



## MFL Curriculum Statement

### Intent

At Beechwood, we Explore, Discover and Achieve, which is in part achieved by fostering pupils' curiosity and deepening their understanding of the world. Through learning a foreign language, pupils are further liberated from insularity and provided with an opening to other cultures.

The teaching of MFL at Beechwood should enable pupils 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 in the studied language. Language teaching should provide the foundation for further language learning, equipping and inspiring pupils to connect with the world around them.

### Implementation

In every French lesson the children will develop one of our key concepts; vocabulary, grammar, curiosity and culture and express and respond. – this will lead to the children having good foundations of the French language. Within French sessions the children will get the opportunity to; **explore** their own learning using research and enquiry, **discover** new skills and learning through hands on experience and **achieve** when they bring all their learning together to showcase their understanding.

French will be taught in all KS2 year groups and will focus on enabling pupils to make substantial progress in one language. The teaching will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.

Through following a whole school scheme of learning, pupils will be able to understand and communicate ideas, facts and feelings in speech and writing, in which the level of skills and knowledge will increase year on year. Content will be focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication and will be taught in shorter sessions but on a weekly basis. End of year expectations will be worked towards and assessed. An annual French Day will also provide a rich opportunity for learning to be applied and shared, while also connecting with wider French culture.

**Equity of implementation**– At Beechwood we recognise that all children learn differently and all children have different strengths. A well rounded curriculum ensures that every one gets their chance to shine. We use a range of strategies to ensure all children are included with our curriculum some of these being; widgets to scaffold oracy and writing, use of ipads / laptops to support writing, pictures to support key

vocabulary being used, learning logs to remind the children of the previous learning which will support them a lots of child centred learning to full immerse them in their new skills and knowledge

## School Vision

### Explore, Discover, Achieve

**Explore** – Pupils will be inspired by the ability to communicate with others in a different language and understand the opportunities that come with leaning a new language. Children will develop a desire to learn about a different culture and the nations in which they are spoken.

**Discover** – Children will learn how to express themselves in French. They will be able to hold basic conversations, ask and answer questions, and hold basic conversations.

**Achieve** – We will celebrate our progress and ability during the school year. We will share our language skills with others, hold a French Day, take opportunities to connect with France and apply our skills to other areas of the curriculum.

### Curriculum coverage

Year	Autumn	Spring	Summer
FS	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	<p><b>Cultural Unit – Where is France?</b> • Where is France? • What major cities are there in France? • What is Paris like?</p> <p><b>Numbers and Alphabet</b></p> <ul style="list-style-type: none"> <li>• Numbers to 30 • The alphabet • Correct pronunciation</li> </ul> <p><b>All About Me</b></p> <p>Initial recap of basic greetings.</p> <ul style="list-style-type: none"> <li>• Various ways of greeting each other • Introducing yourself and asking questions such as 'ça va?'</li> </ul> <p><b>My Home</b></p> <ul style="list-style-type: none"> <li>• Rooms in the home • Basic adjectives to describe the home and the rooms • Describing where they live</li> </ul> <p><b>Colours</b></p> <ul style="list-style-type: none"> <li>• Basic colours and colours of the rainbow • Correct pronunciation of each colour • Links – are any colours the same or different in English?</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• Family pets • Likes and dislikes • Introducing your pet</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Simple foods • Foods found on a simple café menu • Create their own menu • Visits to the butchers and bakers</li> </ul> <p><b>Calendar</b></p> <ul style="list-style-type: none"> <li>• Days of the week • Months of the year • Correct pronunciation</li> </ul> <p><b>Clothing</b></p> <ul style="list-style-type: none"> <li>• Basic items of clothing • School uniform • Introduce body parts –main limbs</li> </ul> <p><b>Shopping</b></p> <ul style="list-style-type: none"> <li>• Currency • Asking how much something is</li> </ul>	<p><b>Holidays and Celebrations</b></p> <ul style="list-style-type: none"> <li>• Singing Happy Birthday • Talking about their own birthday • Learning words to do with festivals and events such as Christmas. • Learning vocabulary about holidays</li> </ul> <p><b>My Town</b></p> <ul style="list-style-type: none"> <li>• Words to describe their town • Words to describe shops and features of their town • Transport in their town – including transport vocabulary • Asking where you live</li> </ul> <p><b>The Weather</b></p> <ul style="list-style-type: none"> <li>• What's the weather today? • What's the weather this week? • What's the weather over the year? • Using maps to talk about weather in different places</li> </ul> <p><b>Sports</b></p> <ul style="list-style-type: none"> <li>• Simple sports • Simple phrases to describe what sports they play. I play football.</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li>• Introduction to school days in France • Lessons • Likes and dislikes of lessons • Different jobs • The classroom</li> </ul>
4	<p><b>Cultural Unit – Where in the world speaks French?</b> All about other countries that speak French.</p> <p><b>Numbers and the Alphabet</b> • A recap of numbers to 30 • Numbers to 100 • Phonic blends and sounds • Spelling words</p> <p><b>My Family and me</b></p>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• Farm animals • Zoo animals • Create/design their own farm or zoo</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Revise foods from Y3 • Revise the bakers and butchers Children will learn: • Foods found in the supermarket • Creating own shopping lists</li> </ul>	<p><b>Holidays and Celebrations</b></p> <ul style="list-style-type: none"> <li>• Revision from Y3 • How to talk about holidays and holiday destinations • Different ways you can travel • Describing major festivals</li> </ul> <p><b>My Town</b></p> <ul style="list-style-type: none"> <li>• How to describe places in the town • How to get to my town, it's location in</li> </ul>

	<ul style="list-style-type: none"> <li>Introducing your parents and siblings</li> <li>Talking about your family.</li> <li>Introducing Grandparents</li> <li>Asking about someone else's family.</li> <li>Talking about yourself (illnesses etc)</li> <li>Asking someone's age</li> </ul> <p><b>My Home</b></p> <ul style="list-style-type: none"> <li>Describing the size of a home.</li> <li>Things you'll find in each room (household appliances etc)</li> </ul> <p><b>Colours</b></p> <ul style="list-style-type: none"> <li>Revise colours of the rainbow</li> <li>Introducing other colours such as gold, silver and platinum</li> <li>Begin to explore descriptions such as 'light blue'</li> </ul>	<p><b>Calendar</b></p> <ul style="list-style-type: none"> <li>Revise days of the week and months of the year</li> <li>Children will learn: Speaking and writing the date both past and present – 12 hour clock</li> <li>Time words – tomorrow, today, next week</li> </ul> <p><b>Clothing</b></p> <ul style="list-style-type: none"> <li>Revise items of clothing</li> <li>Describing what you wear on different days. On weekends, I wear...</li> <li>Create a clothing shop</li> <li>Body parts</li> </ul> <p><b>Shopping</b></p> <ul style="list-style-type: none"> <li>Revision of Year 3</li> <li>Pocket money</li> <li>Different shops and prices</li> </ul>	<p>the country</p> <ul style="list-style-type: none"> <li>How to get to places in the town (directions)</li> </ul> <p><b>The Weather</b></p> <ul style="list-style-type: none"> <li>Revision of weather from Y3.</li> <li>Describing the weather with adjectives.</li> <li>Describing past, present and future weather</li> </ul> <p><b>Sports and Hobbies</b></p> <ul style="list-style-type: none"> <li>Revision of sports</li> <li>Introducing hobbies</li> <li>Simple phrases to describe hobbies</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li>Revision of Y3</li> <li>Tour of the school</li> <li>School times and subjects</li> <li>What I want to be when I leave school</li> </ul>
5	<p><b>Cultural Unit – French Festivals</b> Festivals:</p> <ul style="list-style-type: none"> <li>Christmas</li> <li>Easter</li> <li>Bastille Day</li> <li>La Fête des Voisins</li> </ul> <p><b>Numbers beyond 100</b></p> <ul style="list-style-type: none"> <li>Numbers up to and beyond 100.</li> <li>Ordinal numbers</li> <li>Maths games and activities</li> </ul> <p><b>My Family and Friends</b></p> <ul style="list-style-type: none"> <li>Introducing wider family members</li> <li>Talking about your friends.</li> <li>Using sentences to describe friends and family.</li> <li>Recap illnesses, I have a cold etc</li> <li>Asking where you live (recap)</li> </ul> <p><b>My Home</b></p> <ul style="list-style-type: none"> <li>Describing the homes of friends and families.</li> <li>Describing my street</li> <li>My dream home</li> </ul> <p><b>Colours</b></p> <ul style="list-style-type: none"> <li>Revise colours of the rainbow</li> <li>Children will learn: Describing shades of colours, such as 'pale green, dark red'</li> <li>Describing objects using colour</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>Revision of animals</li> <li>Describing animals (size and colour)</li> <li>Animal habitats</li> <li>At the pet shop</li> <li>Designing an animal and its habitat</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>Revise previous work on foods</li> <li>Children will learn: Likes and dislikes for food</li> <li>Healthy eating</li> <li>Talking about food preferences, asking someone their preference.</li> </ul> <p><b>Calendar</b></p> <ul style="list-style-type: none"> <li>Revise previous work completed in Y3/4</li> <li>Telling the time to the hour, half past etc, 12 and 24 hour clock</li> <li>Asking someone the time and replying correctly – 12 and 24 hour clock</li> </ul> <p><b>Clothing</b></p> <ul style="list-style-type: none"> <li>Revise Y3 and Y4 work</li> <li>Describing outfits, colours and sizes etc.</li> <li>Clothing preferences of yourself and a friend.</li> </ul> <p><b>Shopping</b></p> <ul style="list-style-type: none"> <li>Revision of Year 3 and 4</li> <li>Money and change</li> <li>Shopping for items – conversations.</li> </ul>	<p><b>Holidays and Celebrations</b></p> <ul style="list-style-type: none"> <li>Revise Y3 and Y4 work</li> <li>Using dates to talk about a holiday</li> <li>Use time words to describe holidays.</li> <li>Planning food and lists for a party</li> <li>Describe a party</li> </ul> <p><b>Towns and Cities</b></p> <ul style="list-style-type: none"> <li>Revision of Y3 and Y4 work</li> <li>Children will learn: Sentences to describe towns and cities</li> </ul> <p><b>The weather and Seasons</b></p> <ul style="list-style-type: none"> <li>Revision of Y3 and Y4</li> <li>Completing and filming a weather forecast</li> <li>Describing weather around the world</li> <li>Seasons</li> </ul> <p><b>Describing sports and hobbies</b> they like/dislike</p> <p><b>Sports and Hobbies</b></p> <ul style="list-style-type: none"> <li>Revise sports and hobbies</li> <li>Describing a week of sports and hobbies at school</li> </ul> <p><b>School</b></p> <ul style="list-style-type: none"> <li>Revision of Y3 and Y4</li> <li>Children will learn: Journeys to school</li> <li>Places in school</li> <li>My future aspirations</li> </ul>
6	<p><b>Cultural Unit – French History</b></p> <ul style="list-style-type: none"> <li>France in WWI and WWII</li> <li>Bastille Day</li> <li>Napoleonic War</li> <li>Also includes conversations – formal and informal.</li> </ul> <p><b>French Maths</b></p> <ul style="list-style-type: none"> <li>To play and create maths games</li> <li>Complete maths activities such as addition and subtraction</li> </ul> <p><b>My Community</b></p> <ul style="list-style-type: none"> <li>Initial recap of family and friends</li> <li>Children will learn: Introducing community members such as teachers, religious figures, neighbours, people who help us.</li> <li>Hospitals/GP surgery</li> </ul> <p><b>My Home</b></p> <ul style="list-style-type: none"> <li>Comparing houses in my street and town</li> <li>Comparing houses between countries.</li> <li>Designing a home</li> </ul> <p><b>Colours</b></p> <ul style="list-style-type: none"> <li>Revision of work on colours</li> <li>Children will learn: Describing physical appearances; 'blonde haired'</li> <li>Applying grammatical rules correctly</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>Revision of animals</li> <li>Children will learn: Describing animal body</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>Revise previous work on food</li> <li>Children will learn: Writing a menu for school</li> <li>Creating a healthy eating menu</li> <li>Practise ordering foods in a restaurant or shop</li> </ul> <p><b>Calendar</b></p> <ul style="list-style-type: none"> <li>Revise previous work on time and calendars</li> <li>Describing dates and times linked to timetables</li> <li>Describing and using arrival and departure times in an airport/railway station</li> </ul> <p><b>Clothing</b> Dressing for the weather. Preferences and descriptions. Recap body parts. I wear my scarf around my neck when it is cold, etc</p> <p><b>Shopping</b></p> <ul style="list-style-type: none"> <li>Revision of previous years.</li> <li>At the market</li> <li>Weights</li> <li>Holding a conversation</li> </ul>	<p><b>Holidays and Celebrations</b></p> <ul style="list-style-type: none"> <li>Revision of previous year groups</li> <li>Retelling a simple story, such as Christmas in French.</li> <li>Describing position of holidays (before August, after Easter)</li> <li>Future holiday plans.</li> </ul> <p><b>Towns and Cities</b></p> <ul style="list-style-type: none"> <li>Revision from previous year groups</li> <li>Children will learn: Describing cities around the world and comparing them.</li> <li>Describing</li> </ul> <p><b>Seasons and the Planets</b></p> <ul style="list-style-type: none"> <li>Revision of weather</li> <li>Children will learn: Describing the seasons</li> <li>Activities and the weather</li> <li>Planets in our solar system</li> </ul> <p><b>Sport and Hobbies</b></p> <ul style="list-style-type: none"> <li>Revise work from previous year</li> <li>Describing and planning a sporting event. This could link to the Olympics or Sports Day</li> </ul> <p><b>School and The Future</b></p> <ul style="list-style-type: none"> <li>Revision of school</li> <li>Children will learn: What I want to study at school/university</li> <li>Building sentences</li> </ul>

## Impact

Pupils will be able to understand and respond to spoken and written French. They will 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.

They will write at varying length (with different degrees of scaffold), for different purposes and audiences, using the variety of grammatical structures that they have learnt. Pupils will gain a positive attitude towards learning a further language and deepened interest and appreciation of different cultures.

Other relevant documents

KS2 Grammar Points	
	French
Gender	Children should experience teaching surrounding the definite and indefinite articles. Children should also be taught about the feminine and masculine form which will be a new concept to most. Things to cover: le (m), la (f), les (plural), l' (before a vowel); un (m), une (f), des (some)
Regular verbs	Children should learn the endings of the most frequently used regular present tense verbs and pronouns. Children will also be introduced to the structure of regular present tense verbs along with rules for pronunciation. Example things to cover: -er verbs. jouer = to play: je joue; tu joues; il / elle / on joue; nous jouons; vous jouez ils jouent; elles jouent
Irregular verbs	Children should be introduced to the most frequently used irregular verbs, to be and to have. Avoir = to have: J'ai, Tu as, Il/ Elle/On a, Nous avons, Vous avez, Ils/ Elles ont Être = to be: Je suis, Tu es, Il/Elle/On est, Nous sommes, Vous êtes, Ils/Elles sont
Adjectives	Children should learn the different ways adjectives are used in the French language and their position within a sentence, as, in the majority of cases, the adjective follows the noun. They should also learn about the agreement of adjectives and how endings will change depending on the noun's gender. un chapeau bleu, le chien brun, un chat blanc Some exceptions to this rule: une petite maison, une grande boutique