

Primary Phase Curriculum Map 2020-21



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Subject Area:

MFL

The MFL Curriculum at William Hulme's Grammar School provides children with the opportunity to introduce learners to the language and give an understanding of everyday life in France. Running through the curriculum are three vertical concepts that enable children to continually make links to prior learning: Conversational Language, Descriptive Language and Culture. Within each topic, pupils will study a specific area in depth that relates to one of the vertical concepts. The early focus on Conversational Language evolves into Descriptive Language as years progress as lessons are increasingly taught in French by specialist teachers with constant application on the conversational skills. The emphasis is on laying a solid foundation for further language learning, so that children can start to understand when listening and reading simple language, and work from the outset to be able to speak and write when the context is familiar.

The ambition of the United Learning MFL Curriculum is for all pupils to achieve the year-by-year expectations outlined in the curriculum. That is, that all pupils are taught the full content of the curriculum and that with reference to the key performance indicators outlined for each year group, all pupils are taught to achieve these. Mastery means that pupils should be able to recall and apply what they have learnt at another point in the future rather than just at the time they first meet an idea or technique. Achievements through the year contribute to evidence of mastery by the end of the year.

The United Learning Curriculum for MFL is based on the National Curriculum for MFL (2014), and this is taken as a minimum entitlement for learners in United Learning schools. The MFL component of the National Curriculum is covered using the "Early Start French" course as its basis.

The suggested topics are laid out in the curriculum map below.

Vertical Concept	Definition	Units
Conversational Language	Focus on language to use in basic conversation.	Y3 – Greetings & Alphabet, Numbers & dates, Weather & where we live, Town & directions Y4 – Weather & time, Food, Leisure activities Y5 – Healthy Eating Y6 – Out and About
Descriptive Language	Focus on language used to give information.	Y3 – Numbers, Colours, Days, Family & Pets Y4 – School, Numbers, money & snacks, Clothing Y5 – The Solar System, Parts of the body, Mini-beasts, At the zoo Y6 – Travel to school, Four seasons, Cinderella, Football
Culture	Focus on learning about everyday life in a different culture.	Y3 – Numbers, Colours, Days, Weather & where we live Y4 – School, Numbers, money & snacks Y5 – Parts of the body, Morocco Y6 – Past and Present, Football

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Greetings & Alphabet Vertical concept: Conversational Language</p> <p>Pupils learn to greet each other, to ask and answer the question, 'What is your name?' and learn the alphabet in French.</p>	<p>Numbers, Colours, Days Vertical concepts: Descriptive Language and Culture</p> <p>Pupils learn numbers to 12, to talk about age. Names for days of the week and Colours. They are introduced to Christmas customs in France.</p>	<p>Numbers & dates Vertical concept: Conversational Language</p> <p>Pupils learn numbers to 31 and months of the year so they can talk about when their birthday is and say today's date.</p>	<p>Family & Pets Vertical concept: Descriptive Language</p> <p>Pupils learn to name members of the family. They talk about their names and ages. Pupils learn names for pets and can talk about their names, ages and colours.</p>	<p>Weather & where we live Vertical concepts: Conversational Language and Culture</p> <p>Pupils learn how to describe simple weather conditions in French. They learn to locate France on a map and places within France. Pupils learn how to say where they live.</p>	<p>Town & directions Vertical concept: Conversational Language</p> <p>Pupils learn the names for places in the town. They learn directions in order to be able to navigate around the town.</p>
Year 4	<p>School Vertical concepts: Descriptive Language and Culture</p> <p>Pupils compare French and English schools. They learn classroom instructions, how to name stationery items and subjects. Pupils learn how to give opinions on their subjects.</p>	<p>Weather & time Vertical concept: Conversational Language</p> <p>Pupils learn how to tell the time, and ask for the time, in French. Pupils then learn further weather phrases and how to discuss the weather in French.</p>	<p>Numbers, money & snacks Vertical concepts: Descriptive Language and Culture</p> <p>Pupils learn numbers 40-200 in French. They learn about the Euro. Pupils learn the names for snack items in French.</p>	<p>Food Vertical concept: Conversational Language</p> <p>Pupils learn the names for meal items in French. Pupils learn the names for different ice-cream flavours. They role-play a café scene.</p>	<p>Leisure activities Vertical concept: Conversational Language</p> <p>Pupils learn to talk about different leisure activities and what they do in their free time.</p>	<p>Clothing Vertical concept: Descriptive Language</p> <p>Pupils learn the names for clothing items in French and to describe the clothes they are wearing.</p>
Year 5	<p>The Solar System Vertical concept: Descriptive Language</p> <p>Pupils learn the names of the planets and how to describe their colours, sizes and proximity to the sun.</p>	<p>Healthy Eating Vertical concept: Conversational Language</p> <p>Pupils learn how to say further food items, to categorise them into food groups and to discuss whether they are healthy or unhealthy.</p>	<p>Parts of the body Vertical concepts: Descriptive Language and Culture</p> <p>Pupils learn to name the parts of the body in French. They look at the French history of ballet. They design monsters and describe parts of the body and their colours.</p>	<p>Mini-beasts Vertical concept: Descriptive Language</p> <p>Pupils learn to name mini-beasts in French, to look at their habitats and to name and count their parts of the body.</p>	<p>At the zoo Vertical concept: Descriptive Language</p> <p>The names of some zoo animals. How to classify the animals. Which continent the animals live on. Which habitat the animals live in in the wild. What the animals eat.</p>	<p>Morocco Vertical concept: Culture</p> <p>Pupils study life in contrasting parts of Morocco- a French-speaking country.</p>

<p>Year 6</p>	<p>Travel to school Vertical concept: Descriptive Language</p> <p>Pupils learn how to say different modes of transport and to give reasons why they travel. They build on early vocabulary to talk about what the travel past in the town.</p>	<p>Four Seasons Vertical concept: Descriptive Language</p> <p>Pupils respond creatively to the moods of different seasons using the simple French they already know. Pupils take a French poem and adapt it to reflect their own thoughts and feelings. Pupils use simple descriptive writing in French using appropriate adjectives.</p>	<p>Past and Present Vertical concept: Culture</p> <p>Children see a French school celebrate its centenary, and learn to compare the present-day (such as in their own school and where they live) with what it was like in a particular significant year in the past. This gives them a very simple taste of using a past tense verb in French.</p>	<p>Out and About Vertical concept: Conversational Language</p> <p>Pupils learn to talk about what they did and where they went in the holidays, using French they already know including the past tense.</p>	<p>Cinderella Vertical concept: Descriptive Language</p> <p>This unit involves children in an extended piece of work, re-telling a familiar story in simple French - helping to consolidate their confidence in how much they can say and understand.</p>	<p>Football Vertical concept: Descriptive Language and Culture</p> <p>Pupils learn the names for different football teams, players and positional language. They use their number skills and build player profiles.</p>
<p>KS3</p>	<p>In KS3, the MFL curriculum aims to build on the foundations of language learning laid at Key Stage 2, whether pupils continue with the same language or take up a new one. We focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. We go beyond their immediate needs and interests focussed on in KS2, developing and justifying points of view in speech and writing.</p>					