



## JLPS Curriculum overview for MFL

### Rationale

Our vision at Joy Lane is to impart in our children a **love of learning**, none more so than in our Modern Foreign Languages programme, which aims to instil a **love of language**. With a strong emphasis on **practical communication**, children embark on a progressive journey of language acquisition through the school, building in **confidence, repertoire** and **fluency** in a second language. On leaving Joy Lane, we aim to equip children with an important foundation and desire to pursue language learning in Secondary Education. The teaching of Modern Foreign Languages at Joy Lane is underpinned with the ethos of **fostering pupils' curiosity** and deepening their understanding of the wider world.

The teaching of MFL, and the acquisition of a unique and transferrable skill to converse in a non-native language is increasingly relevant in the modern global world in which we live. At Joy Lane, children are exposed to not one, but two significant global languages in the course of their Joy Lane journey.

Children in Key Stage One enjoy exploring the richly phonetic Spanish language through songs and games. This approach continues in Key Stage Two where the children develop their written and spoken skills in French. Children have the opportunity to make focused and substantial progress in French, including being able to communicate confidently and independently about familiar topics and to appreciate the grammatical nuances between English and French. At Joy Lane, we aim to provide a **useful and meaningful** language education. As such, **cultural aspects** are highlighted to embed in the children the wider implications of a modern foreign language and an **appreciation of diversity**. In addition, Joy Lane enjoys close relations with a French school in our twinned town of Dainville, which is aimed at providing **purpose** and therefore, **motivation** in bringing French alive.

### National Curriculum

#### Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

#### Aims

The national curriculum for languages aims to ensure that all pupils:

- 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
- can 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.

#### Subject content Key Stage 2:

Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing

### Primary Languages Network

To ensure **fidelity** in the pedagogy of teaching Modern Foreign Languages, the scheme of work, **‘Primary Languages Network’** has been implemented across KS2. This scheme of work interweaves prior and familiar knowledge with new learning, so that children are continuously revising their key skills and language. Children develop their knowledge of a modern foreign language using topics that sit alongside their school curriculum, as well as introducing skills to reinforce their understanding and development of practical everyday life conversation. For repetition of key topics, please see the **‘Topic Continuity and Progression’** document.

### Early Years

**In Early Years, children will be introduced to MFL through songs, rhymes and greetings. Additionally, children will gain an appreciation of diversity of cultures around the world by noticing and comparing key similarities and differences including landmarks, food and language.**

#### Learning Goals:

#### Early Years

Children should recognise some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They should be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

#### Reception

Children should recognise some similarities and differences between life in this country and life in other countries. Children should recognise some environments that are different to the one in which they live.

### Key Stage 1

**Although non-statutory, children are introduced to an additional language. As a richly phonetic language, Spanish is ideal for developing speaking and listening skills. As a more accessible language, Spanish is ideal for this younger age of child and thereby helps develop an awareness of modern foreign language. By immersing children in the culture of a different country, children gain an appreciation and acceptance of diversity.**

### Key Stage 2

	Year 3	Year 4	Year 5	Year 6
<b>Term 1</b>	<p><b>How do I introduce myself in French?</b></p> <ul style="list-style-type: none"> <li>• I can say and write a greeting and a farewell</li> <li>• I can ask and answer ‘How are you?’</li> <li>• I can introduce myself</li> <li>• I can recall some numbers between 1 and 10</li> <li>• I can recall some colours</li> </ul>	<p><b>Can I answer questions about myself and school?</b></p> <ul style="list-style-type: none"> <li>• I can answer questions about myself</li> <li>• I can recall numbers 1 – 10 and remember some numbers 10 – 20</li> <li>• I can recall days and months</li> <li>• I can name the rooms in my school</li> <li>• I can name several classroom items.</li> </ul>	<p><b>Can I express my feelings and opinions?</b></p> <ul style="list-style-type: none"> <li>• I can introduce myself in simple sentences</li> <li>• I can explain in more detail how I am feeling</li> <li>• I can use pronouns to talk about someone else</li> <li>• I can give my opinion on classroom subjects</li> </ul>	<p><b>Can I talk about myself and my everyday life?</b></p> <ul style="list-style-type: none"> <li>• I can talk about myself and my feelings</li> <li>• I can give a simple description about myself</li> <li>• I can recall numbers 1 – 60</li> <li>• I can use o’clock phrases</li> <li>• I can talk about my daily routine</li> </ul>
<b>Term 2</b>	<p><b>Year 3</b></p> <p><b>Can I recognise traditions linked to the seasons and months of the years?</b></p> <ul style="list-style-type: none"> <li>• I can say some colours linked to</li> </ul>	<p><b>Year 4</b></p> <p><b>Can I ask for directions and respond to class instructions?</b></p> <ul style="list-style-type: none"> <li>• I can write my own fireworks poem</li> </ul>	<p><b>Year 5</b></p> <p><b>Can I ask practical questions to get around town?</b></p> <ul style="list-style-type: none"> <li>• I can understand some facts about a city in France</li> <li>• I can ask for a ticket</li> </ul>	<p><b>Year 6</b></p> <p><b>Can I describe a familiar setting using adjectives?</b></p> <ul style="list-style-type: none"> <li>• I understand some nouns for rooms in the house</li> </ul>

	<p>Autumn and Fireworks</p> <ul style="list-style-type: none"> <li>I can understand classroom commands</li> <li>I can say days of the week</li> <li>I can understand months of the year</li> <li>I know how Christmas is celebrated in France</li> </ul>	<ul style="list-style-type: none"> <li>I can understand classroom instructions</li> <li>I can recognise places in town</li> <li>I can ask 'Where is..?'</li> </ul>	<ul style="list-style-type: none"> <li>I can buy an item</li> <li>I can give simple directions</li> <li>I can give a simple description of the city</li> <li>I can describe a festive jumper</li> </ul>	<ul style="list-style-type: none"> <li>I can use adjectives to describe the rooms</li> <li>I can pronounce objects in the house</li> <li>I can use prepositions to say where things are ('Elf on a shelf')</li> </ul>
<b>Term 3</b>	<p><b>Year 3</b></p> <p><b>What is my favourite animal?</b></p> <ul style="list-style-type: none"> <li>I can understand some animals nouns</li> <li>I can ask the question 'What is it?'</li> <li>I can say what my favourite animals is</li> <li>I can use a model to write a sentence about animals</li> </ul>	<p><b>Year 4</b></p> <p><b>Can I talk about my family?</b></p> <ul style="list-style-type: none"> <li>I know about Epiphany celebrations</li> <li>I can say the nouns of family members</li> <li>I can write about a family member</li> <li>I can describe parts of the face</li> </ul>	<p><b>Year 5</b></p> <p><b>Can I go to the shops and purchase something?</b></p> <ul style="list-style-type: none"> <li>I can say the names of fruits and vegetables</li> <li>I can ask for the price</li> <li>I can have a simple shopping conversation</li> <li>I can use instructions to write a recipe.</li> </ul>	<p><b>Year 6</b></p> <p><b>What can I say about sport?</b></p> <ul style="list-style-type: none"> <li>I understand some sport nouns</li> <li>I can talk about sports I like and dislike</li> <li>I can understand parts of the verb 'jouer'</li> <li>I can write a simple sentence about a sport.</li> </ul>
<b>Term 4</b>	<p><b>Year 3</b></p> <p><b>Can I use what I already know to discuss traditions?</b></p> <ul style="list-style-type: none"> <li>I can learn about French Traditions</li> <li>I can say and write numbers 1 – 15</li> <li>I can ask and answer 'How old are you?'</li> <li>I can take part in a simple conversation about myself</li> <li>I can read dates in French</li> <li>I can understand and use Easter vocabulary</li> </ul>	<p><b>Year 4</b></p> <p><b>Can I describe a character?</b></p> <ul style="list-style-type: none"> <li>I can say nouns for the face and body</li> <li>I can use plurals for face and body part nouns</li> <li>I can write a simple description of a character</li> </ul>	<p><b>Year 5</b></p> <p><b>Can I describe my clothes?</b></p> <ul style="list-style-type: none"> <li>I can name some items of clothing in French</li> <li>I can identify parts of the verb 'porter'</li> <li>I can use adjectives of colour to describe what I am wearing</li> <li>I can understand a description of a fancy dress outfit</li> <li>I can describe a football kit.</li> </ul>	<p><b>Year 6</b></p> <p><b>What do I find at the funfair?</b></p> <ul style="list-style-type: none"> <li>I can understand funfair nouns</li> <li>I can describe using adjectives</li> <li>I can describe a new theme park</li> </ul>
<b>Term 5</b>	<p><b>Year 3</b></p> <p><b>Can I talk about fruit and vegetables?</b></p> <ul style="list-style-type: none"> <li>I can understand and say fruit and vegetable nouns</li> <li>I can count fruits and vegetables</li> <li>I can understand a story about fruits and vegetables</li> <li>I can ask for a fruit or vegetable</li> <li>I can write sentences about a model</li> </ul>	<p><b>Year 4</b></p> <p><b>Can I describe an animal?</b></p> <ul style="list-style-type: none"> <li>I can remember parts of the body</li> <li>I can understand a range of animals</li> <li>I can understand a story and adjectives about animals</li> <li>I can write a sentence using nouns, a verb and adjectives about animals</li> </ul>	<p><b>Year 5</b></p> <p><b>Can I talk about planets and space in French?</b></p> <p>'Out of this world'</p> <ul style="list-style-type: none"> <li>I can understand words on an ID card</li> <li>I can name planets in French and use adjectives to describe them</li> <li>I can read about the planets</li> </ul>	<p><b>Year 6</b></p> <p><b>How is 'cafe culture' different in France?</b></p> <p>'Café Culture'</p> <ul style="list-style-type: none"> <li>I can learn about café culture in France</li> <li>I can say what food and drink I like and ask someone else what they like</li> <li>I can order food and drink</li> <li>I can describe a breakfast menu</li> </ul>
<b>Term 6</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

	<p><b>Can I use what I already know to write a story?</b></p> <ul style="list-style-type: none"> <li>• I can name and label food items</li> <li>• I can understand a picnic story</li> <li>• I can write phrases to build a story</li> <li>• I can use the phrase 'I live'</li> <li>• I can ask 'Where do you live?'</li> </ul>	<p><b>Can I talk about the weather?</b></p> <p>Weather</p> <ul style="list-style-type: none"> <li>• I can say different weather statements</li> <li>• I can say simple phrases to describe the weather</li> <li>• I can understand ice cream flavours</li> <li>• I can talk about ice cream</li> </ul>	<p><b>What do I do at the sea side?</b></p> <ul style="list-style-type: none"> <li>• I can understand the nouns I take to the beach</li> <li>• I can use sentence starters to talk about the seaside</li> <li>• I can create extended sentences to visit the seaside</li> </ul>	<p><b>Can I reflect on my Joy Lane language journey?</b></p> <ul style="list-style-type: none"> <li>• I can understand a humorous sketch</li> <li>• I can use a model to write my own sketch</li> <li>• I can remember fruit and vegetable nouns</li> <li>• I can understand nouns to do with nature</li> <li>• I can apply language skills to another language</li> </ul>
--	---	--	---	--

