



Modern Foreign Languages (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 enabling pupils to make links to prior learning:

Myself and the world around me -My personal world - My neighbourhood

Leisure and national/global issues - Lifestyle and wellbeing - Travel and tourism

Education, careers and future plans Studying and my future - Media and technology

Within each topic, pupils study a specific area in depth that relates to one of the vertical concepts. An early focus on conversational language evolves into more descriptive language as years progress as lessons are 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 UL 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 NC is covered using the Linguascope platform as its basis. The course covers 4 necessary skills of modern language acquisition: Listening (AT1) Speaking (AT2) Reading (AT3) Writing (AT4). PowerPoint presentations are used alongside songs, videos and interactive games to increase engagement, as well as reinforce the vocabulary, pronunciation and grammatical structures for every unit.

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

Vertical Concept

Topics

<p>Myself and the world around me</p> <p>My personal world My neighbourhood</p>	<p>Year 3: greetings / age / birthday / family / pets</p> <p>Year 4: description of self and family members / personality traits / where I live / house and home / animals</p> <p>Year 5: hobbies / musical instruments / in town / shops</p> <p>Year 6: in the kitchen / household chores</p>
<p>Leisure and national/global issues</p> <p>Lifestyle and wellbeing Travel and tourism</p>	<p>Year 3: francophone festivals / countries / nationalities / weather</p> <p>Year 4: francophone festivals / countries / . nationalities / daily routine</p> <p>Year 5: clothing / sport / hobbies / means of transport</p> <p>Year 6: breakfast / snacks / healthy eating / lost and found / illnesses / recap weather / environment</p>
<p>Education, careers and future plans</p> <p>Studying and my future Media and technology</p>	<p>Year 3: classroom instructions / alphabet / pencil case items / colours</p> <p>Year 4: telling the time</p> <p>Year 5: school subjects / pencil case / classroom description / television / film / using the computer</p> <p>Year 6: recap telling the time / jobs / place of work</p>

Lower Key Stage Two

	Year 3	Year 4	Assessment
Autumn Term 1	<p>Unit 1: Greetings</p> <p>Vertical concept: Myself and the world around me</p> <p>Overview: Pupils learn...</p> <ul style="list-style-type: none"> • Bonjour!: to greet each other • Ça va?: to ask and answer the question, ‘How are you?’ and learn a variety of answers • Écoutez-moi!: to understand classroom instructions • Alphabet: how to spell their name 	<p>Unit 1: Myself, my family</p> <p>Vertical concept: Myself and the world around me</p> <p>Overview: Pupils learn/recap® ...</p> <ul style="list-style-type: none"> • Le visage: the names of face parts • Description du visage: to use adjectives in describing face parts using ‘<i>j’ai</i>’ and adjectival word order rule® • Les membres de la famille: family members® 	<ul style="list-style-type: none"> • Formative assessments during every lesson include review, verbal feedback, a range of questioning techniques and mini whiteboard tasks • Written mini-quiz at the end of each unit
Autumn Term 2	<p>Unit 2: Describing items in your pencil case</p> <p>Vertical concept: Education, careers and future plans</p> <p>Overview: Pupils learn...</p> <ul style="list-style-type: none"> • Trousse: to name items in their pencil case using ‘<i>j’ai un, une, des</i>’ • Couleurs: to describe items in their pencil case introducing adjectival word order patterns • Joyeux Noël: vocabulary items to describe Christmas customs in French speaking countries 	<p>Unit 2: Describing people</p> <p>Vertical concept: Myself and the world around me</p> <p>Overview: Pupils learn ...</p> <ul style="list-style-type: none"> • Le corps: to say the parts of the body • Descriptions physiques: to describe members of the family and understand masculine and feminine adjectives plus the verb “<i>avoir</i>” to have in 3rd person singular • Les traits de personnalité: to describe personalities using masculine and feminine forms of adjective plus the verb “<i>être</i>” to be • Cadeaux de Noël: vocabulary items for Christmas gifts 	

	Year 3	Year 4	Assessment
Spring Term 1	<p>Unit 3: Numbers and days of the week</p> <p>Vertical concept: Myself and the world around me</p> <p>Overview: Pupils learn...</p> <ul style="list-style-type: none"> • Nombres 1-12: to say the numbers up to 12 • Âge: to ask someone's age and tell how old they are • Semaine: to say the days of the week introducing the idea of pa,pr,fu tense using '<i>Au jourd'hui c'est, hier c'était, demain ce sera</i> 	<p>Unit 3: My house and home</p> <p>Vertical concept: Myself and the world around me</p> <p>Overview: Pupils learn...</p> <ul style="list-style-type: none"> • Où j'habite: to say where people live and in what type of accommodation using '<i>j'habite dans</i>' • Ma maison: to identify the different rooms and areas in their homes • Le mobilier: items and furniture in their house 	<ul style="list-style-type: none"> • Formative assessments during every lesson include review, verbal feedback, a range of questioning techniques and mini whiteboard tasks • Written mini-quiz at the end of each unit
Spring Term 2	<p>Unit 4: Numbers, months and dates</p> <p>Vertical concept: Myself and the world around me</p> <p>Overview: Pupils learn...</p> <ul style="list-style-type: none"> • Nombres 1- 31: to say the numbers up to 31 • Mois: to say the months of the year • Dates: to say when they have their birthday 	<p>Unit 4: My space</p> <p>Vertical concept: Myself and the world around me</p> <p>Overview: Pupils learn / recap ®...</p> <ul style="list-style-type: none"> • Ma chambre: to say what items and furniture they have in their room • Mes animaux: their knowledge of animals and increase vocabulary ® • Les animaux sauvages et de la ferme: to develop their vocabulary on the animal world 	

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Summer Term 1	<p>Unit 5 : Family and Pets</p> <p>Vertical concept: Myself and the world around me</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • Famille: to say who people are in their families using possessive articles and recognising gender '<i>voici mon, ma, mes</i>' • Animaux: to say what pets they have using 'j'ai'® 	<p>Unit 5: Nationalities and countries</p> <p>Vertical concept: Leisure and national/global issues</p> <p>Overview: Pupils learn...</p> <ul style="list-style-type: none"> • Les pays: the names of different countries • Les nationalités: the names of different nationalities and what continents they are on 	<ul style="list-style-type: none"> • Formative assessments during every lesson include review, verbal feedback, a range of questioning techniques and mini whiteboard tasks • Written mini-quiz at the end of each unit
Summer Term 2	<p>Unit 6: Countries, nationalities and the weather</p> <p>Vertical concept: Leisure and national/global issues</p> <p>Overview: Pupils learn...</p> <ul style="list-style-type: none"> • Pays: to say countries in French • Nationalités: to recognise nationalities • Météo: to describe simple weather conditions in French using '<i>il y a, il fait..., il pleut, il neige</i>' 	<p>Unit 6: The time and daily routine</p> <p>Vertical concept: Myself and the world around me</p> <p>Overview: Pupils learn...</p> <ul style="list-style-type: none"> • L'heure: how to say the time in French using the digital system • Ma journée: to use the present tense and reflexives of a variety of verbs to express everyday routines 	

	Year 5	Year 6	Assessment
Autumn Term 1	<p>Unit 1: School and subjects</p> <p>Vertical concept: Education, careers and future plans</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • Les matières: the school subjects and give opinions <i>'j'adore, j'aime, je n'aime pas, je déteste'</i> • Dans ma trousse: items in the pencil case® introducing the negative with <i>'avoir'</i> • Dans la classe: to name classroom furniture recapping® <i>'il y a'</i> 	<p>Unit 1: Time, breakfast and snacks</p> <p>Vertical concept: Myself and the world around me Leisure and national/global issues</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • L'heure: telling the time® and introduce the analogue system • Petit déjeuner: what people in France have for breakfast using <i>'je mange, je bois, je prends'</i> • Les snacks: to say what snacks they would like introducing <i>'je voudrais'</i> 	<ul style="list-style-type: none"> • Formative assessments during every lesson include review, verbal feedback, a range of questioning techniques and mini whiteboard tasks • Written mini-quiz at the end of each unit
Autumn Term 2	<p>Unit 2: Clothes and sports</p> <p>Vertical concept: Leisure and national/global issues</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • Les vêtements: to name items of clothing and recap colours® introducing 1st person verb <i>'je porte'</i> • Les sports d'intérieur: to talk about indoor sports including opinions • Les sports d'extérieur: to talk about outdoor sports including opinions introducing 1st person verbs <i>'je fais' and 'je joue'</i> 	<p>Unit 2: Healthy Eating – fruit and vegetables, In the kitchen</p> <p>Vertical concept: Myself and the world around me Leisure and national/global issues</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • Les fruits: to talk about fruit eating preferences using familiar verbs <i>'adorer, aimer, détester'</i> with negative® • Les légumes: to say a variety of vegetables, including the quantity or package in which they are bought using <i>'j'achète'</i> • Les ustensiles de cuisine: to say they need certain utensils to assist when eating food, introducing <i>'j'ai besoin d'un, d'une'</i> 	

	Year 5	Year 6	Assessment
Spring Term 1	<p>Unit 3: Leisure time and hobbies</p> <p>Vertical concepts: Leisure and national/global issues</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • Mes passe-temps: to say what they like and do not like to do in their spare time, recapping 1st person verbs '<i>je joue, je fais,</i>'® introducing '<i>je vais, je regarde, j'écoute, je lis</i> • Les instruments de musiques: the names of musical instruments and give opinions • Mardi Gras: about celebrations and festivals 	<p>Unit 3: Jobs and future career paths</p> <p>Vertical concepts: Education, careers and future plans</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • Les métiers 1: to recognise professions and learn the grammar rule for masculine and feminine spelling • Les métiers 2: to recognise more professions and learn the grammar rule for masculine and feminine spelling • Valentin: about St. Valentine customs 	<ul style="list-style-type: none"> • Formative assessments during every lesson include review, verbal feedback, a range of questioning techniques and mini whiteboard tasks • Written mini-quiz at the end of each unit
Spring Term 2	<p>Unit 4: Media – television, film genres, IT</p> <p>Vertical concepts: Myself and the world around me</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • À la télé: to give opinions about television genre using '<i>préfé(e)</i>' recognising masc/fem agreement • Les genres de film: to give opinions on types of film • Sur l'ordinateur : to explain in which way they use their devices introducing '<i>je surfe, je tchatte, je télécharge, je mets, j'envoie, je passe, j'installe</i>' 	<p>Unit 4: Places of work, helping at home</p> <p>Vertical concepts: Education, careers and future plans</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • Lieux de travail: professions® then learn the places of work where these jobs take place introducing '<i>il/elle travaille dans</i>' • Les tâches ménagères: to say whether they like or dislike doing house chores introducing '<i>j'aime + infinitive</i>' 	

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Summer Term 1	<p>Unit 5: Around town</p> <p>Vertical concepts: Leisure and national/global issues</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • En ville: to identify various places in the city and places using '<i>il y a/il n'y a pas</i>' • Les magasins: to recognise the names of shops and recap '<i>je vais à la, à l', au, aux</i>'® 	<p>Unit 5: Lost and found, illnesses</p> <p>Vertical concepts: Leisure and national/global issues</p> <p>Overview: Pupils learn/recap®...</p> <ul style="list-style-type: none"> • Les objets trouvés: to say what they have lost around town, introducing perfect tense clause '<i>j'ai perdu</i>' • Les douleurs: body parts® and then use '<i>j'ai mal à, au, aux</i>' to explain illness or aches and pains 	<ul style="list-style-type: none"> • Formative assessments during every lesson include review, verbal feedback, a range of questioning techniques and mini whiteboard tasks • Written mini-quiz at the end of each unit
Summer Term 2	<p>Unit 6: Modes of transport</p> <p>Vertical concept: Leisure and national/global issues</p> <p>Overview: Pupils learn...</p> <ul style="list-style-type: none"> • Les transport: to ask the question '<i>Comment vas-tu à l'école?</i>' and respond using a variety of new nouns recapping the verb '<i>je vais en / à</i>' 	<p>Unit 6: Environment - weather, recycling</p> <p>Vertical concepts: Leisure and national/global issues</p> <p>Overview: Pupils learn/recap®</p> <ul style="list-style-type: none"> • La météo: the weather® whilst extending on previously learnt vocabulary • Le recyclage: how to describe recycling habits using '<i>il faut + infinitive</i>' 	

Culture, Customs and Festivals

Focus on learning about cultural aspects related to French speaking countries.
 La Francophonie- French speaking countries- cross curricular links with Geography.
 Christmas in France and French speaking countries- cross curricular links with Geography, History, Food and Nutrition, RS.
 La Chandeleur- Pancake Day - cross curricular links with Food and Nutrition, RS, History.
 Bastille Day- French National Day- cross curricular links with History, PHSE.

Useful Resources for Supporting Your Child at Home:	Homework ideas:
www.linguascope.com	<ul style="list-style-type: none"> • Create a French-English dictionary. • Topic related games on Linguascope. • Create a crossword / wordsearch containing key vocabulary for the topic you are learning about e.g. family, food, transport