and work on dictionary skills.	-Alphabetical sorting -Dictionary skills -Def indef articles tables -Vocab cards -Board games		Y7 – Eurovision song contest

<b>Second Year of MFL – All KS2 Pupils</b>	
<b>Autumn Term Unit 1 (7 weeks, 6 lessons)</b>	
<b>Topic</b>	<b>Bonjour!</b>
<b>Objectives</b>	<b>By the end of this unit ...</b> <b>In Year 3/4</b> All students: should be able to listen and respond to classroom French delivered at normal speed

	<p>Most students: should be able to recite basics (days, months, numbers etc) and give simple information about themselves (name, spell, age, birthday)</p> <p>Some students: should be able to use the target language to work in pairs, ask for help, agree and disagree</p> <p><b>In Year 5/6</b></p> <p>All students: should be able to understand and use the Unit 1 Y3/4 language with confidence</p> <p>Most students: should understand and use a wider range of vocabulary on the Y3/4 language, will be able to discuss family and pets, will be able to spot and use masculine / feminine nouns accurately, will be able to ask simple questions</p> <p>Some students: should spot and form plurals by changing the article and adding 's'</p>
<b>Language</b>	<p><b>Greetings</b>      Bonjour / au revoir / Salut! / à la semaine prochaine / à plus / bonne journée</p> <p><b>Parts of the body</b>      touchez... / Simon dit touchez ... la tête, la main, la jambe, la bouche, le nez, le bras, le genou, le pied, le cou, le coude, le dos, le ventre, le derrière, les épaules, les yeux, les oreilles, les lèvres, les dents      la gorge, les lèvres, les fesses, les cheveux, le doigt, le doigt de pied, le cil, le sourcil, l'ongle</p> <p><b>Basics</b>      Numbers 1 - 31 1 - 100      Days aujourd'hui, demain, hier, jour, semaine, mois, an      Months      Alphabet      Saying how you are      ça va? / très bien, merci / comme ça comme ça / ça va / pas très bien /      je suis malade / je suis fatigué / j'ai faim / j'ai soif / j'ai peur</p> <p><b>Personal information</b> Comment tu t'appelles? / Je m'appelle ... / Comment ça s'écrit? / ça s'écrit ...      Tu as quel âge? / J'ai ... ans)      Quelle est la date de ton anniversaire? / Mon anniversaire, c'est le ...      Tu as un animal domestique? / Non, je n'ai pas d'aimal / Oui, j'ai un chien / un chat / un poisson / un cochon d'Inde / un lapin / un serpent / un hamster / un cheval / un perroquet / un oiseau / une souris / une perruche / une tortue      Tu as des frères ou des soeurs? / Non, je suis fils / fille unique / Oui, j'ai un frère / deux frères / une soeur / deux soeurs / une belle-soeur / un demi-frère / une demi-soeur</p> <p><b>Classroom language</b>      Oui / non / à moi / à toi / Stop / vas-y / il faut parler en français / excusez-moi / éliminé / merci / s'il vous plait / de rien / je vous en prie</p>
<b>Lesson by lesson</b>	<b>Week 1 (5<sup>th</sup>/6<sup>th</sup> Sept):</b> PD days, no lessons

	<p><b>Week 2 (12<sup>th</sup>/13<sup>th</sup> Sept):</b> introduction / greetings / parts of the body / names / spelling / days</p> <p><b>Week 3 (19<sup>th</sup>/20<sup>th</sup> Sept):</b> recap the above / saying how you are / numbers / months / classroom language</p> <p><b>Week 4 (26<sup>th</sup>/27<sup>th</sup> Sept):</b> recap the above / <b>birthdays</b> / <b>pets</b></p> <p><b>Week 5 (3<sup>rd</sup>/4<sup>th</sup> Oct):</b> recap the above / <b>birthdays</b> / <b>pets</b></p> <p><b>Week 6 (10<sup>th</sup>/11<sup>th</sup> Oct):</b> recap the above / bringing together language covered / <b>brothers and sisters</b></p> <p><b>Week 7 (17<sup>th</sup>/18<sup>th</sup> Oct)</b> class teacher to complete simple listening assessment during this week.</p>
<b>Language skills / grammar progression</b>	<ul style="list-style-type: none"> <li>-Listen and react</li> <li>-Listen and repeat</li> <li>-Choral repetition</li> <li>-Gender of nouns</li> <li>-Forming questions</li> </ul>
<b>Follow up suggestions</b>	<ul style="list-style-type: none"> <li>-Simon Says game</li> <li>-Teacher versus students catching out game</li> <li>-Song ... tête, épaules, genoux, pieds (les yeux, les oreilles, la bouche et le nez ...)</li> <li>-Make mobiles with key classroom phrases, greetings</li> <li>-Alphabet song</li> <li>-Spelling your name</li> <li>-Birthdays survey</li> <li>- Y4 student teach a Y3 student the alphabet / numbers</li> <li>-drawing / cutting out a body / animal / cartoon character and labelling body parts ... extension include m/f/pl article</li> <li>-Jean Petit qui danse song</li> <li>-Paired sketches interviewing a famous person</li> <li>- Big number bingo</li> <li>- Make a display of numbers 10-20-30-40-50-60-70-80-90-100</li> </ul>
<b>Assessment</b>	Listening – a short recording with sheet to fill in.
<b>Links to future language learning at SJS</b>	<p>Y7 – Me, my family, pets, likes, dislikes and favourites</p> <p>Y8 – my friends, what makes a good friend, what I was like when I was younger</p> <p>Y10 – my hopes, fears, ambitions, comparing myself when I was younger to myself now, my future career, my opinions</p>