



## Modern Foreign Language (MFL)

### Overview

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 French speaking countries.

There are **six key principles** that shape our curriculum intent in MFL, these are:

- **Entitlement**- every pupil has the right to learn all aspects of the curriculum.
- **Coherence**- learning is built upon term by term, as well as year-on-year.
- **Adaptability**- our curriculum is adapted, where necessary, to suit the needs or interests of our pupils.
- **Representation**- a diverse and inclusive curriculum is provided, in which pupils see themselves.
- **Mastery**- providing depth to learning.
- **Education with Character**- opportunities to nurture pupils Spiritual, Moral, Social, Cultural (SMSC) needs are created- where possible.

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. Proficiency 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 proficiency by the end of the year.

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 of 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 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 part of the National Curriculum is covered using the Linguascope platform as its basis. The course caters for the 4 necessary skills of modern language acquisition: Listening (AT1) Speaking (AT2) Reading (AT3) Writing (AT4). In addition to the "classical" approach, power point presentations would be used alongside songs, videos and interactive games to increase the fun of learning as well as reinforce the vocabulary, pronunciation and grammatical structures for every unit.

Y3 will access the Elementary level in Linguascope platform whereas Y4, Y5 and Y6 to the Beginner Level.

## Vertical Concept Overview

| Vertical Concept   | Key Questions/Definition  | Units  |
|--|---|--|
| <b>Conversational Language</b><br><b>Myself and the world around me</b>  | Focus on language to use in basic conversation.   | <p><b>Year 3:</b> Greetings; how are you; alphabet and names; numbers and dates; weather and where we live.</p> <p><b>Year 4:</b> Recap Y3 (age/name/greetings) the times, places in town, family and pets</p> <p><b>Year 5:</b> Recap Y4 (physical/personality description, family) the times,</p> <p><b>Year 6:</b> Y5 (The times/dates/food) breakfast and snacks, recycling, weather, film genres, computer/internet; my town-places in town and transports.</p>   |
| <b>Descriptive Language</b><br><b>Leisure and national/global issues</b> | Focus on language used to give information and learning about everyday life referring to specific units related to the target language based on the French topics.  | <p><b>Year 3:</b> Numbers, colours, dates, family and pets</p> <p><b>Year 4:</b> family and pets, my house and room; physical and personality description; face and body parts</p> <p><b>Year 5:</b> My school and classroom description, Free time and sports and film genres, computer/internet</p> <p><b>Year 6:</b> Y5 Healthy eating, my city, places in town; weather and environment.</p>   |
| <b>Culture Language</b><br><b>Education, careers and future plans</b>    | Focus on learning about a different culture based on specific units related to the target language based on the French speaking countries and culture- Y3-Y6<br>These units to be taught alternatively by the class teachers of every year group from Y3-Y6<br>Unit 1- La Francophonie- French speaking countries- cross curriculum to Geography.<br>Unit 2- Christmas in France and in the Antilles- Cross curriculum to Geography, History, Food, and nutrition.<br>Unit 3 – La Chandeleur - Pancake Day - Cross curriculum to DT, Science<br>Unit 4-Bastille Day- French National Day- Cross curriculum to History, PHSE | <p><b>Year3:</b> Greetings/alphabet/where we live/ weather/Christmas in France and The Antilles/La Chandeleur/ La Francophonie/Bastille Day</p> <p><b>Year 4:</b> Family and pets/house/places in town/ Christmas in France and the Antilles, La Chandeleur - Pancake Day, La Francophonie- French speaking countries, <i>Bastille Day</i> - French National Day</p> <p><b>Year 5:</b> School and subjects/food/film genres/free time and sports/Christmas in France and the Antilles, La Chandeleur - Pancake Day, La Francophonie -French speaking countries, <i>Bastille Day</i> - French national day</p> <p><b>Year6:</b> Food review/healthy eating/environment/ transports Christmas in France and the Antilles, La Chandeleur - Pancake Day, La Francophonie- French speaking countries, <i>Bastille Day</i> - French National Day</p> |

## Lower Key Stage 2

|               | Year 3  | Year 4  | Assessment  |
|---------------|---|---|---|
| Autumn Term 1 | <p><b>Unit:</b> Greetings, how are you?<br/>Numbers, dates, and basic role play</p> <p><b>Vertical concept:</b> Conversational and cultural Language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to greet each other, to ask and answer the question, 'How are you?' and learn a variety of answers.</li> <li>• Introduction to personal information.</li> </ul>                  | <p><b>Unit</b> Physical and personality description</p> <p><b>Vertical concept:</b> Descriptive, cultural, and conversational language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Introduction of new topic- physical and personality description so students can describe themselves using a variety of adjectives</li> <li>• Learn body and face parts</li> <li>• Understand masculine and feminine adjectives.</li> </ul>  | <ul style="list-style-type: none"> <li>• Formative assessments during every lesson include Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul> |
| Autumn Term 2 | <p><b>Unit:</b> Alphabet and names,<br/>Numbers to express age and birthdays</p> <p><b>Vertical concept:</b><br/>Conversational Language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn the alphabet, so they can spell their name and phonics, spelling your name in French.</li> <li>• Pupils learn numbers from 1-31, names for days of the week, months, and seasons.</li> </ul> | <p><b>Unit:</b> Family and Pets</p> <p><b>Vertical concepts:</b> Conversational and descriptive Language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils recall members of the family.</li> <li>• They talk about family members and learn about gender masculine and feminine plus the verb "<i>avoir</i>" and -to have and "<i>être</i>" to describe family members physically and their personality.</li> <li>• Pupils recall names for pets and can talk about their names, ages, and colours.</li> </ul> |   |

|             | Year 3  | Year 4  | Assessment  |
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| Spring Term | <p><b>Unit:</b><br/>Physical and personality description-</p> <p><b>Vertical concept-</b> descriptive, cultural, and conversational language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Recap Y3- lesson.</li> <li>• Pupils recap on greetings and saying their names.</li> </ul> | <p><b>Unit:</b><br/>My house and my room</p> <p><b>Vertical concept:</b> descriptive and conversational language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn how to identify the different rooms in their house.</li> <li>• They learn what different items in their house are called.</li> <li>• They learn how to describe their homes and the things inside them using adjectives and colours.</li> <li>• Introduction present tense.</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments during every lesson include Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul> |

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| Spring Term | <p><b>Unit:</b><br/>Physical and personality description</p> <p><b>Vertical concept:</b> descriptive and conversational language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• students can describe themselves using a variety of adjectives</li> <li>• learn body and face parts: masculine and feminine adjectives.</li> </ul> | <p><b>Unit:</b><br/>Places in town</p> <p><b>Vertical concept:</b> descriptive and conversational language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to identify various places in the city and places using " <i>il y a/il n'y a pas</i>"- there is/is not.</li> </ul> |  |
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|             | Year 3   | Year 4   | Assessment  |
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| Summer Term | <p><b>Unit:</b><br/>French speaking countries. Nationalities and countries</p> <p><b>Vertical concept:</b> Culture and descriptive language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn the names of different nationalities and countries.</li> <li>• They learn about the French speaking countries in the world.</li> </ul> | <p><b>Unit:</b><br/>Nationalities and countries</p> <p><b>Vertical concept:</b> Culture and descriptive language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn the names of different nationalities and to describe them.</li> <li>• They recap on how gender works in French-masculine and feminine.</li> <li>• Pupils learn the names of different countries and what continents they are on.</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments during every lesson include Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul> |
|             | <p><b>Unit:</b><br/>My city, weather &amp; where we live</p> <p><b>Vertical concepts:</b> Conversational Language and Culture</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn how to describe simple weather conditions in French.</li> <li>• They recap on seasons and express weather for every season.</li> </ul>               | <p><b>Unit:</b><br/>Routines and the times</p> <p><b>Vertical concept:</b> Conversational, cultural and descriptive language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn how to express the times – numbers retrieval.</li> <li>• Pupils learn the present tense and reflexives to express everyday routines.</li> </ul>   |   |

## Upper Key Stage 2

|             | Year 5  | Year 6   | Assessment  |
|-------------|---|--|---|
| Autumn Term | <p><b>Unit:</b><br/>Where I live and my house</p> <p><b>Vertical concepts:</b><br/>Descriptive and cultural language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn how to identify the different rooms in their house.</li> <li>• They learn what different items in their house are called.</li> <li>• They learn how to describe their homes and what there is and there is not.</li> </ul> | <p><b>Unit:</b><br/>Healthy eating<br/>Breakfast and snacks</p> <p><b>Vertical concepts:</b><br/>Conversational, cultural and descriptive language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn what people in France have for breakfast and snacks.</li> <li>• They learn about the present tense regular and irregular verbs.</li> <li>• They learn what to express what they eat and drink for breakfast.</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments during every lesson include Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul> |
|             | <p><b>Unit:</b><br/>School and classroom description</p> <p><b>Vertical concepts:</b><br/>Descriptive, conversational, and cultural language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils recall classroom instructions</li> <li>• how to name stationery items using grammatical structures and commands.</li> <li>• They can talk about what they have/have not in their pencil case.</li> </ul> | <p><b>Unit:</b><br/>Healthy Eating<br/>Lunch and dinner</p> <p><b>Vertical concept:</b><br/>Conversational and cultural Language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn how to stay healthy, learning about vegetable and fruit vocabulary.</li> <li>• They express what they like /dislike to eat using opinions</li> </ul>  |   |

|             | Year 5  | Year 6   | Assessment  |
|-------------|---|--|---|
| Spring Term | <p><b>Spring 1:</b><br/>School subjects and opinions</p> <p><b>Vertical concepts:</b><br/>Descriptive and conversational language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn school subjects.</li> <li>• express their opinions and reasons about school subjects/teachers using a variety of adjectives.</li> </ul> | <p><b>Spring 1:</b><br/>Weather and seasons and activities we do</p> <p><b>Vertical concepts: Conversational and descriptive language</b></p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn how to describe weather conditions.</li> <li>• recall the seasons in French.</li> <li>• activities they do according to the weather using time phrases and present tense.</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments during every lesson include Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul> |

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| Spring Term | <p><b>Unit:</b><br/>Leisure: sports and hobbies</p> <p><b>Vertical concepts:</b><br/>Descriptive and conversational language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn how to express activities and sports they do in their free time and express their opinions.</li> <li>• J’aime/Je n’aime pas plus infinitives.</li> <li>• They recap on present tense.</li> </ul> | <p><b>Unit:</b><br/>Places in town</p> <p><b>Vertical concepts:</b> Conversational and descriptive language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils recall different places in the city and places using “il y a/il n’y a pas”- there is/is not.</li> <li>• They express what places they like/dislike using opinions.</li> </ul> |  |
|-------------|---|---|--|

|             | Year 5   | Year 6   | Assessment  |
|-------------|--|--|---|
| Summer Term | <p><b>Unit:</b><br/>Free time-Film genres and tv</p> <p><b>Vertical concepts:</b><br/>Descriptive and conversational language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about preferences in movies and TV programmes</li> <li>• expressing their opinions.</li> </ul>   | <p><b>Unit:</b><br/>My city, the environment and recycling</p> <p><b>Vertical concepts:</b><br/>Conversational and descriptive language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to talk about their city focusing on the environment.</li> <li>• They learn about recycling using the impersonal structure</li> <li>• Il faut/it ne faut pas plus infinitive.</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments during every lesson include Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul> |
|             | <p><b>Unit:</b><br/>Technology- internet and my computer</p> <p><b>Vertical concepts:</b><br/>Descriptive and conversational language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn how the pupils maximise their internet usage –laptops/mobile using the present tense.</li> <li>• They learn a variety of new vocabulary about technology using the present tense.</li> </ul> | <p><b>Unit:</b><br/>Transport and directions</p> <p><b>Vertical concepts:</b> Conversational and descriptive language</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about the different transport in town and directions</li> <li>• they use the verb <i>aller</i>-to go</li> <li>• different ways of transport using different prepositions.</li> </ul>                       |   |

| Useful Resources for Supporting Your Child at Home:  | Homework Ideas:   |
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| <p><a href="#">Linguascope   The World's Number 1 Interactive Language Learning Platform for Schools</a></p> | <p>Create a French-English dictionary.</p> <p>Topic related games on Linguascope.</p> <p>Create a crossword containing key vocabulary for the topic you are learning about e.g. family, food, transport</p> |