

## 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 emphasize listening, responding and speaking skills in KS2 with the addition of simple reading and writing skills.

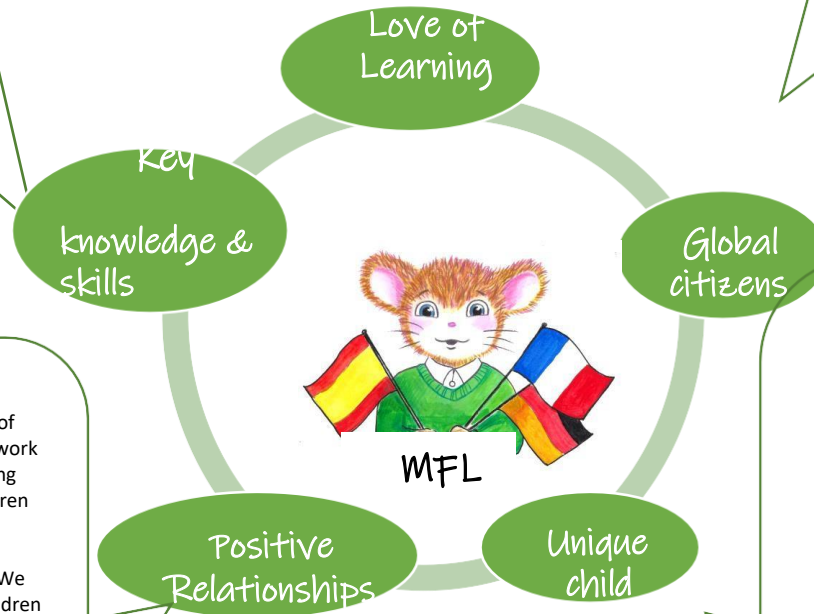
Our **theme-based**, curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in French. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. At Meadows we use a variety of techniques to encourage 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.

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.

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!





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



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
<b>Year 3 Theme</b>	Stone Age to Iron Age	Village Settlers	Egyptians	Our Local Area	Roman Britain	Our European Neighbours
<b>Year 3 French Unit</b>	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 Romain (I) (The Romans)
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
<b>Year 4 Theme</b>	Were the Dark Ages really dark?	From Source to Sea	Rainforests of the World	Tudors	The Good the Bad and the Ugly	Switch it off!
<b>Year 4 French unit</b>	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)

## MEADOWS FIRST SCHOOL LONG-TERM PLAN – MFL

**Intent: With a focus on Meadows curriculum; Unique child, Positive relationships, Key knowledge and skills, Love of Learning, Global Citizens – children will learn to:**

- 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
- Be able to 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

		<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Implementation</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Rights Respecting</b>		<i>I have the right to Friends Article 15</i>	<i>I have the right to be safe. Article 19.</i>	<i>I have the right to be listened to. Article 12:</i>	<i>I have the right to play and rest. Article 31</i>	<i>I have the right to water/food. Article 24</i>	<i>The right to a good quality education. Article 28</i>
<b>Year 3</b>	<b>Theme</b>	<b>Stone Age to Iron Age</b>	<b>Village Settlers</b>	<b>Egyptians</b>	<b>Our Local Area</b>	<b>Roman Britain</b>	<b>Our European Neighbours</b>
	<b>National curriculum</b>	<p><b>Continuous National Curriculum objectives covered across all Year 3 units:</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>					
	<b>Unit specific objectives</b>	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  <i>describe people, places, things and actions orally and in writing</i>	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  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	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  appreciate stories, songs, poems and rhymes in the language	<i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i>  <i>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</i>	<i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>  <i>appreciate stories, songs, poems and rhymes in the language</i>  <i>understand basic grammar appropriate to the language being studied, including (where relevant): feminine,</i>

				sentences; and how these differ from or are similar to English.  <i>describe people, places, things and actions orally* and in writing</i>		<i>sentences; and how these differ from or are similar to English.</i>	<i>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.</i>
	<b>MFL Units and Skills</b>	<b>Phonetics lesson 1 (C) &amp; J'apprends Le Français (E) (I'm Learning French)</b>	<b>Je Peux (E) (I can)</b>  Recognise some common French verbs/activities.	<b>Les Animaux (E) Animals</b>  Recognise, recall, and spell up to ten animals in French with their	<b>Petit Chaperon Rouge (E) Nursery Rhymes</b>  Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French.	<b>Les Fruit (E) Fruits</b>  Name and recognise up to 10 fruits in French.	<b>Les Romain (I) (The Romans)</b>  Tell somebody in French the key facts and key people

		Pinpoint France and other French speaking countries on a map of the world  Ask and answer the question 'How are you?' in French Say 'Hello' and 'Goodbye' in French  Ask and answer the question 'What is your name?' in French  Count to ten in French Say ten colours in French	Use these verbs to convey meaning in English by matching them to their appropriate picture.  Use these verbs in the infinitive with <i>je peux...</i>	correct indefinite article/determiner.  Understand better that articles/determiners have more options in French than they do in English.  Use and become more familiar with the high-frequency 1st person conjugated verb ' <i>je suis</i> ' (I am), from the infinitive verb ' <i>être</i> ' (to be).	Use picture and word cards to recognise and retain key vocabulary from the story.  Name and spell at least three parts of the body in French as seen in the story.	Attempt to spell some of these nouns  Ask somebody in French if they like a particular fruit.  Say what fruits they like and dislike.	involved in the history of the Roman Empire.  Say the days of the week in French and learn how these are related to the Roman gods and goddesses.  Tell somebody in French what the most famous Roman inventions were.  Learn what life was like for a rich and a poor child in Roman times.  Introduce the children to the concept of the negative form in French.
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	Theme	<b>Were the Dark Ages really dark?</b>	<b>From Source to Sea</b>	<b>Rainforests of the World</b>	<b>Tudors</b>	<b>The Good the Bad and the Ugly</b>	<b>Switch it off!</b>
<b>Year 4</b>	<b>National Curriculum</b>	<p><b>Continuous National Curriculum objectives covered across all Year 4 units:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally and in writing</li> </ul>					
	<b>Unit specific objectives</b>	<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>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.</p>	<p><i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p>	<p><i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i></p> <p><i>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.</i></p>	<p><i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p> <p><i>appreciate stories, songs, poems and rhymes in the language</i></p>	<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation</p>	<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>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.</p>
						<p>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.</p>	

<b>Units and Skills</b>	<b>Phonetics lesson 2 (C) &amp; Je me présente (I) (Presenting myself)</b>	<b>Les Habitats (I) (Habitats)</b>	<b>En Classe (I) (In the classroom)</b>	<b>Les Maison Tudor (I) (The Tudors)</b>	<b>La Famille (I) (Family)</b>	<b>Chez Moi (I) (My home)</b>
	<p>Count to 20.</p> <p>Say their name and age.</p> <p>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</p> <p>Tell you where they live.</p> <p>Tell you their nationality and understand basic gender agreement rules.</p>	<p>Tell somebody in French the key elements animals and plants need to survive in their habitat.</p> <p>Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</p> <p>Tell somebody in French which animals live in these different habitats.</p> <p>Tell somebody in French which plants live in these different habitats.</p>	<p>Remember and recall 12 classroom objects with their indefinite article/determiner.</p> <p>Replace an indefinite article/determiner with a possessive adjective.</p> <p>Say and write what they have and do not have in their pencil case.</p>	<p>Continue applying the knowledge, skills and understanding of the language as covered in units one and two.</p> <p>Sit and listen attentively to Tudor history for as long as they can, concentrating on the facts told to them in French, learning how to decode longer spoken and written French that is harder and unknown to them.</p> <p>Learn at least three adjectives in French.</p> <p>Tell somebody in French at least two key facts of Tudor history.</p>	<p>Tell somebody the members, names and various ages of either their own or a fictional family in French.</p> <p>Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</p> <p>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</p> <p>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: <i>s'appeler</i> (to be called) and <i>avoir</i> (to have).</p>	<p>Say whether they live in a house or an apartment and say where it is.</p> <p>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</p> <p>Tell somebody in French what rooms they have or do not have in their home.</p> <p>Ask somebody else in French what rooms they have or do not have in their home.</p> <p>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>



## Knowledge Organisers

Our knowledge organisers show the key knowledge and prior learning for each unit. They have been carefully matched to our sequences of learning for each term.

Here are some examples of our KNOWLEDGE ORGANISERS in MFL. Also see our class pages on the website for each term's overview)

### Key knowledge:

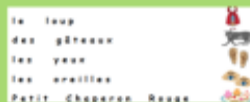
- Listen attentively to stories being told
- Use picture and word cards to recognise and help retain new language
- Learn key body parts in French

### Key Skills:

To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.

### Key questions:

- How would you say 'The wolf ate the Grandmother' in French?
- Can you name and spell three body parts?



Can you read the words and match to the picture?

### It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Vocabulary from the 'J'apprends le français' unit.
- Language from 'Animaux' unit
- The story of Little Red Riding Hood in English

### Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **CH** sound in **chaperon, bouche & bûcheron**
- **OU** sound in **rouge, loup, bouche & genoux**
- **ON** sound in **chaperon, maison & bûcheron.**
- **Silent letters and liaison.** The last consonants in French words are often silent as seen in the word **piéd**. The final letter 's' in **les** is sometimes pronounced and sometimes not. When **les** is used in front of a word that starts with a consonant, you DO NOT hear the 's' on the end of **les** eg. **les piéd** the feet. When **les** is used in front of a word that starts with a vowel, most words starting with h, and the French word **y**, you DO pronounce the s on the end of **les** as seen in **les yeux** and **les oreilles**.



### Key vocabulary and phrases we will learn & revisit:

There is a lot of new language in this unit. We will be focusing on learning from memory the parts of the body in French. We will also start to recognise, understand meaning and remember other words from the story.

### Activities we will complete:

A number of activities including word puzzles and crosswords will help us remember the key words for parts of the body. Listening attentively to the story several times and using picture and word cards can help decode the general meaning of the fairy tale. A mind mapping exercise will help visualize what is happening in the story using pictures to help remember some of the key words and settings.

French	English	French	English
Petit Chaperon Rouge	LITTLE Red Riding Hood	La tête	The head
La maison	The house	La bouche	The mouth
La grand-mère	The grandmother (femal)	Le nez	The nose
Le loup	The wolf	Les yeux	The eyes
Le bûcheron	The woodcutter	Les piéd	The feet
La forêt	The forest	Les oreilles	The ears
Les parents	The parents	Les genoux	The knees
Des gâteaux	Some cakes	Les épaules	The shoulders
Le corps	The body		

### Grammar we will learn & revisit:

Definite, indefinite and partitive articles/determiners

In the story there will be many definite, indefinite and partitive articles/determiners that we will recognise from previous units.

# Year 3

# Year 4



Teaching Type: Intermediate



Unit: Unit: JE ME PRÉSENTE

Unit Objective: To say your name, age, how you are feeling and where you live in French.

## Key knowledge:

- Count to 20.
- Ask somebody how they are feeling, their age, name and where they live.
- Say how we are feeling, how old we are, what our name is and where we live.
- Apply rules of adjectival agreement when saying our nationality.

## Key Skills:

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.

## Key questions:

- Can you tell me all the teen numbers in French?
- How would you ask where someone lives? How old they are?
- What phrase do you use during a conversation to say '...and you?'
- What does adjectival agreement mean?

## It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and how you are feeling).
- What a verb is in English and knowledge of high frequency first person verbs such as *je suis* (I am), *j'ai* (I have) and *j'habite* (I live).

## Phonics & Pronunciation we will see:

Recommended phonics focus: I IN IQUE ILLE



- IN** sound in *cinq*
- I** sound in *huit, dix, Patrick, habite, Paris & suis*
- Silent letters.** 'S' is not pronounced in *appelles, ans, Paris, Londres* or *habites*. This often happens when 's' is the final consonant in a word.

**Elision.** As seen in *je m'appelle*. Dropping of the last letter of a word (in this case the 'e' in *me*) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French

## Grammar we will learn & revisit:

**Adjectival agreement.** An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / being described is female

## Key vocabulary and phrases we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time

Vocabulary List

French	English	French	English	French	English
Comment tu t'appelles?	What is your name?	Un	One	Seize	Sixteen
Je m'appelle...	My name is	Deux	Two	Seize-sept	Seventeen
Bonjour	Hello	Trois	Three	Dix-huit	Eighteen
Ça va?	How are you?	Quatre	Four	Dix-neuf	Nineteen
Ça va bien	I am fine	Cinq	Five	Vingt	Twenty
Ça va mal	I am not very well	Six	Six	vingt	Red
Comme ci, comme ça	So, so!	Sept	Seven	Bleu	Blue
Au revoir	Goodbye	Huit	Eight	Jaune	Yellow
Quel âge as-tu?	How old are you?	Neuf	Nine	Vert	Green
J'ai ...ans	I am ... years old	Dix	Ten	Noir	Black
Où habites-tu?	Where do you live?	Onze	Eleven	Blanc	White
J'habite à...	I live in...	Doze	Twelve	Grise	Grey
Je suis français	I am French (male)	Treize	Thirteen	Orange	Orange
Je suis française	I am French (female)	Quatorze	Fourteen	Violet	Purple
Je suis anglais	I am English (male)	Quinze	Fifteen	Marron	Brown
Je suis anglaise	I am English (female)				



## Activities we will complete:

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!