Our Curriculum Communi ^{Cor} Learning - Re⁰

Rationale & Intent

At Newton Hill Community School we are guided by the National Curriculum for MFL (2014). We believe that MFL helps to provide an insight into other cultures. It fosters pupils' curiosity and deepens their understanding of the world around them. The teaching of MFL enables pupils to express their ideas and thoughts in another language, and children learn to communicate for practical purposes. Our teaching of MFL in KS2 provides the foundation for learning further languages and equips pupils to study and work in other countries.

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

- 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.
- 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.
- 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.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine and masculine forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ

Intent, Implementation & Impact

What do we want from the subject?

At Newton Hill, our language of choice is French. We aim for French to be taught regularly as part of a broad and balanced curriculum. French vocabulary for each year group is displayed in classrooms. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

How is it taught through school?

MFL is taught in KS2. We follow the 'Twinkl PlanIt' scheme which compromises a variety of units of work which cover all necessary aspects of the French curriculum. Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

How do we measure impact — what are the outcomes?

Teachers use AfL strategies to assess children's spoken MFL skills and development by making observations as they observe them during lessons. Children will also complete written work throughout each unit of MFL which can be used to support teacher assessment. A summary judgement is made at the end of the year in relation to the National Curriculum, which is recorded in the end-of-year report.

Lower KS2 Journey



Upper KS2 Journey



Year 3 Skills

Learning Outcomesterm of French, pupils learn high- frequency language including numbers 0- 10, greetings, and some classroom commands for routine conversation. Phonics is taught explicitly as pupils encounter new vocabulary, the grapheme/phoneme link is recapped throughout the year.greetings, pupils say their name and introduce structure, first and second person pronouns are introduced, and pupils 'attention is dam to the conversation. Phonics is taught explicitly as pupils encounter new vocabulary, the grapheme/phoneme link is recapped throughout the year.term of French, pupils learn high- frequency language introduce structure, first and second person pronouns are introduced, and pupils 'attention is drawn to how the verse horing changes, adding 's' with the 'ty' form (second person singular).to colours which they will use for sentence level work in to clour, an additional rave horing changes, a doing 's' with the 'ty' form (second person singular).to colours which they will use for sentence level work in to heave as they hear it.extend their vocabulary the pronouns are conseption for a tory which children will read over the next half term - La Chenille Qui Fait Des Trous,do as of the weat pronounced.do as of the weat pronounced.Key Vocabulary to link is recapped through or thwe, two new graphemes practised last half term. Through a rhyme, two new graphemesgrapheme/phoneme ty' form (second person singular).grapheme/phoneme ty form (second person singular).to colours which they the erait.extend their vocabulary the the verb through the weat.to colours		Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 4 Skills

Year 5 Skills

Topics

Learning

Outcomes

Key Vocabulary

Year 5	Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lessons 6-8	Spring 2 Lessons 9-11	Summer 1 Lessons 12-14	Summer 2 Lessons 15-16 and revision
Learning intention /	Through the theme of the 'High Street' pupils learn the vocabulary for different shops and buildings. They re- use adjectives with nouns, remembering that petit and grand precede the noun and revisiting prior learning on adjectival agreement. They consider the location of shops and buildings using simple prepositional phrases. Towards the end of the half term pupils practise a simple dialogue, asking and answer questions about the location of a place. They use typical 'stalling strategies' during the conversation to add authenticity to the	Pupils continue the theme of the high street, now working with more complex vocabulary to describe how the high street appears at different times of the day / week. As the half term progresses, pupils listen and respond to an extended story which includes much of the vocabulary introduced over the term. They use the story as a stimulus to create their own writing, re-using previously learned phrases from Years 3 and 4 in a new context.	Pupils revisit familiar vocabulary for giving opinions and describing hobbies using infinitive verbs. They extend this work to include a focus on the immediate future tense in the first person using the structure: Je vais + infinitive verb. In forming extended sentences to state what they are going to do, they revisit vocabulary for days of the week, times of the day and family members. By the end of the half term, pupils state where they will go, when and who with using grammatical structures accurately.	Pupils revisit phrases to express opinions and use these to comment on food they like and dislike, extending the vocabulary they learned in Year 3. As the half term progresses, they consider food groups and healthy eating. They study lunch menus from French schools and use their knowledge of both English and French to deduce meaning.	Pupils continue the theme of food, moving to transactional language so that they are confident at offering and accepting food. Within the context of breakfast, pupils learn the names of items typically served for breakfast in France. As the half term continues pupils become acquainted with a famous French poem, written in simple language, and consider the context of the poem which describes a breakfast scene. Towards the end of the half term, pupils revise saying the date and begin to	The theme of weather continues a pupils listen to the recording of a weather forecast and identify the text they hear. Pupils prepare a presentation to describe the weathe and consider the weather in different seasons, writing sentences to describe the climate using adverbial phrases, such as 'en général'. Pupils learn the points of the compass to state where they live. An extended reading task provides a high level of challenge for pupils with the expectation that the can identify

Year 6 Skills

Topics	Year 6	Autumn 1 Lessons 1-3	Autumn 2 Lessons 4-5	Spring 1 Lessons 6-8	Spring 2 Lessons 9-11	Summer 1 Lessons 12-14	Summer 2 Lessons 15-16
Learning Outcomes	Learning intention / rationale	The half term focuses on aspects of school life. Pupils prepare a school sketch and revise classroom commands (Y3), saying the date (Y3, Y5) and describing the weather (Y5). They learn four items of vocabulary relating to classroom objects to be able to say what they have / don't have in the sketch. Pupils study an extended text, using existing knowledge to work out the gist of the text. Towards the end of the half term, pupils learn some items of clothing to describe school uniform, revising adjectives and expressing opinions.	Pupils continue the theme of school life, learning the names of school subjects and appropriate adjectives to express opinions on each. Pupils read and understand information relating to school subjects and adapt a model paragraph stating what they like / dislike and why. Pupils also study a well-known poem as winter approaches, revisiting learning around the position of adjectives and learning some important and useful prepositions.	Pupils follow three lessons on the theme of house and home. They learn the rooms of the house and use this vocabulary with adjectives and prepositions to describe their ideal home. Pupils listen to an extended text, showing understanding by matching rooms and adjectives. Towards the end of the half term, pupils begin to focus on reading skills; this is developed further over the next half term.	Pupils delve deeper into reading over the half term, developing the skills of skimming and scanning a text, choosing wisely when to use a bilingual dictionary. They use their knowledge of grammar / word class to help thern to locate the correct word. Over the half term, pupils encounter a poern written during the German occupation of France in 1942. They apply their phonics knowledge during the half term as they read aloud short extracts.	Pupils begin a series of lessons focusing on planning a holiday. They revisit the immediate future tense and repeatedly practise using the verb 'aller' in the first person with an infinitive verb. Over the half term, they learn how to say where they will travel, how they will travel and where they will stay. Points of grammar relating to gender are reinformed through the structures used.	and revision Pupils conclude the summer term by learning how to say the places they will visit on holiday. They use the immediate future tense with two more infinitive verbs (regarder, visiter) and learn how to use these within the structure they have practised repeatedly. They extend sentences using a time adverbial. Pupils prepare a presentation on their holiday plans, drawing together the term's learning.