

Summerfields Primary School

Modern Foreign Languages Curriculum Overview

Our Ultimate End Goal:

At Summerfields Primary School we believe that learning a foreign language provides an opening to other cultures, fostering curiosity and deepening an understanding of the world. We want our pupils to enjoy the opportunity to learn a new language through practical activities giving them the inspiration to develop an interest in exploring the world and embracing modern foreign languages as they grow. All pupils in Key Stage 2 are given the opportunity to learn French.

Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum?

Domain	Year 3	Year 4	Year 5	Year 6
Oracy	<ul style="list-style-type: none"> Enjoy listening to and speaking in the language Listen and respond to familiar spoken words, phrases and sentences Communicate with others using simple words and phrases and short sentences Understand conventions such as taking turns to speak, valuing the contribution of others Use correct pronunciation in spoken work. 	<ul style="list-style-type: none"> Listen to and identify words and short phrases Communicate by asking and answering a wider range of questions Memorise and present a short text. 	<ul style="list-style-type: none"> Pick out some of the detail from short spoken passages Enjoy interacting even when they hear unfamiliar language Join in a short conversation Make a short presentation using a model. 	<ul style="list-style-type: none"> Listen to and understand the main points and some detail from a short spoken passage Give a presentation in a clear audible voice Converse briefly without prompts Enjoy listening and speaking confidently.
Literacy	<ul style="list-style-type: none"> Recognise and understand some familiar words and phrases in written form Read aloud in chorus, with confidence and enjoyment, 	<ul style="list-style-type: none"> Read and understand familiar written phrases Follow a short text while listening and reading, saying some of the text 	<ul style="list-style-type: none"> Read and understand some of the main points from a text Understand how a simple sentence is written 	<ul style="list-style-type: none"> Read aloud with confidence, enjoyment and expression, in chorus or individually Read and understand the main points and some detail

	<p>from a known text</p> <ul style="list-style-type: none"> • Write some familiar simple words using a model • Write some familiar words from memory. 	<ul style="list-style-type: none"> • Read a wider range of words, phrases and sentences aloud <p>Write some familiar words and phrases without help.</p>	<ul style="list-style-type: none"> • Write words, phrases and a few sentences using a model. 	<p>from a short written passage</p> <ul style="list-style-type: none"> • Write several sentences from memory • Develop a short text using a model.
Intercultural Understanding	<ul style="list-style-type: none"> • Appreciate the diversity of languages spoken within their school • Talk about the similarities and differences of social conventions between different cultures • Identify the country or countries where the language is spoken • Have some contact with the country/countries • Recognise a children's song, rhyme or poem well known to native speakers 	<ul style="list-style-type: none"> • Talk about celebrations of which they have experience • Know about similar celebrations in other cultures • Compare aspects of everyday life at home and abroad • Identify similarities in traditional stories, building on relevant English curriculum objectives. 	<ul style="list-style-type: none"> • Identify similarities and differences in everyday life • List some similarities and differences between contrasting localities • Recognise how symbols, products, objects can represent the culture/cultures of a country • Recognise how aspects of the culture of different countries become incorporated into the daily life of others. 	<ul style="list-style-type: none"> • Demonstrate understanding of and respect for cultural diversity • Present information about an aspect of another country

A note about the pedagogy (if required):

French is taught by practicing skills through listening, speaking, reading, writing and developing a cultural understanding. We give opportunities for children to respond to spoken and written language from a variety of authentic sources. Through classroom routines, songs, games, reading and writing children are able to access a common language which is learned

Procedural Knowledge – What skills do we want our pupils to have to support MFL?
How will these skills build on what went before and help prepare our children for what is coming next?

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Listen and respond to simple rhymes, stories and songs • Recognise and respond to sound patterns and words • Perform simple communicative tasks using single words, phrases and short sentences • Listen attentively and understand instructions, everyday classroom language and praise words • Recognise some familiar words in written form • Make links between some phonemes, rhymes and spellings, and read aloud familiar words • Experiment with the writing of simple words 	<ul style="list-style-type: none"> • Memorise and present a short spoken text • Listen for specific words and phrases • Listen for sounds, rhyme and rhythm • Ask and answer questions on several topics • Read and understand a range of familiar written phrases • Follow a short familiar text, listening and reading at the same time • Read some familiar words and phrases aloud and pronounce them accurately • Write simple words and phrases using a model and some words from memory 	<ul style="list-style-type: none"> • Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts • Understand and express simple opinions • Listen attentively and understand more complex phrases and sentences • Prepare a short presentation on a familiar topic • Re-read frequently a variety of short texts • Make simple sentences and join together to make short texts • Write words, phrases and short sentences, using a reference source 	<ul style="list-style-type: none"> • Understand the main points and simple opinions in a spoken story, song or passage • Perform to an audience • Understand longer and more complex phrases or sentences • Use spoken language confidently to initiate and sustain conversations and to tell stories • Read and understand the main points and some detail from a short written passage • Identify different text types and read short, authentic texts for enjoyment or information • Match sound to sentences and paragraphs

Propositional Knowledge– What key concepts or knowledge will we need?
What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

	Year 3	Year 4	Year 5	Year 6
Concepts	<ul style="list-style-type: none"> • Greetings • Introducing yourself • Numbers 1-20 • Simple preferences • Activities • Expressing praise • Months of the year • Writing an invitation • Following instructions • Parts of the body • Colours • Descriptions of people. 	<ul style="list-style-type: none"> • Travel • Weather • Days of the week • Likes and dislikes • Justification of opinions • Numbers 21-39 • Simple prices • Healthy food and drinks • Animals • Movement • Habitats • Recognising the Euro • Language around Christmas 	<ul style="list-style-type: none"> • Alphabet • Places in locality • Directions • Food and drink • Understanding Instructions • Giving Instructions • Planets • Responding to music and poetry • Classifying nouns, adjectives and verbs • Seasons • Weather • Simple descriptions • Writing instructions 	<ul style="list-style-type: none"> • Places around school • School subjects • Telling the time • Here, then and now • Saying the year • Quantities of food • Transactional language • Clarification of meaning
Core Language/ Vocabulary	<u>Greetings, Introducing yourself, Numbers 1-10:</u> <ul style="list-style-type: none"> • Bonjour! Salut ! Aurevoir! • Je m'appelle • ça va ? • ça va bien merci • Comme ci ,comme ça • Ça va mal. Et toi ? • Comment t'appelles-tu ? • Bonsoir • Bonne nuit • A tout-à l'heure • Voici • Ma mère • Mon père 	<u>Travel, days of the week and weather:</u> <ul style="list-style-type: none"> • Comment vas-tu à l'école • Je vais à l'école • à pied/à moto • en voiture/vélo/bus/taxi/train/bateau/avion • Je vais • En Belgique/France • Il fait chaud/froid/beau/mauvais • Il fait du soleil/du vent/du brouillard/des nuages 	<u>Alphabet and Places in Locality:</u> <ul style="list-style-type: none"> • Quand je vais à l'école • Je passe devant • Cinq minutes plus tard • Finalement • Vrai • Faux • à droite • à gauche • tout droit • je ne comprends pas • répétez s'il vous plaît <u>Food and Drink :</u> <ul style="list-style-type: none"> • j'ai mangé • j'ai bu 	<u>Around the school and telling the time:</u> <ul style="list-style-type: none"> • Il est midi/minuit • Il est une heure et demie/il est deux heures et demie etc • Il est deux heures et quart • le terrain de sport • la salle de classe • la cour • les toilettes • la cantine • le parking • la bibliothèque

	<ul style="list-style-type: none"> • Ma sœur • Mon frère • Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix • Quel âge as-tu ? • J'ai sept/huit ans <p><u>Numbers 11 – 20, Simple preferences:</u></p> <ul style="list-style-type: none"> • Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. • Combien de..? • Je préfère • Tu préfères...? • Qui préfère..? • Le football • Le cache cache • Le saut à la corde • Le chat perché • La marelle <p><u>Activities, Expressing praise, Months of the year, Writing an invitation, Following instructions:</u></p> <ul style="list-style-type: none"> • bien, très bien, mal • je joue bien au football • je nage bien • je danse mal • je chante • je lis • bravo, fantastique 	<ul style="list-style-type: none"> • Il pleut/il neige • lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche <p><u>Likes and dislikes, Justification of opinions :</u></p> <ul style="list-style-type: none"> • J'aime • je n'aime pas • j'adore • je déteste • ça • vingt-et-un, vingt-deux, vingt-trois, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, etc • c'est combien? • un euro • c'est super, magnifique, fantastique, hyper-cool, génial <p><u>Healthy Food and Drinks :</u></p> <ul style="list-style-type: none"> • Qu'est-ce que tu fais (lundi)? • Je joue au tennis/au cricket/au rugby /au football • Je fais du skate / du vélo • De la danse/de la notation • Le jus d'orange, le yaourt, le poisson, une pomme, 	<ul style="list-style-type: none"> • et • mais • un sandwich • un gateau • une pomme • une orange • une banane • du fromage • de l'eau • de la salade • des chips (pl) <p><u>Planets:</u></p> <ul style="list-style-type: none"> • La terre • La lune • Un nom • Un nom propre • Un adjective • Parce que • Elle • Près de • Loin de • Assez • Trop <p><u>Weather:</u></p> <ul style="list-style-type: none"> • L'hiver(m) • Le printemps • L'été(m) • L'automne(m) • Au printemps • En été/automne/hiver • Il fait beau etc • Clair 	<ul style="list-style-type: none"> • l'entrée • la grande salle • le dessin • le sport • le français • la géographie • la technologie • l'anglais(m) • l'informatique(f) • l'histoire(f) • les sciences (f pl) • les maths (fpl) <p><u>Here, then and now:</u></p> <ul style="list-style-type: none"> • le/une supermarché • la/une boulangerie • la/une boucherie • la /une pâtisserie • la/une poissonerie • il y avait • c'était • aujourd'hui • soixante-et-onze,etc • quatre-vingt-un, etc • mille • beaucoup de • peu de <p><u>Transactional language :</u></p> <ul style="list-style-type: none"> • Un coca • Un milkshake • Un chocolat chaud • Un café • Un café au lait
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	<ul style="list-style-type: none"> • super, chouette! • janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre • mon anniversaire est en..... <p><u>Parts of the body, Colours, Descriptions of people:</u></p> <ul style="list-style-type: none"> • Les couleurs • Rouge, rose, orange, jaune, bleu(e), vert(e), noir(e), blanc(he), violet(te), marron, bruns, roux, blonds • Les parties du corps • la tête, la bouche, la main, la jambe, le bras, le nez, les épaules, les genoux, les pieds, les oreilles, les yeux, les cheveux • j'ai... • il/elle a • je suis..... • il/elle est... • grand(e) • petit(e) 	<p>les carottes, le chocolat, le coca, les pommes frites,</p> <ul style="list-style-type: none"> • Oui c'est bon pour la santé • Non, c'est mauvais pour la santé <p><u>Making simple statements about animals:</u></p> <ul style="list-style-type: none"> • Le cheval, le mouton, le lapin, la souris • Galope, court, sautille, trotte • Il / elle est... • Le lion, le kangourou, le coucou, l'oiseau, l'éléphant, le poisson, l'âne, le cygnet, la tortue, la poule • Timide, féroce, grand, petit, rapide, fort • Rapidement, lentement, doucement, fort • Il/elle habite dans 	<ul style="list-style-type: none"> • Sombre • Heureux • triste • Joli • Laid • Fade • Coloré • Calme • Agité <p><u>Writing Instructions:</u></p> <ul style="list-style-type: none"> • (le chien) regarde • (le bateau) glisse • (la petite fille) dort • (la dame) brosse (les cheveux de la petite fille) • Il y a • C'est • Prends • Ajoute • Mélange • Décore • laisse 	<ul style="list-style-type: none"> • Un paquet de chips • Une lemonade • Une eau minérale • Une tasse de thé • Une portion de frites • Une pizza • Une glace au chocolat/à la fraise/à la vanille • Répétez, s'il vous plaît
Grammar	<p><u>Greetings, Introducing yourself, Numbers 1-10:</u></p> <ul style="list-style-type: none"> • S'appeler : je and tu 	<p><u>Travel, days of the week and weather:</u></p> <ul style="list-style-type: none"> • en/à+ transport 	<p><u>Alphabet and Places in Locality:</u></p> <ul style="list-style-type: none"> • Alphabet <p><u>Food and Drink:</u></p>	<p><u>Around the school and telling the time:</u></p> <ul style="list-style-type: none"> • Definite and indefinite

	<p>forms</p> <ul style="list-style-type: none"> • Questions : inversion of verb and subject • Possessive adjectives : mon, ma <p><u>Numbers 11 – 20, Simple preferences:</u></p> <ul style="list-style-type: none"> • Singular and plural nouns • Awareness of gender <p><u>Activities, Expressing praise, Months of the year, Writing an invitation, Following instructions:</u></p> <ul style="list-style-type: none"> • Regular er verbs: <i>je</i> form • Simple adverbs • Position of simple adverbs <p><u>Parts of the body, Colours, Descriptions of people:</u></p> <ul style="list-style-type: none"> • Adjectives: agreement and position • avoir: j'ai,il/elle a • être: ke suis,il/elle est 	<ul style="list-style-type: none"> • à+ place • aller : je vais,tu vas • en+ country • Question word(comment ? Où ?) + inversion of verb and subject • Faire : il fait <p><u>Likes and dislikes, Justification of opinions :</u></p> <ul style="list-style-type: none"> • c'est+ adjective <p><u>Healthy Food and Drinks :</u></p> <ul style="list-style-type: none"> • Questions with qu'est-ce que....? • Faire:je fais, tu fais • Jouer au + sport • Faire du/dela(+sport) <p><u>Making simple statements about animals:</u></p> <ul style="list-style-type: none"> • Regular –er verbs :il/elle • Courir(irregular)il/elle court • Pronouns il/elle used for it • Negatives(ne...pas) • Adverbs: formation with <i>ment</i> • Use of l' before a vowel • Plural -les 	<ul style="list-style-type: none"> • Perfect tense: manger, boire • Use of du,dela,del',des • Plural nouns with les and des • Compound sentences with connectives et and mais • Imperatives: vous form of some regular and irregular verbs <p><u>Planets:</u></p> <ul style="list-style-type: none"> • Qualifier: assez trop • prepositions: près de, loin de • Compound sentences with parce que <p><u>Responding to music and poetry:</u></p> <ul style="list-style-type: none"> • Prepositions <i>en, au</i> (with seasons) • Adjectives: Agreements and position(revision) <p><u>Writing Instructions:</u></p> <ul style="list-style-type: none"> • Regular er Verbs (present tense): • Third person singular • Dormir (irregular):il/ elle dort • imperatives: tu form of some irregular and irregular verbs 	<p>articles: le/la un/une</p> <p><u>Here, Then and Now:</u></p> <ul style="list-style-type: none"> • antonyms • Imperfect tense of avoir(avait) and être (était) • Beaucoup de.... • Peu de..... <p><u>Transactional language :</u></p> <ul style="list-style-type: none"> • prepositions: au/ à la
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Phonic knowledge	<u>Greetings, Introducing yourself,</u> <u>Numbers 1-10:</u> <ul style="list-style-type: none"> on, u, je, ère <u>Numbers 11 – 20, Simple preferences:</u> <ul style="list-style-type: none"> é.er,ère silent – s on,oi <u>Activities, Expressing praise,</u> <u>Months of the year, Writing an invitation, Following instructions:</u> <ul style="list-style-type: none"> j/ge ère/aire é/er/ez oi/j/è/é,on,u <u>Parts of the body, Colours,</u> <u>Descriptions of people:</u> <ul style="list-style-type: none"> Ou, eu 	<u>Travel, days of the week and weather:</u> <ul style="list-style-type: none"> au/eau qu i un Rhyming patterns <u>Likes and dislikes, Justification of opinions :</u> <ul style="list-style-type: none"> in revision of nasal sounds <u>Healthy Food and Drinks :</u> <ul style="list-style-type: none"> on/om compared with onn/omm <u>making simple statements about animals:</u> <ul style="list-style-type: none"> On, ch, ou, Ou, u 	<u>Alphabet and Places in Locality:</u> <ul style="list-style-type: none"> Using knowledge of phoneme- grapheme correspondence to synthesise words <u>Food and Drink:</u> <ul style="list-style-type: none"> revision of an/en and au/eau <u>Planets:</u> <ul style="list-style-type: none"> Revision of common phonemes Hearing individual phonemes in words and using this to aid writing <u>Responding to music and poetry:</u> <ul style="list-style-type: none"> Using knowledge of phoneme-grapheme correspondence to aid writing <u>Writing Instructions:</u> <ul style="list-style-type: none"> Revision of au/eau II and elle 	<u>Around the school and telling the time:</u> <ul style="list-style-type: none"> qu <u>Here, Then and Now:</u> <ul style="list-style-type: none"> au/eau <u>Transactional language :</u> <ul style="list-style-type: none"> Using knowledge of phoneme-grapheme correspondence to work out pronunciation of new words Revision of ill-
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What experience do we want our students to have had? What other opportunities will our students have had in.....?		
Early Years Foundation Stage AND Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Experience a 'French Day' Learn a song in French	Experience a 'French Day' Taste and prepare French food	Experience a 'French Day' Taste and prepare French food

	Listen to a range of age-appropriate French music Play some familiar games in French	Listen to a range of age-appropriate French music Play some familiar games in French
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