

National Curriculum Requirements

By the end of KS2:

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 about (Attainment Targets):

- 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 Languages - key stage 2 3
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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 from or are similar to English.



MFL

Manor Park Curriculum design



Intent

At Manor Park, we foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils. We stimulate and encourage children's curiosity about language and creativity in experimenting with it through bi-lingual stories and other inspiring resources. Children develop their fluency and literacy and develop speaking and listening skills. They develop their awareness of cultural similarities and differences through staff providing a vehicle for multi-cultural understanding. We lay the foundations for future language study and an appreciation of other languages, adding perspective on first language teaching and learning.

Implementation

MFL is taught weekly using the Primary Languages Network scheme. This supports subject progression by building on previous knowledge, using a combination of videos to support non specialist MFL teachers and providing high quality, accurate pronunciation from native speakers. Lessons are tailored to the specific needs of the children where necessary and previous learning is constantly reinforced through the use of repetition and vocabulary is built on week by week with new and additional learning.

Impact

It is our uncompromising vision that all children reach age related expectations at the end of each year. On going teacher assessment is used to swiftly address gaps, therefore ensuring almost all children securely meet the objectives mapped out in our curriculum.

| Core learning skills | Listening | Speaking | Reading | Writing |
|--|--|---|--|--|
| | Can understand a few familiar spoken words and phrases. | Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. | Can recognise and read out a few familiar words and phrases. | Can write or copy a few simple words or symbols as an emergent writer of the target language. |
| Year 3 | Autumn 1 | Spring 1 | Summer 1 | |
| | <u>A New Start</u> Topic of year group - <i>Meet the Greeks</i> <i>Ancient Greeks</i> | <u>Animals I like and don't like</u> Topic of the year group - <i>Great British Bake Off</i> <i>Mayas & Aztecs</i> | <u>The Hungry Giant</u> Topic of the year group - <i>Across the Ages</i> <i>Stone Age, Iron Age and Bronze Age</i> | |
| | Knowledge: <ul style="list-style-type: none"> - Pronunciation of greetings in French (AT1) - Ask and answer questions about feelings (AT5) - Introduce own name in French (AT4) - To be able to say some numbers between 1 and 10 (AT 4) - Recall numbers 1 to 10 (AT 10) - To learn and say 4 different colours in French (AT 2) | Knowledge: <ul style="list-style-type: none"> - To remember some numbers and colours (AT 2) - To be able to say 4 animals in French (AT 1) - To say and read 4 animals in French (AT 7) - To say what my favourite animal is (AT 4) - To recognise some plural nouns for animals (AT 9) - To understand a simple story (AT 8) | Knowledge: <ul style="list-style-type: none"> - To understand and say fruits and vegetables (AT 9) - To play games with fruit and vegetable nouns (AT 1) - To understand and say some nouns for breakfast foods (AT 10) - To recognise nouns for breakfast foods (AT 7) - To be able to ask politely for an item (AT 4) - To understand and enjoy a story (AT 8) | |
| | Autumn 2 | Spring 2 | Summer 2 | |
| <u>The Calendar and Celebrations</u> Topic of year group - <i>Meet the Greeks</i> <i>Ancient Greeks</i> | <u>Carnival and playground games</u> Topic of the year group - <i>Great British Bake Off</i> <i>Mayas & Aztecs</i> | <u>Going on a picnic</u> Topic of the year group - <i>Across the Ages</i> <i>Stone Age, Iron Age and Bronze Age</i> | | |
| Knowledge: <ul style="list-style-type: none"> - To be able to say some colours linked to Autumn (AT 1) - To understand and say some of the days of the week in French (AT 9) - To remember and try to write some days of the week in French (AT 5) - To learn some months of the year (AT10) - To understand, say and try to write some months of the year (AT 7) Assessment - Check learning recall from across the term orally and in written form (AT 10 + 11) | Knowledge: <ul style="list-style-type: none"> - To know some facts about Carnival in France (AT 12) - To join in with a song about colours and days of the week (AT 8) - To be able to remember 6 colours (AT 1) - To remember some numbers and play games using them (AT 6) - To be able to ask and answer my age in French (AT 5) - To play games with days and months (AT 10) Assessment - Check learning recall from across the term orally and in written form (AT 10 + 11) | Knowledge: <ul style="list-style-type: none"> - To say where I live (AT 12) - To ask and answer some simple questions (AT 3) - To complete some simple sentences to say where I live and what I am called (AT 6) - To listen to and join in with a story (AT 8) - To recall nouns for picnic items (AT 12) Assessment - Check learning recall from across the term orally and in written form (AT 10 + 11) | | |

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| Core learning skills | Listening | Speaking | Reading | Writing |
| | Can understand <u>a range of familiar spoken phrases</u> and is able to listen for specific words and phrases. | Can <u>ask and answer simple questions and give basic information</u> . Can pronounce familiar words and some new words accurately. | Can <u>understand simple written phrases</u> . Can match sounds to familiar written words. | Can <u>spell some familiar written words and phrases accurately</u> and write simple sentences with limited mistakes so that the message is understood. |
| Year 4 | Autumn 1 | Spring 1 | | Summer 1 |
| | <u>Welcome to School</u> Topic of year group - Chariots of Fire Romans | <u>Family tree and faces</u> Topic of year group - Waves Explorers and Coventry Music | | <u>Feeling unwell and the jungle</u> Topic of year group - Invaders Anglo-Saxons, Scots and Vikings |
| | <u>Knowledge:</u> <ul style="list-style-type: none"> - To ask and answer several questions about myself (AT 6) - To recall numbers to 10 and classroom instructions (AT 6) - To say and read some numbers between 0 and 20 (AT 5) - To remember days of the week and months of the year (AT 10) - To say and write the nouns for some classroom objects (AT 12) <u>Previous learning links:</u> <ul style="list-style-type: none"> - Year 3 - Learning about feelings - Year 3 - Numbers 1-10 - Year 3 - Days of the week and months of the year | <u>Knowledge:</u> <ul style="list-style-type: none"> - To know some important facts about Epiphany in France (AT 1) - To say 4 family member nouns in French (AT 5) - To write personal information about a family member in French (AT 10) - To understand and say parts of the face in French (AT 7) - To understand simple sentences, numbers and face parts (AT 9) - To write simple sentences to describe an alien (AT 10) <u>Previous learning links:</u> <ul style="list-style-type: none"> - Year 3 - Numbers 1-10 | | <u>Knowledge:</u> <ul style="list-style-type: none"> - To recall parts of the body (AT 4) - To explain why I don't feel well or what hurts (AT 11) - To understand and remember some jungle animal nouns (AT 10) - To understand adjectives to describe jungle animals (AT 12) - To write a simple sentence to describe a jungle animal (AT 7) - To understand and write simple phrases and sentences to describe a dragon or unicorn (mythical creature) <u>Previous learning links:</u> <ul style="list-style-type: none"> - Year 3 - Colours - Year 3 - Animals (naming, identifying favourites and plurals) |
| | Autumn 2 | Spring 2 | | Summer 2 |

My local area, your local area (Robot town)

Topic of year group - Invaders
Romans, Anglo-Saxons, Scots and Vikings

Knowledge:

- To write a fireworks poem (AT 11)
- To read and understand useful commands and instructions (AT 5)
- To say, understand and write some useful instructions (AT 10)
- To say and recognise places in a town (AT 11)
- To ask 'Where is...?' with shop names in French
- Check for learning (AT 12+2)

Assessment - Check learning recall from across the term orally and in written form.

Previous learning links:

- **Year 3** - Colours
- **Year 3** - Where I live

Celebrating Carnival/Body Parts

Topic of year group - Waves
Explorers and Coventry Music

Knowledge:

- To understand and say aloud animal nouns (AT 3)
- To say nouns for parts of the body (AT 5)
- To understand and respond to body parts nouns and commands (AT 6)
- To understand and say nouns for different body and face parts (AT 9)
- To describe an alien using nouns, numbers and colours I have learnt (AT 11)

Assessment - Check learning recall from across the term orally and in written form (AT 12)

Previous learning links:

- **Year 3** - Animals
- **Year 3** - Numbers 1-10
- **Year 3** - Colours
-

Summer time

Topic of year group - Waves
Explorers and Coventry Music

Knowledge:

- To say the types of weather (AT 5)
- To remember some weather phrases (AT 10)
- To play games with the weather phrases (AT 2)
- To say flavours of ice cream (AT 5)
- To pronounce flavours and spot sounds in flavours (AT 11)
- To create my perfect ice cream (AT 12)

Assessment - Check learning recall from across the term orally and in written form.

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| Core learning skills | Listening | Speaking | Reading | Writing |
| | Can understand <u>the main points from a series of spoken sentences</u> (including questions.) May require some repetition. | Can <u>ask and answer simple questions on several topics and can express opinions</u> . Can take part in brief pre-prepared tasks such as short presentations and role plays. | Can <u>understand the main point(s) from a short, written passage in clear printed script</u> . Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words. | Can <u>write two or three short sentences as a personal response</u> , using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense |
| Year 5 | Autumn 1 | Spring 1 | Summer 1 | |
| | <p><u>My school, my subjects</u> Topic of year group - Walk like an Egyptian Ancient Egyptians</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To introduce myself with simple sentences (AT 11) - To explain in more detail about how I am feeling (AT 9) - To say some important things about myself and somebody else (AT 6) - To name school subjects in French (AT 9) - To give my opinion about school subjects (AT 7) <p>Assessment - Check learning recall from across the term orally and in written form (AT 10)</p> <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> - Year 3 - Learning about feelings - Year 3 - Favourites (opinions of animals) - Year 4 - Talking about myself - Year 4 - Names of rooms within a school - Year 4 - Objects in a school | <p><u>Healthy eating - going to market</u> Topic of year group - Spirit of Samba Inca Empire</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To say fruits and vegetables (AT 5) - To use vegetables and fruits in simple dialogues (AT 6) - To understand fruit and vegetables in written texts (AT 12) - To follow a simple story (AT 8) - To read instructions for a recipe (AT 7) <p>Assessment - Check learning recall from across the term orally and in written form (AT 12)</p> <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> - Year 3 - Understanding and saying names of fruit and vegetables - | <p><u>Out of this world</u> Topic of year group - To Infinity and Beyond Moon Landings</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To understand words used in an ID card (AT 12) - To ask and answer questions about someone's identity (AT 3) - To read simple information about planets (AT 8) - To read and understand simple information about planets (AT 8) - To create simple sentences about an imaginary planet (AT 6) - To make a poster describing my planet creation (AT 6) <p>Assessment - Check learning recall from across the term orally and in written form.</p> <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> - Year 3 - Introduce own name - Year 3 - Days and months - Year 3 - Colours - Year 3 / 4 - Numbers 0-2 | |

| Autumn 2 | Spring 2 | Summer 2 |
|---|---|---|
| <p style="text-align: center;"><u>Time in the city</u> <i>Topic of year group - Walk like an Egyptian Ancient Egyptians</i></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To be able to explore a city in France (AT 9) - To ask politely for an entrance ticket in French (AT 7) - To give directions in French (AT 12) - To understand and give simple information about a city (AT 12) - To understand prices and nouns for presents (AT 1) - To design and describe a Christmas jumper (AT 6) <p>Assessment - Check learning recall from across the term orally and in written form.</p> <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> - Year 3 - Colours - Year 3 - Numbers 1-10 - Year 4 - Numbers 1-20 - Year 4 - Writing instructions - Year 4 - Asking 'Where is...' for locations/shops Year 4 - Saying and recognising places in a town | <p style="text-align: center;"><u>Carnival - clothes, colours and fashion</u> <i>Topic of year group - Spirit of Samba Inca Empire</i></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To say and write a simple descriptive sentence (AT 10) - To listen to and report nouns for clothing (AT 1) - To remember and name parts of clothing (AT 1) - To read descriptive sentences using nouns and colour adjectives (AT 7) - To read and write descriptive sentences (AT 10) <p>Assessment - Check learning recall from across the term orally and in written form (AT 12)</p> <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> - Year 3 - Colours - | <p style="text-align: center;"><u>Going to the Seaside</u> <i>Topic of year group - To Infinity and Beyond Moon Landings</i></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To understand sentences about the seaside (AT 1) - To read aloud sentences about the seaside (AT 7) - To create simple persuasive extended sentences (AT 6) - To understand the nouns for items I take to the beach (AT 12) - To read and understand facts about going to the beach (AT 8) - To follow a story about going to the beach (AT 12) <p>Assessment - Check learning recall from across the term orally and in written form.</p> <p><u>Previous learning links:</u></p> |

| Core learning skills | Listening | Speaking | Reading | Writing |
|----------------------|---|---|--|---|
| | Can understand <u>the main points and some detail from a short, spoken passage</u> with comprising of familiar language. | Can <u>take part in a simple conversation and can express simple opinions</u> . Generally accurate pronunciation (to a sympathetic native speaker). | Can <u>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account</u> . Can use a bilingual dictionary to access unfamiliar language. | Can <u>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</u> in the present tense on a familiar topic using reference materials, support if necessary. |
| Year 6 | Autumn 1 | Spring 1 | Summer 1+2 | |
| | <p align="center">Everyday life Topic of year group - Rising from the Rubble WW2</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - To recall phrases to describe my feelings (AT 10) - To remember and explore adjectives to describe someone's personality (AT 9) - To remember and use numbers to 60 (AT 9) - To understand 'o'clock' time phrases in French (AT 12) - To be able to talk about my daily routine in French (AT 3) - To answer questions about my daily routine (AT 11) <p>Assessment - Check learning recall from across the term orally and in written form.</p> <p>Previous learning links:</p> <ul style="list-style-type: none"> - Year 3 - Learning about feelings - Year 3 / 4 - Numbers 0-20 - Year 4 - Talking about myself - Year 5 - To introduce myself using simple sentences - Year 5 - Explaining how I am feeling - Year 5 - Saying important things about myself and someone else | <p align="center">Playing and enjoying sport Topic of year group - Frozen Titanic & Polar explorers</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - To recall numbers and months (AT 1) - To understand and remember sports nouns (AT 9) - To talk about sports, I like and dislike (AT 11) - To create extended sentences about sports including an opinion (AT 11) - To identify parts of a verb (AT 12) - To describe a sport using simple sentences (AT 10) <p>Assessment - Check learning recall from across the term orally and in written form.</p> <p>Previous learning links:</p> <ul style="list-style-type: none"> - Year 3 - Months of the year - Year 3 / 4 - Numbers 0-20 - Year 5 - Numbers to 60 | <p align="center">Café, culture and restaurants Topic of year group - Benin Ancient Kingdom of Benin</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - To learn about café culture and key phrases (AT 8) - To know names of snacks and drinks (AT 3) - To take part in a café role play (AT 5) - To take part in a sketch about a café (AT 6) - To know some facts about favourite French meals (AT 10) - To follow a story about going to a restaurant (AT 8) <p>Assessment - Check learning recall from across the term orally and in written form.</p> <p>Previous learning links:</p> <ul style="list-style-type: none"> - Year 3 - To say and name fruits and vegetables - Year 3 - To understand and say some nouns for breakfast foods - Year 3 - To recognise nouns for breakfast foods - Year 3 - To be able to ask politely for an item | |

| Autumn 2 | Spring 2 | |
|---|--|---|
| <p style="text-align: center;"><u>Where I live, where you live</u> Topic of year group - Rising from the Rubble WW2</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To understand and say some nouns for rooms in the house (AT 10) - To read and pronounce objects in the house (AT 7) - To use adjectives to describe rooms in the house (AT 8) - To say and write a series of sentences to make a story (AT 10) - To understand and use new nouns (AT 12) - To use prepositions to say where things are (AT 12) <p>Assessment - Check learning recall from across the term orally and in written form.</p> <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> - Year 4 - Names of rooms within a school (transferable language skills) - Year 4 - Objects in a school (transferable language skills) | <p style="text-align: center;"><u>This is me - hobbies and fun</u> Topic of year group - Frozen Titanic & Polar explorers</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - To use language skills to understand unfamiliar nouns (AT 1) - To give a simple description of a fairground ride (AT 11) - To present knowledge about myself (AT 6) - To say and write sentences about myself (AT 9) - To say and write a sequence of short sentences about myself (AT 4) <p>Assessment - Check learning recall from across the term orally and in written form.</p> <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> - Year 3 - Colours - Year 3 - Learning about feelings - Year 3 / 4 - Numbers 0-20 - Year 4 - Talking about myself - Year 5 - To introduce myself using simple sentences - Year 5 - Explaining how I am feeling - Year 5 - Saying important things about myself and someone else | <ul style="list-style-type: none"> - Year 3 - To recall nouns for picnic items - Year 5 - To use vegetables and fruits in simple dialogues - Year 5 - To understand fruits and vegetable in written texts |