

### MFL - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children’s numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

KS2 Purpose of Study/MFL:				
<ul style="list-style-type: none"> <li>• to provide an opening to other cultures.</li> <li>• to foster pupils’ curiosity and deepen their understanding of the world.</li> <li>• to express their ideas and thoughts in another language</li> <li>• to understand and respond in speech and in writing.</li> <li>• to provide opportunities to communicate for practical purposes</li> <li>• to provide the foundation for learning further languages</li> </ul>				
Year 5	Areas	Term 1	Term 2	Term 3
	Content	<p>¡Así soy yo!</p> <ul style="list-style-type: none"> <li>• Classroom instructions</li> <li>• Names and Greetings</li> <li>• How are you?</li> <li>• Numbers to 12</li> <li>• Age</li> <li>• Brothers/sisters</li> <li>• The verb 'tener'</li> <li>• Survey of brothers/sisters</li> <li>• Describing yourself - hair and eye descriptions</li> <li>• Christmas in Spain</li> </ul>	<p>Los Planetos</p> <ul style="list-style-type: none"> <li>• Introducing the planets</li> <li>• Planets and days of the week</li> <li>• Describing the planets – introducing adjectives</li> <li>• Describing the planets – using the key verbs ‘es’ and ‘está’</li> <li>• The sun and the planets</li> <li>• Using prepositions - near to/ far from</li> <li>• Using qualifiers – bastante/muy</li> <li>• Building compound sentences – using por que</li> <li>• Planets Presentation</li> </ul>	<p>Este no es mi monstruo</p> <ul style="list-style-type: none"> <li>• Parts of the head</li> <li>• Parts of the body.</li> <li>• Reading words for parts of the body</li> <li>• Describing parts of the body by colour</li> <li>• Adjectives and word order</li> <li>• Adjectival agreement</li> <li>• Numbers and plurals</li> <li>• Writing descriptions</li> <li>• Writing a simple story</li> </ul>

	Literacy link	Accurate spelling Adjectives Key irregular verbs	Accurate spelling Adjectives Qualifiers Compound sentences	Accurate spelling Adjectives Qualifiers
	Assessment	KPI 1 Reading KPI 3 Writing KPI 4 Knowledge of Language	KPI 1 Reading KPI 3 Writing KPI 4 Knowledge of Language	KPI 1 Reading KPI 3 Writing KPI 4 Knowledge of Language
	Cross curricular links	Maths – counting – simple addition and subtraction Simple graphs	Science – simple information on the planets	English - Creative writing – short story
Year 6	Areas	Term 1	Term 2	Term 3
	Content	<p>En El Café –</p> <ul style="list-style-type: none"> <li>• Introduction to a bilingual dictionary</li> <li>• Drinks vocabulary</li> <li>• Ordering drinks using ‘quiero’</li> <li>• Understanding café menus including food items.</li> <li>• Developing reading skills</li> <li>• Using plural nouns</li> <li>• Using key phrases for café conversations</li> <li>• Creating a café role play</li> <li>• Performing a café role play</li> <li>• Focus on speaking skills using expression, good pronunciation and intonation</li> </ul>	<p>Los Animales Salvajes</p> <ul style="list-style-type: none"> <li>• Wild animal vocabulary</li> <li>• Word groups and parts of speech</li> <li>• Making nouns plural</li> <li>• Giving opinions of wild animals – plural forms of the opinion verbs</li> <li>• Simple negatives</li> <li>• Giving reasons for opinions using connectives</li> <li>• Describing animals by colour</li> <li>• Using a wider range of adjectives to describe wild animals using the verb ‘ser’</li> <li>• Speaking skills and question words</li> <li>• Describing animal habitats using the verb ‘vivir’</li> </ul>	<p>Los Deportes</p> <ul style="list-style-type: none"> <li>• Introduction to sports vocabulary</li> <li>• The verb ‘jugar’ with ball sports</li> <li>• The verb ‘practicar’ with activities</li> <li>• Giving opinions of sports – singular forms of the opinion verbs</li> <li>• Giving reasons for opinions using a range of connectives</li> <li>• Conduct a sports survey – using question words</li> <li>• Sports and days of the week</li> </ul> <p>Cultural Activities</p>

		<p>En el Restaurante</p> <ul style="list-style-type: none"> <li>Spanish restaurant menus</li> <li>Restaurant dialogues</li> </ul> <p>Christmas in Spain</p>	<ul style="list-style-type: none"> <li>Describing animal diets using the verb 'comer'</li> <li>Plan and make a mini-book on wild animals</li> </ul>	<ul style="list-style-type: none"> <li>Spanish festivals – la Tomatina</li> </ul>
Literacy link	<p>Using a dictionary</p> <p>Plurals</p> <p>Writing dialogue</p>	<p>Adjectives</p> <p>Connectives</p> <p>Verb conjugation</p> <p>Negatives</p> <p>Planning a book on animals</p>	<p>Verb conjugation</p> <p>Connectives</p> <p>Question words</p>	
Assessment	<p>KPI 2 Speaking</p> <p>KPI 4 Knowledge of Language</p>	<p>KPI 3 Writing</p> <p>KPI 4 Knowledge of Language</p>	<p>KPI 1 Reading</p> <p>KPI 3 Writing</p> <p>KPI 4 Knowledge of Language</p>	
Cross curricular links	<p>Food and Drink</p>	<p>Science – animal habitats and diets</p>	<p>Maths - recording survey results</p>	

KS3 Purpose of Study/MFL

- To deepen the student's understanding of the world and French culture
- To express ideas and thoughts in another language
- To understand and respond to speakers of the foreign language
- to communicate for practical purposes
- to read literature
- to provide a foundation for learning languages

Year 7	Areas	Term 1	Term 2	Term 3
	Content	<p>La Rentrée</p> <ul style="list-style-type: none"> <li>• Target Language</li> <li>• Classroom equipment</li> <li>• Days/Months of the year</li> <li>• Alphabet</li> <li>• Names and Greetings</li> <li>• Phonics</li> <li>• Counting to 31</li> <li>• Age</li> <li>• Brothers and sisters</li> <li>• The verb avoir</li> <li>• Likes and dislikes</li> <li>• Describing yourself</li> <li>• The verb 'être'</li> <li>• Adjectival agreement</li> <li>• Birthdays</li> <li>• Describing your classroom</li> <li>• Indefinite and Definite article</li> </ul>	<p>En Classe</p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Les Crayons de Couleur (poem)*</li> <li>• School subjects</li> <li>• Opinions of school subjects</li> <li>• Reasons for opinions</li> <li>• School uniforms/clothing</li> <li>• Telling the Time</li> <li>• The school day – routines</li> <li>• French schools – cultural knowledge</li> </ul>	<p>Mon Temps Libre</p> <ul style="list-style-type: none"> <li>• Key French Sounds</li> <li>• Weather and Seasons</li> <li>• Sports and the verb 'jouer'</li> <li>• Free Time Activities and the verb 'faire'</li> <li>• Sport in francophone countries – using cognates</li> <li>• Talking about what you like doing – using infinitive verbs</li> <li>• Forming and asking Questions</li> </ul> <p>Cultural Activities</p> <ul style="list-style-type: none"> <li>• La Fête Nationale – Bastille Day</li> </ul>
	Literacy link	<p>Accurate spelling Phonics Using the definite and indefinite articles Using connectives</p>	<p>Accurate spelling Phonics Adjectives Regular –er verbs</p>	<p>Accurate spelling Phonics Conjugating verbs Using verbs in the infinitive</p>

		Key irregular verbs Possessive adjectives	Using qualifiers	The Partitive article
	Assessment	KPI 1 Listening/Reading KPI 2 Speaking KPI 3 Writing KPI 4 Knowledge of Language	KPI 1 Listening/Reading KPI 3 Writing KPI 4 Knowledge of Language	KPI 1 Listening/Reading KPI 3 Writing KPI 4 Knowledge of Language
	Cross curricular links	Maths – addition/subtraction/multiplication and division	English - Poetry	PE – sporting activities Geography – weather and seasons
	GCSE Links	Personal Information	My Studies	Sport/Hobbies and Interests

Year 8	Areas	Term 1 Ma Vie de Famille	Term 2 En Ville	Term 3 Vive les Vacances
	Content	<ul style="list-style-type: none"> <li>• Target Language</li> <li>• Phonics</li> <li>• High Frequency Vocabulary</li> <li>• Describing your family</li> <li>• Using higher numbers</li> <li>• Talking about animals</li> <li>• Describing where you live</li> <li>• Conjugating verbs in the plural</li> <li>• Breakfast routines</li> <li>• The partitive article</li> <li>• Creating a cartoon family</li> </ul>	<ul style="list-style-type: none"> <li>• Places in town</li> <li>• Saying where you go at the weekend</li> <li>• The verb 'aller'</li> <li>• Inviting someone out</li> <li>• Using the modal verb 'vouloir'</li> <li>• Ordering drinks and snacks in a café</li> <li>• Using the 'tu' and 'vous' form of the verb.</li> <li>• Prices – higher numbers</li> <li>• Using the future tense - saying what you are going to do</li> <li>• Talking about plans for a special weekend</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about school holidays</li> <li>• Using the verbs 'avoir' and 'être'</li> <li>• Saying what you visited and what it was like – introducing the perfect tense</li> <li>• Saying what you did during the holidays</li> <li>• Using the perfect tense with -er verbs</li> <li>• Describing a visit to a theme park</li> <li>• Using the perfect tense with irregular verbs</li> <li>• Saying where you went on holiday and how you travelled</li> <li>• Using the perfect tense with 'aller'</li> <li>• Using negative verbs in the perfect tense</li> <li>• Using more than one tense</li> </ul>
	Literacy link	<p>Accurate spelling Phonics Using the definite and indefinite articles Key irregular verbs Regular verb forms Using possessive adjectives Using qualifiers Using connectives Extending sentences</p>	<p>Accurate spelling Adjectives Modal verbs Using verbs in the infinitive after modal verbs Verbs in the present tense The simple future tense</p>	<p>Accurate spelling Phonics The past tense</p>
	Assessment	<p>KPI 1 Listening/Reading KPI 3 Writing</p>	<p>KPI 1 Listening/Reading KPI 2 Speaking – Role Play</p>	<p>KPI 1 Listening/Reading KPI 3 Writing</p>

		KPI 4 Knowledge of Language	KPI 3 Writing KPI 4 Knowledge of Language	KPI 4 Knowledge of Language
	Cross curricular links	Maths – higher numbers	PSHE – showing courtesy	Geography – cultural knowledge of Geneva
	GCSE Links	House and Home Town	House and Home Town	Holidays