

Ham Dingle Primary - Modern Foreign Languages (French)

September 2020

Curriculum intent

- To foster an interest in and promote enjoyment of language learning
- To give a cultural insight into France and Francophone countries
- To prepare pupils for further study at key stage 3
- To develop transferable linguistic skills (for example : vocabulary acquisition/retention methods; an understanding of grammatical terminology; reading strategies; use of reference materials; phonology)
- To enable pupils to communicate clearly and with increasing accuracy in the target language in both speaking in writing on a range of familiar topics, to express opinions and to engage in conversations
- To appreciate songs, rhymes, stories and games in the target language

Curriculum Overview

Year 2

Module 1 - Ma famille et moi / Me and my family

Module 2 – Les couleurs et les chiffres / Colours and numbers

Module 3 – Au zoo / At the zoo

Module 4 – Au café / At the café

Year 3

Module 1 – Je me présente / All about me

Module 2 – Le monde des animaux / The world of animals

Module 3 – Les loisirs / Hobbies

Module 4 – Miam! Miam! / Food

Year 4

Module 1 – En ville / In town

Module 2 – Chez moi / At home

Module 3 – Les loisirs / Hobbies

Module 4 – La famille / Family

Year 5

Module 1 – Chez moi / At home

Module 2 - En forme / Healthy Living

Module 3 – La mode / Fashion

Module 4 – Les copains / Friendships

Year 6

Module 1 - À l'école / At school

Module 2 – L'environnement / The environment

Module 3 – Les vacances et la Francophonie / Holidays and the French speaking world

Ham Dingle Primary - Modern Foreign Languages (French) – Curriculum Map

Yr	Module	Key Vocabulary	Key Grammar or Structures	Links to prior learning
2	1 :Ma famille et moi	Greetings, name and age		Some pupils familiar with greetings and introductions from home learning or prior learning.
2	2 : Les couleurs et les chiffres	Colours Numbers 1-10		Numeracy (counting, addition, subtraction)
2	3 : Au zoo	Wild animals Colours		Colours (2.2)
2	4 : Au café	Basic food and drink	Basic likes and dislikes Expressing choices	
3	1 : Je me présente	Greetings, name, , where I live, likes and dislikes	Asking and answering questions Expressing preferences	Revise introductions (2.1)
3	2 : Le monde des animaux	Pets, wild animals Colours, numbers 1-20	Descriptive language Basic conjunctions	Numbers (2.2)
3	3 : Les loisirs	Hobbies (as infinitive verbs) Expressing preferences Months and seasons	Expressing basic opinions Infinitives	Expressing preferences (2.4, 3.1)
3	4 : Miam miam	Food and food groups Days		Food (2.4)
4	1 : En ville	Places in town, directions, transport	There is and there isn't Asking questions	
4	2 : Chez moi	Rooms of the house, furniture	Prepositions Persuasive language Conjunctions	
4	3 : Les loisirs	Hobbies (as infinitive verbs) Expressing preferences Months and seasons	Expressing opinions Infinitives	Expressing preferences (2.4, 3.1)
4	4 : La famille	Family members Physical descriptions	The 3 rd person Avoir and être (sing)	
5	1 : Chez moi	Rooms of the house, furniture	Prepositions Persuasive language Conjunctions	
5	2 : En forme	Healthy eating, the body, sports and how to relax	Frequencies Negatives The imperative	Food (2.4, 3.4) Days (3.4)
5	3 : La mode	Clothing, Colours	Gender Indefinite article Adjectival agreement Possessives	Revise colours (2.2, 3.2)
5	4 : Les copains	Physical descriptions, Personality adjectives	The 3 rd person Avoir & être (sing&pl) Adjectival agreement	Revise adjectival agreement (5.3)
6	1 : A l'école	School subjects, telling the time, uniform	Making comparisons Expressing sophist opinions The conditional mood	Numbers (3.1) Opinions
6	2 : L'environnement	Endangered animals, helping the environment	Modal verbs Negatives	Animals (2.3, 3.2)
6	3 : Les vacances et la Francophonie	Countries Weather Travel Suitcase items	Near future tense	Clothing (5.3) Transports (4.1)

Curriculum Implementation

Planning and Teaching

The curriculum map outlines the units to be taught in each year group, delivered through weekly lessons with an MFL specialist. Planning has been modified for September 2020 in response to the Covid-19 school closures, with additional reinforcement and revision of key vocabulary and concepts. The MFL curriculum is based on NC expectations and responds to the guidelines of the KS2 MFL Framework. Schemes of work have been sequenced for planned progression, with pupils being increasingly exposed to more challenging vocabulary, structures and grammar whilst also revising previously taught language. There is an emphasis on transferable skills in literacy and numeracy. Curriculum content is differentiated to offer an appropriate level of challenge to all learners and ensure supported exposure to age-appropriate content.

Assessment

Assessment for learning is an integral part of the teaching of MFL. In years 3-6, end of module quizzes are planned for the end of each unit.

Curriculum Impact

Through the teaching of MFL, pupils will be able to :

- listen attentively to spoken language and show understanding by joining in and responding
- recognise patterns and sounds of language
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop increasingly accurate pronunciation and intonation
- read carefully and show understanding of words, phrases and simple writing
- interact with stories, songs, poems and games in the target language
- broaden their vocabulary and develop their ability to understand new words
- use reference materials such as a bilingual dictionary
- write phrases from memory, and adapt these to create new sentences
- describe people, places, things and actions orally and in writing
- understand basic grammatical concepts such as noun gender, adjectival agreement and the conjugation of high frequency verbs
- have an appreciation of the culture and traditions of France and French-speaking countries