

Our Curriculum



Rationale & Intent

At Newton Hill Community School we are guided by the National Curriculum for MFL (2014). We believe that MFL helps to provide an insight into other cultures. It fosters pupils' curiosity and deepens their understanding of the world around them. The teaching of MFL enables pupils to express their ideas and thoughts in another language, and children learn to communicate for practical purposes. Our teaching of MFL in KS2 provides the foundation for learning further languages and equips pupils to study and work in other countries.

The national curriculum for MFL aims to ensure that all pupils:

- 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.
- 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.
- 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 and masculine 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

Intent, Implementation & Impact

What do we want from the subject?

At Newton Hill, our language of choice is French. We aim for French to be taught regularly as part of a broad and balanced curriculum. French vocabulary for each year group is displayed in classrooms. 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.

How is it taught through school?

MFL is taught in KS2. We follow the 'Twinkl PlanIt' scheme which comprises a variety of units of work which cover all necessary aspects of the French curriculum. Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

How do we measure impact — what are the outcomes?

Teachers use AfL strategies to assess children's spoken MFL skills and development by making observations as they observe them during lessons. Children will also complete written work throughout each unit of MFL which can be used to support teacher assessment. A summary judgement is made at the end of the year in relation to the National Curriculum, which is recorded in the end-of-year report.

Lower KS2 Journey

**Year
3**

Summer:

- Word classes—use of bilingual dictionaries
- Infinitive verbs relating to free time
- Opinions—verb focus aimer
- Asking/answering questions
- Conjunctions

Autumn:

- High frequency French, eg. Basic conversation, greetings
- Introduce themselves, numbers
- Verb focus—'avoir'

Spring:

- Colours
- GPCs
- Verb focus—être
- Food—healthy/unhealthy eating

Summer:

- Phonics/reading skills
- Rhyming patterns.
- Revisit of previously learnt vocabulary.

Spring:

- Family members
- Possessive pronouns
- Subject pronouns
- First, second and third person
 - Pets

Autumn:

- Colours
- Body parts
- Gendered nouns
- Adjectival agreement
- Zoo animals
- Recap of key GPCs

**Year
4**

Upper KS2 Journey

Year
5

Autumn:

- Shops and buildings
- Revisit—adjectival agreement
- Simple prepositional phrases
- Time of day/week
- Writing

Spring:

- Opinions
- Hobbies—infinitive verbs
- Immediate future tense
- Revisit days of the week and family members
- Food—likes/dislikes

Summer:

- Food—offering and accepting
- Breakfast items
- Weather
- Adverbial phrases
- Compass points

Summer:

- Holidays
- Immediate future tense
- Verb focus—aller
- Where they travel/stay
- Time adverbials

Spring:

- Rooms in the house—prepositions, adjectives
- Reading—bilingual dictionary
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Autumn:

- School life—dates, classroom commands, weather, classroom objects, subjects
- Clothing—adjectives and opinions

Year
6

Year 3 Skills

Topics

Learning Outcomes

Key Vocabulary

Year 3	Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lessons 6-7	Spring 2 Lesson 8	Summer 1 Lessons 9-10	Summer 2 Lesson 11
Learning intention / rationale	During their first half term of French, pupils learn high-frequency language including numbers 0-10, greetings, and some classroom commands for routine conversation. Phonics is taught explicitly as pupils encounter new vocabulary; the grapheme/phoneme link is recapped throughout the year.	As a next step from greetings, pupils say their name and introduce themselves. In using the structure, first and second person pronouns are introduced, and pupils' attention is drawn to how the verb ending changes, adding 's' with the 'tu' form (second person singular). Pupils revisit numbers and graphemes practised last half term. Through a rhyme, two new graphemes are introduced 'an' and 'eau'. Pupils are introduced to a high frequency verb (avoir) and begin to understand that languages cannot always be	Pupils are introduced to colours which they will use for sentence level work in subsequent lessons. These lessons focus on the grapheme / phoneme correspondence as pupils learn each colour; an additional rhyme within the lesson checks that pupils can identify a key phoneme as they hear it. Pupils are introduced to a key verb 'être' (to be) and use the third person of the verb through question-and-answer sequences and in constructing a short, descriptive sentence. There is a link with work in mathematics through a survey and the recording of results.	Pupils begin to extend their vocabulary with everyday food items, again consolidating phonics knowledge acquired so far. The half term's work focuses on healthy and unhealthy eating and is preparation for a story which children will read over the next half term - La Chenille Qui Fait Des <u>Trous</u> .	This half term focuses heavily on phonics and reading skills. <u>Pupils</u> study rhyming patterns within a song and a short story. Pupils are reminded that the final consonant is rarely pronounced. Through the reading of a familiar short story, pupils listen to text level language, consider intonation, and use appropriate expression when joining in with repeated phrases. Pupils recognise known vocabulary as it occurs in the story, such as numbers, food items, colours and days of the week.	Following on from days of the week, pupils are now introduced to months of the year as essential vocabulary in providing dates /date of birth etc. The lesson focuses heavily on phonics knowledge. Pupils are introduced to the concept of nouns having a gender in preparation for work at the start of Year 4. Pupils undertake a review of the year's work where key learning is recapped and consolidated.
		translated word for word.				

Year 4 Skills

Topics

Learning Outcomes

Key Vocabulary

Year 4	Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lessons 6-8	Spring 2 Lessons 9-11	Summer 1 Lessons 12-14	Summer 2 Lessons 15-16
Learning intention / rationale	Through reading a description of a monster, pupils revisit vocabulary for colours and are introduced to vocabulary for parts of the body. Key learning within this unit of work, comprising lessons 1-3, focuses on three key concepts: nouns have a gender which must be learned, adjectives usually follow the noun, adjectives agree with the noun. By the end of the half term, pupils read and understand short sentences describing a monster and adapt sentences to create their own description.	Through the theme of zoo animals, pupils apply and extend their phonics knowledge, reading individual words and short phrases. They embed their understanding of gender and adjectival agreement as they link adjectives to zoo animals, culminating in pupils writing short sentences to describe an animal with noun, high-frequency verb (<u>est</u>) and adjective. Pupils also learn the French alphabet for vowel sounds.	Pupils recap key grapheme / phoneme correspondences through rhymes and songs. They learn about members of the family and learn the possessive pronouns (<u>mon</u> , <u>ma</u>). Through a role play introducing family members, pupils learn subject pronouns (<u>il</u> and <u>elle</u> – he and she). <u>Pupils revisit</u> phrases learned in Year 3, moving from using first person (<u>je m'appelle</u>) to third person (<u>il/elle s'appelle</u>).	Pupils consolidate work on family and now learn the names of pets. They follow a traditional tale, a short rhyme and a text containing familiar vocabulary and structures. Throughout the half term, pupils revisit prior learning on adjectives and learn how to form a plural noun. They develop their use of the verb ' <u>avoir</u> ' in first, second and third person.	Pupils develop their understanding of word classes and begin to make use of a bilingual dictionary. Pupils learn infinitive verbs relating to free time and understand how to express an opinion about these, using the verb ' <u>aimer</u> '. They <u>recognise</u> positive and negative statements and are introduced to the formation of a basic negative sentence.	Following on from last half term's work, pupils now work on asking and answering questions relating to free time, focusing on forming accurate sentences and linking clauses using conjunctions. <u>Pupils</u> revisit and extend their knowledge of numbers in preparation for a class survey, developing confidence in giving rapid responses. Phonics throughout the key stage so far is recapped and extended.

Year 5 Skills

Topics

Learning Outcomes

Key Vocabulary

Year 5	Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lessons 6-8	Spring 2 Lessons 9-11	Summer 1 Lessons 12-14	Summer 2 Lessons 15-16 and revision
Learning intention / rationale	Through the theme of the 'High Street' pupils learn the vocabulary for different shops and buildings. They re-use adjectives with nouns, remembering that petit and grand precede the noun and revisiting prior learning on adjectival agreement. They consider the location of shops and buildings using simple prepositional phrases. Towards the end of the half term pupils practise a simple dialogue, asking and answer questions about the location of a place. They use typical 'stalling strategies' during the conversation to add authenticity to the	Pupils continue the theme of the high street, now working with more complex vocabulary to describe how the high street appears at different times of the day / week. As the half term progresses, pupils listen and respond to an extended story which includes much of the vocabulary introduced over the term. They use the story as a stimulus to create their own writing, re-using previously learned phrases from Years 3 and 4 in a new context.	Pupils revisit familiar vocabulary for giving opinions and describing hobbies using infinitive verbs. They extend this work to include a focus on the immediate future tense in the first person using the structure: Je vais + infinitive verb. In forming extended sentences to state what they are going to do, they revisit vocabulary for days of the week, times of the day and family members. By the end of the half term, pupils state where they will go, when and who with using grammatical structures accurately.	Pupils revisit phrases to express opinions and use these to comment on food they like and dislike, extending the vocabulary they learned in Year 3. As the half term progresses, they consider food groups and healthy eating. They study lunch menus from French schools and use their knowledge of both English and French to deduce meaning.	Pupils continue the theme of food, moving to transactional language so that they are confident at offering and accepting food. Within the context of breakfast, pupils learn the names of items typically served for breakfast in France. As the half term continues pupils become acquainted with a famous French poem, written in simple language, and consider the context of the poem which describes a breakfast scene. Towards the end of the half term, pupils revise saying the date and begin to	The theme of weather continues as pupils listen to the recording of a weather forecast and identify the text they hear. Pupils prepare a presentation to describe the weather and consider the weather in different seasons, writing sentences to describe the climate using adverbial phrases, such as 'en général'. Pupils learn the points of the compass to state where they live. An extended reading task provides a high level of challenge for pupils with the expectation that they can identify

Year 6 Skills

Topics

Learning Outcomes

Key Vocabulary

Year 6	Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lessons 6-8	Spring 2 Lessons 9-11	Summer 1 Lessons 12-14	Summer 2 Lessons 15-16 and revision
Learning intention / rationale	<p>The half term focuses on aspects of school life. Pupils prepare a school sketch and revise classroom commands (Y3), saying the date (Y3, Y5) and describing the weather (Y5). They learn four items of vocabulary relating to classroom objects to be able to say what they have / don't have in the sketch.</p> <p>Pupils study an extended text, using existing knowledge to work out the gist of the text.</p> <p>Towards the end of the half term, pupils learn some items of clothing to describe school uniform, revising adjectives and expressing opinions.</p>	<p>Pupils continue the theme of school life, learning the names of school subjects and appropriate adjectives to express opinions on each.</p> <p>Pupils read and understand information relating to school subjects and adapt a model paragraph stating what they like / dislike and why.</p> <p>Pupils also study a well-known poem as winter approaches, revisiting learning around the position of adjectives and learning some important and useful prepositions.</p>	<p>Pupils follow three lessons on the theme of house and home. They learn the rooms of the house and use this vocabulary with adjectives and prepositions to describe their ideal home.</p> <p>Pupils listen to an extended text, showing understanding by matching rooms and adjectives.</p> <p>Towards the end of the half term, pupils begin to focus on reading skills; this is developed further over the next half term.</p>	<p>Pupils delve deeper into reading over the half term, developing the skills of skimming and scanning a text, choosing wisely when to use a bilingual dictionary. They use their knowledge of grammar / word class to help them to locate the correct word.</p> <p>Over the half term, pupils encounter a poem written during the German occupation of France in 1942. They apply their phonics knowledge during the half term as they read aloud short extracts.</p>	<p>Pupils begin a series of lessons focusing on planning a holiday. They revisit the immediate future tense and repeatedly practise using the verb 'aller' in the first person with an infinitive verb.</p> <p>Over the half term, they learn how to say where they will travel, how they will travel and where they will stay. Points of grammar relating to gender are reinforced through the structures used.</p>	<p>Pupils conclude the summer term by learning how to say the places they will visit on holiday. They use the immediate future tense with two more infinitive verbs (regarder, visiter) and learn how to use these within the structure they have practised repeatedly. They extend sentences using a time adverbial.</p> <p>Pupils prepare a presentation on their holiday plans, drawing together the term's learning.</p>