

## MFL at Meadows First School (Vision and Intent)



The 5 principles of our curriculum are: **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens** We embed these 5 principles within our **MFL** Curriculum as follows:

We equip children with the language **skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in MFL across the school. Vocabulary development plays a vital role in this. We want children to be able to use foreign languages, focusing on French, as another means for communication and to use language skillfully. For example, children can use simple greetings, count to 30, know the names of some body parts, recognise some classroom instructions. Children enjoy singing French songs, playing counting games, learning new vocabulary and having conversations in French with each other. We believe that the learning of an additional language provides a valuable educational, social and cultural experience for pupils. It helps them to develop communication skills, including key skills of speaking and listening and extends their knowledge of how language works. We emphasise listening, responding and speaking skills in KS2 with the addition of simple reading and writing skills.

Our **theme-based**, curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in French. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. At Meadows we use a variety of techniques to encourage the children to have an active engagement in the modern foreign language: these include games, role-play, action songs and stories. We use puppets and soft toys to demonstrate the foreign language, and, whenever possible, we also invite native speakers into the classroom to provide an excellent model of the spoken language as well as to involve the children in learning about the culture of country. We use mime to accompany new vocabulary as this serves to demonstrate the language without the need for translation.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the MFL curriculum- We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. E.g. Learning another language gives children an additional perspective on the world, encouraging them to understand their own cultures and those of others. At Meadows our vision is that children will develop their language learning skills and become all-round global citizens. We teach French as a modern foreign language in order to prepare our children for a rapidly changing world. Learning a foreign language prepares our children for life in modern Britain, in which work and activities increasingly involve using languages other than English. We intend that, through learning French, our pupils will be open minded and adventurous in all aspects of their learning and will develop an awareness of cultural diversity within societies.

At Meadows First School we can all become **French speakers!** We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the French curriculum. We support all of our children with a range of teaching methods that accommodate all needs. We use a multi-sensory and kinaesthetic approach to teaching French, i.e. we try to introduce a physical element into the games, rhymes and songs as we believe this serves to reinforce memory. We make lessons as enjoyable as possible so that the children develop a positive attitude to the learning of modern foreign languages. We build the children's confidence through praise for any contribution they make. All of our children will have opportunities to express themselves in the French language. Children use meadows Mouse to develop lifelong learning habits to be;

- Enthusiastic:** to have a go and experience the French language by talking, listening, singing songs, playing games and joining in with activities.
- Determined:** We encourage a growth mindset, with high expectations, so children are proud to share their French language skills.
- Focused:** We want them to have no ceiling to their achievements and to grow up wanting to speak French confidently with each other AND to use their language skills when visiting other countries.
- Organised:** We aim for our children to be independent and confident when speaking French, by encouraging good listening, good organisation and being proud of what they can achieve!

The MFL curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together, supporting and encouraging each other and inspiring others to participate in conversations. For example, the children enjoy learning to have conversations in French with their classmates. They greet each other politely, ask and answer questions, express opinions and respond to those of others. We also encourage a growing interest in the wider world e.g. children will learn about similarities and differences between their lives and those of children in France. They will learn about the links between their local community and wider world global connections between peoples and countries and will recognise the value of listening to a range of different perspectives and viewpoints. They will develop a positivity and respect about the ways in which we are similar to others and also different.





## Brief long-term Plan for Key Stage 2 MFL - French



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Year 3 French Unit	Phonetics lesson 1 (C) & J'apprends Le Francais (E) (I'm Learning French)	Je Peux (E) (I can)	Les Animaux (E) Animals	Petit Chaperon Rouge (E) Nursery Rhymes	Les Fruit (E) Fruits	Les glaces (Ice- Creams) (E)
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Year 4 French unit	Phonetics lesson 2 (C) & Je me présente (I) (Presenting myself)	Les Habitats (I) (Habitats)	En Classe (I) (In the classroom)	Les Maison Tudor (I) (The Tudors)	La Famille (I) (Family)	Chez Moi (I) (My home)



# Language Learning Skills progression Year 3/4



	Year 3	Year 4
Listening	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
Speaking	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.
Reading	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 & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: '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. EG: My name, where I live and my age.
Grammar	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...'
Sequence of Units	<ol style="list-style-type: none"> <li>1. Phonetics lesson 1 (C) &amp; J'apprends Le Francais (E) (I'm Learning French)</li> <li>2. Je Peux (E) (I can)</li> <li>3. Les Animaux (E) Animals</li> <li>4. Petit Chaperon Rouge (E) Nursery Rhymes</li> <li>5. Les Fruit (E) Fruits</li> <li>6. Les Glaces (E)</li> </ol>	<ol style="list-style-type: none"> <li>1. Phonetics lesson 2 (C) &amp; Je me présente (I) (Presenting myself)</li> <li>2. Les Habitats (I) (Habitats)</li> <li>3. En Classe (I) (In the classroom)</li> <li>4. Les Maison Tudor (I) (The Tudors)</li> <li>5. La Famille (I) (Family)</li> <li>6. Chez Moi (I) (My home)</li> </ol>

# Enrichment of MFL at Meadows



At Meadows we promote linguistic and cultural diversity and multilingualism. Annually, we participate in International Mother Languages Day, holding a whole school assembly to celebrate language diversity and take part in activities throughout the week.



We invite native speakers into the Key Stage 2 classrooms to provide excellent model of the spoken language as well as to involve the children in learning about the culture of a country.



Our interactive languages display board encourages our children to listen to phrases from a range of different languages as well as the opportunity to hear children within our own school speaking different languages they speak at home.

As part of Drop Everything and Read, we have times where we hear stories in different languages.

