



Subject Overview 2020/2021: Modern foreign Languages (MfL) French
Intent (Skills/ knowledge):
Implementation (How/ When):



	Year 3	Year 4	Year 5	Year 6
INTENT	<p>The following skills are taught, revisited, developed and applied to each unit in Year 3.</p> <p>Listening: Can recognise questions and negatives. Can understand and respond to simple instructions and questions. Can identify sounds in the French language. Can recognise some adjectives, and identify plurals in spoken French.</p> <p>Speaking: Can join in with simple songs and rhymes. Can ask and answer simple questions using accurate pronunciation, so that others can understand them. Can talk about themselves using some common verbs in the first person singular form.</p> <p>Reading: Can read and pronounce familiar written words accurately.</p>	<p>The following skills are taught, revisited, developed and applied to each unit in Year 4.</p> <p>Listening: Can recognise familiar words and phrases in spoken French. Can recognise who is being talked about from a pronoun. Can identify the gender of a noun from its article and understand that French sentence structure can differ from English sentence structure.</p> <p>Speaking: Can ask for and express simple opinions from memory with accurate pronunciation. Can talk about where they live and what they like to do, and describe friends and family members using simple adjectives. Can give simple instructions and use sentence structures that are different in French than in English.</p> <p>Reading: Can understand a familiar written text, reading and listening at the same time.</p>	<p>The following skills are taught, revisited, developed and applied to each unit in Year 5.</p> <p>Listening: Can understand the main points of a short speech, story or poem that contains unfamiliar language. Can recognise and understand the difference between masculine and feminine definite and indefinite articles. Can recognise and understand the difference between "mon", "ma" and "mes".</p> <p>Speaking: Can hold a continuous conversation, giving simple opinions. Can adapt familiar sentences by changing a few words. Can prepare and present a short talk in French about a place, person or thing. Can describe what others do or like doing, using the third person singular form of the present tense. Can ask questions using the second person singular.</p> <p>Reading: Can read aloud unfamiliar written words with accurate pronunciation.</p>	<p>The following skills are taught, revisited, developed and applied to each unit in Year 6.</p> <p>Listening: Can understand the main points and some of the detail from a short spoken passage, a spoken story or a spoken poem, which contains more complex phrases and some unfamiliar language.</p> <p>Speaking: Can join in with longer conversations, giving more complex opinions. Can use familiar words and sentence structures to construct new sentences. Can say sentences using the future and past tenses. Can develop and perform a simple sketch or role-play in French, using correct articles and accurate pronunciation and intonation. Can recognise the difference between "tu" and "vous".</p> <p>Reading: Can understand the main points and some detail from a short written text containing unfamiliar language. Can recognise the "vous", "ils" and "elles" forms of some common present-tense</p>



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<p>Can understand familiar written phrases and simple sentences, and respond to them. Can recognise whether written nouns are singular or plural.</p> <p>Writing: Can write some familiar words from memory. Can write short, simple responses to questions using familiar words. Can write some singular nouns with the correct article.</p>	<p>Can use a bilingual dictionary to look up new and unfamiliar words. Can recognise subject pronouns and first, second and third personal singular forms of common present-tense verbs. Can identify common French sentence structures.</p> <p>Writing: Can use knowledge of French phonics to spell familiar words. Can write simple sentences from memory about myself, my opinions and what I do. Can write simple sentences about friends and family members. Can write the correct form of some common present-tense verbs in the first person singular.</p>	<p>Can understand the main points from a written text containing unfamiliar language. Can recognise the meaning of "mon", "ma" and "mes", and that adjectives change to match the noun. Can understand that some nouns have irregular plurals.</p> <p>Writing: Can write complex sentences containing opinions. Can write sentences from memory to describe a person, place or thing; or what others do or like doing. Can write the correct form of some common present-tense third person singular verbs. Can adapt sentences by changing words, and write some simple sentence structures that differ from English.</p>	<p>verbs, and understand that some verbs are irregular. Can sometimes recognise the past and future tenses. Can understand the basic meanings of "on" in French.</p> <p>Writing: Can use familiar words and structures to write more complex texts from memory, describing a place, person or thing. Can write some regular nouns in the singular and plural form with the appropriate article. Can write simple adjectives correctly to match a noun. Can use the correct form of some irregular verbs in the first and third person singular. Can write future- and past-tense sentences with help.</p>
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<p>Autumn 1 - Core Unit 1 (Unité essentielle 1)</p> <p>Useful Prior Knowledge No prior knowledge needed.</p> <p>Knowledge: Recognise some basic French greetings. Recognise the numbers 1-10. Respond to some simple classroom instructions. Respond to some simple questions when prompted with visual cues. Recognise basic family vocabulary.</p>	<p>Autumn 1 - Unit D – Playtime (Unité D – La récréation)</p> <p>Useful Prior Knowledge "J'aime..." Using "c'est" "Qu'est-ce que c'est?"</p> <p>Knowledge: Recognise a familiar word in a spoken sentence, given a visual prompt. Repeat and copy down a few short sentences about themselves. Play a simple French playground game, when given visual or spoken prompts. Repeat part of a simple French song. Spell basic French words with some help. Express an opinion with a simple phrase, given some assistance. Follow some of a written text when listening to it read aloud.</p>	<p>Autumn 1 - Unit J - On Holiday (Unité J – En vacances)</p> <p>Useful Prior Knowledge Countries Numbers Using "il y a..."</p> <p>Knowledge: Recognise some basic holiday vocabulary. Understand some sentences about animals at the zoo. Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure. Be able to translate French words using a bilingual dictionary with assistance.</p>	<p>Autumn 1 Unit P – Actions (Unité P – Les actions)</p> <p>Useful Prior Knowledge Familiarity with the perfect past tense in French</p> <p>Knowledge: Begin to recognise and use perfect past tense sentences with help. Recognise some adverbs from the lessons. Recognise and use, with some help, third person singular verbs to describe what someone is doing. Build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help.</p>
<p>Autumn 2 - Core Unit 3 (Unité essentielle 2)</p> <p>Useful Prior Knowledge Greetings Numbers 1-10</p> <p>Knowledge:</p>	<p>Autumn 2 Unit E – My Home (Unité E – Chez moi)</p> <p>Useful Prior Knowledge Using "c'est" Using "il y a" Colours and numbers</p> <p>Knowledge:</p>	<p>Autumn 2 Unit K – Eating Out (Unité K – Sortir dîner)</p> <p>Useful Prior Knowledge Numbers Pronouns "il" and "elle" "S'il vous plaît" and "merci" Familiarity with the euro symbol (€) Familiarity with money in English</p>	<p>Autumn 2 Unit Q – In France (Unité Q – En France)</p> <p>Useful Prior Knowledge The different meanings of the pronoun "on". Familiarity with the points of the compass in English Numbers</p>



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	<p>Recognise the days of the week when spoken in sequence. Understand most of the colours. Understand numbers up to 20. Respond to questions about likes and dislikes with a single word. Recognise negative responses to a question when given a visual prompt.</p>	<p>Recognise a familiar sound when it is heard in a song. Identify one or two key words from the story with support. Copy out or repeat sentences which use numbers in simple descriptions. Be able to repeat aloud full sentences about their homes and daily routines. Write a word in French to respond to a spoken question. Recognise sentences where the word order is different to English. Identify an article with some help.</p>	<p>Knowledge: Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary. Recognise subject pronouns, and begin using "il" and "elle" to form a few sentences about what someone is having to eat/drink, with help. Take part in a simple role-play using prompts. Know that formal language, e.g. the "vous" form, is used for talking to customers in restaurants etc.</p>	<p>Understanding basic cooking instructions</p> <p>Knowledge: Read sentences in the perfect past tense about what they have eaten with some help. Be able to understand the main points from the unit's recipe with help. Prepare and present a short presentation with some help.</p> <p>Ask questions in the second person singular using the correct intonation when prompted. Recognise that "on" has several meanings in French.</p>
	<p>Spring 1 - Core Unit 3 (Unité essentielle 3)</p> <p>Useful Prior Knowledge French numbers up to 20 The song "Head, Shoulders, Knees and Toes" The tune of "Happy Birthday to You"</p> <p>Knowledge: Sing along and do the actions to a French song, with a visual aid.</p>	<p>Spring 1 Unit F — My Town (Unité F — Ma ville)</p> <p>Useful Prior Knowledge Familiarity with the euro symbol (€) Numbers Familiarity with money in English "Il y a..." Confidence with giving directions in English</p> <p>Knowledge:</p>	<p>Spring 1 Unit L — Hobbies (Unité L — Les passe-temps)</p> <p>Useful Prior Knowledge Using "j'aime" Making basic negative sentences Using "c'est..."</p> <p>Knowledge: Be able to express likes and dislikes using visual prompts, and understand that "tu" is often used to form a question.</p>	<p>Spring 1 Unit R — Family (Unité R — La famille)</p> <p>Useful Prior Knowledge Numbers Knowledge of the traditional fairy tale "Cinderella"</p> <p>Knowledge: Talk about what they have done using the perfect past tense when provided with a model sentence.</p>



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<p>Recognise most of the French body parts when they're spoken. Read the numbers 11-20 with some assistance. Accurately say the name of the month of their birthday when given a visual prompt. Understand the difference between singular and plural.</p>	<p>Understand simple directions when prompted with images or gestures. Say and write something about where they live, with help. Understand simple prices when given visual prompts. Read along with a story as it is read out in class. Play French word games, including forming simple sentences with verbal prompts.</p>	<p>Read the unit's story aloud and recognise some French words and phrases in the written text when prompted. Be able to talk about what they do and like doing, giving simple opinions with help. Recognise the difference between "le"/"la" and "un"/"une" in the context of the unit. Understand that some nouns have irregular plurals in French.</p>	<p>Identify third person plural forms of common verbs, with help. Recognise the two different second person subject pronouns – "tu" and "vous". Use single words from the unit to substitute into model sentences, creating new sentences.</p>
<p>Spring 2 - Unit A – Animals (Unité A – Les animaux)</p> <p>Useful Prior Knowledge The nursery rhyme "Old MacDonald had a Farm" The game 'Charades'</p> <p>Knowledge: Be able to respond to questions when given a spoken model to copy. Repeat a simple phrase to say that they don't understand something. Hear a simple sentence and then repeat it orally. Copy down a short, simple sentence. Read a short rhyme with help.</p>	<p>Spring 2 Unit G – Describing People (Unité G – Décrire les gens)</p> <p>Useful Prior Knowledge "oui" and "non" Basic French colours</p> <p>Knowledge: Be able to recognise subject pronouns, given some visual prompts. Repeat sentences using some common verbs. Describe others using short phrases when given visual aids. Copy down plural nouns with the correct articles. Summarise in English a character from a story.</p>	<p>Spring 2 Unit M – A School Trip (Unité M – Une excursion scolaire)</p> <p>Useful Prior Knowledge Numbers 1-5 "The Wheels on the Bus" song Colours</p> <p>Knowledge: Recognise and understand the difference between "mon", "ma" and "mes" in the French story text. Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences. Recognise the future tense when prompted.</p>	<p>Spring 2 Unit S – A Weekend with Friends (Unité S – Un weekend avec des amis)</p> <p>Useful Prior Knowledge Understand that French adjectives have masculine and feminine versions</p> <p>Knowledge: Understand the main points of the unit's story in written form. Develop and present a simple role-play, taking sentences from the Question and Answer screens as a basis. Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with help.</p>



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<p>Recognise some basic French adjectives such as colours.</p>		<p>Form basic opinions about what they like to do in the context of school trips. Join in with familiar French songs, pronouncing the majority of words clearly.</p>	<p>Take part in a continuous conversation with some verbal prompts.</p>
<p>Summer 1 - Unit B – Food (Unité B – La nourriture)</p> <p>Useful Prior Knowledge Greetings for use in role play ne... pas Numbers and colours for some of the activities</p> <p>Knowledge: Give a spoken response to a simple written question using a single word answer. Pronounce some common letter strings correctly. Give an opinion in French with a visual prompt. Repeat a couple of sentences, including talking about what they would like, using the first person. Copy the main vocabulary with some mistakes.</p>	<p>Summer 1 Unit H – The Body (Unité H – Le corps)</p> <p>Useful Prior Knowledge Using "c'est" The song "Tête, épaules, genoux et pieds" from Core Unit 3 Parts of the body The game 'Charades' The traditional fairy tale "Little Red Riding Hood"</p> <p>Knowledge: Be able to recognise articles and understand that they signify the gender of a noun. Pronounce articles clearly when speaking and spell them correctly when writing. Read a French rhyme with some help with unfamiliar vocabulary. Repeat sentences that use adjectives to describe things. Pick out some subject pronouns when reading, with assistance.</p>	<p>Summer 1 Unit N – Seasons (Unité N – Les saisons)</p> <p>Useful Prior Knowledge The seasons in English "Qu'est-ce que c'est?" Colours</p> <p>Knowledge: Recognise that the pronoun "on" is often used in sentences relating to the date. Respond to questions using simple opinions with help. Understand French instructions to make a Chinese lantern with reference to English instructions and some help. Recognise and write some adjectives after nouns with help. Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.</p>	<p>Summer 1 Unit T – The Future (Unité T – Le futur)</p> <p>Useful Prior Knowledge Understanding of the future tense in English The traditional fairy tale "The Three Billy Goats Gruff"</p> <p>Knowledge: Recognise that adjectives change depending on the gender and number of the noun. Recognise a comparative sentence from its structure when prompted. Write and perform a role-play with help, incorporating basic future tense sentences. Question why certain words might be have been used the unit's story.</p>



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<p>Summer 2 - Unit C – At School (Unité C – À l'école)</p> <p>Useful Prior Knowledge Days of the week Numbers 1-12 for telling the time "Il y a..." Using "voici" to introduce a noun</p> <p>Knowledge: Be able to respond to questions using one-word answers or gestures. Use numbers in a sentence to tell the time with some support. Repeat basic questions. Pronounce vocabulary, including articles, correctly with some support and visual aid. Copy down singular nouns with their article. Pronounce some French sounds correctly. Follow a story as it is read, with visual prompts. Identify a sound in a song with some help. Understand that plural nouns have a different article to singular nouns.</p>	<p>Summer 2 Unit I – Sport (Unité I – Le sport)</p> <p>Useful Prior Knowledge "ne... pas" The meaning of the verb "aimer"</p> <p>Knowledge: Identify an article in a spoken sentence, with some support. Give words or phrases to say which sports they like. Use a bilingual dictionary with guidance to look up words. Follow a model with some assistance to write sentences in the first person. Recognise some sentences which have a different word order.</p>	<p>Summer 2 Unit O – The Environment (Unité O – L'environnement)</p> <p>Useful Prior Knowledge Familiarity with food chains Making negative sentences using "ne" and "pas" "Il y a..."</p> <p>Knowledge: Recognise and use some articles when prompted. Recognise that the third person singular form of the present tense is used to describe what an animal eats. Prepare and present a short weather report, using sentences provided that differ from English sentence structures. Write some regular plurals when provided with the singular noun, and recognise that some plurals are irregular when prompted.</p>	<p>Summer 2 Unit U – Jobs (Unité U – Les métiers)</p> <p>Useful Prior Knowledge Familiarity with the future tense in French Colours</p> <p>Knowledge: Recognise and begin using some job titles and their correct article in speech. Identify some sentences that use the future tense with some help. Write a short passage using sentences from the Question and Answer screens. Change regular nouns into their plural forms with some help.</p>
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Approach to MfL

At Alexandra Junior School, we teach modern foreign languages, through French, in half termly units spread out throughout the year. Every child will have approximately one hours' worth of French teaching a week during the unit. Every lesson has a range of fun, interactive games to help our pupils build listening and reading skills.

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.

Pupils should be taught to:

- 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
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- 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*
- read carefully and show understanding of words, phrases and simple writing
- 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



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- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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 from or are similar to English.

In order to achieve this our quality first teaching is supported by 'Salut!' which is a full set of teaching resources based around the interactive whiteboard (IWB). This Scheme of Work is fully mapped to the KS2 Programme of Study for foreign languages – with each PoS statement broken down into measurable Learning Outcomes for each year. All resources are presented in a fun and friendly way, to help deliver engaging French lessons to all pupils. For each unit, there's a simple, catchy song in karaoke format and a fully illustrated story to help pupils to engage with the language. There are audio recordings of all the French content and everything has an English translation, so to ensure the language is modelled accurately.

Our Curriculum is split into four stages:

Stage 1 (Year 3)	The first stage is aimed at absolute beginners. The Core Units introduce basic language like colours and numbers that will be essential for the rest of the course. It also has three simple, topic based units to spark children's interest.
Stage 1 (Year 4)	Stage 2 starts to introduce some more varied language and sentence structures, including sentences in the third person. But all in contexts that the children will be familiar with.
Stage 1 (Year 5)	Stage 3 contains more complex vocabulary and sentence structures. Children will learn to use adjectives to add detail to their sentences, and talk about their hobbies and holidays.
Stage 1 (Year 6)	Stage 4 gives children a taste of other tenses. Using the perfect and near future tenses, children will talk about what they've seen and done, and what they're going to do in the future.



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Below is a timetable of when each unit is taught in Key Stage 2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 (Referred to in scheme as Stage 1)	Core unit 1	Core unit 2	Core unit 3	Animals	Food	At School
Year 4 (Referred to in scheme as Stage 2)	Playtime	My Home	My Town	Describing People	The Body	Sport
Year 5 (Referred to in scheme as Stage 3)	On Holiday	Eating Out	Hobbies	A School Trip	Seasons	The Environment
Year 6 (Referred to in scheme as Stage 4)	Actions	In France	Family	A Weekend with Friends	The Future	Jobs



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Each lesson consists of two parts (or three if there is a song)

Part 1	Word level teaching activities Each lesson includes two different screens for teaching the key vocabulary — 'Present Vocab' and 'Review Vocab'. Each lesson then has a selection of games that draw on listening, reading and memory skills. Teachers will then complete simple word-level games with the class to test their new vocabulary. In addition to the current lessons vocabulary teachers will always re visit the vocabulary from the previous lesson also.
Part 2:	Sentence-level activities These help the children put their new vocabulary into a conversational context. Speaking and writing in sentences is a key part of the Programme of Study. So in each lesson, there's a 'Question & Answer' session where the new vocabulary is put in a conversational context. There are then a number of games, quizzes and worksheet tasks to support the lessons learning.

At the end of each unit, there's a story lesson. This story draws together some of the vocabulary learnt earlier in the unit.

Pre-cueing of vocabulary is encouraged to ensure that the key vocabulary relating to the topic is retained by all learners. All French lessons support our school context-based drivers, the 5Es (**E**xcel yourself, **E**mbrace yourself, **E**xplore the world, **E**ngage with others, **E**xpress yourself). These are explicitly shared with the children.

A key focus within the curriculum is the idea of retention and that the children should be able to recall learnt facts further down the line. With this in mind, the children will be assessed at least half a term after the original teaching. The children will be assessed on their understanding of key vocabulary and learnt skills. The idea behind this is that the knowledge is able to be retained in the child's long-term memory which means that it can be recalled at a later date.



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SEND/Differentiation

Our modern foreign languages curriculum allows for inclusivity, allowing all children to engage with their lessons. It is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more-able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this.

SMSC

Spiritual development in MFL

Pupils are taught to accept and embrace other languages and cultures through the teaching of MFL. In relation to this, the Scheme of Work covers topics from travel to education, healthy living and social awareness. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

Moral development in MFL

Pupils are encouraged to show empathy and understanding to others and learn about right from wrong. Stereotypes and intolerance are challenged through the teaching of language and culture.

Social development in MFL

Pupils are encouraged to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work. Pupils are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Pupils are encouraged to experiment with language and learn from their mistake. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities.

Cultural development in MFL



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Cultural development and cultural awareness are fundamental in language learning. Exploration of language and culture is key to language learning. Pupils are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Pupils are encouraged to discuss and challenge stereotypes within a national and international context. Media and new technology are encouraged to explore pupils' interest in language and culture in all aspects of their learning.

Assessment and Record keeping

Formative assessment

Assessment is an integral part of every subject. The children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using an 'I can' statement. This will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is not coloured, then that means that they are not working at ARE. The word 'absent' will be put next to the name if the child was away during the lesson. This assessment will inform a teacher's judgement as to whether they are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.

Summative assessment

At the end of a unit, the teacher will fill in an assessment grid which will assess the children based on the outcomes from the entire unit. Retention of knowledge is supported through a range of mini quizzes revisited regularly.

Learning Recovery

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.



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