

## St John's Highbury Vale CE Primary School MFL Curriculum Map 2021-22

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<b>Reception</b>	See eyfs curriculum					

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.

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.

<b>Year 1</b>						
<b>Year 2</b>						

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 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.

<p style="text-align: center;"><b>Year 3</b></p>	<p><b>Greeting and Names</b> - say hello and goodbye in French; say what you are called; and take part in a French poem</p> <p><b>Names</b> - say what you are called; ask others what they are called; identify a question word in French</p> <p><b>Greetings</b> - use some French greetings; ask how someone is; say how you are and take part in a French rap</p> <p><b>Family</b> - recognise some family words in French; introduce your own family and sing a song about</p> <p><b>Numbers 0-12</b> - count up to 12 in French; sing a counting song</p>	<p><b>Age</b> - say your age and ask others how old they are</p> <p><b>Story – le navet énorme</b> take part in a story in French; recognise masculine and feminine nouns</p> <p><b>Numbers 13-20</b> - understand and use numbers to 20</p>	<p><b>Favourite Playground Games</b> - answer simple questions about favourite playground games ; read and recognise some familiar words when you see them written</p> <p><b>Look at Me</b> - talk about the activities you are good or bad at ,both in and out of school; respond with a short phrase, action, or oui /non to questions about activities; use praise words.</p>	<p><b>Months</b> - join in with a simple song, and recognise your birthday month when you hear it.</p> <p><b>Party Invitations</b> - create a party invitation.</p> <p><b>Party Games</b> - understand and take part in some simple party games.</p>	<p><b>Body Parts</b> – recognise and say parts of the body in French. Sing 'Head, Shoulders, Knees and Toes' in French.</p> <p><b>Colours</b> – Identify colours in French. Combing body parts and colours. To be able to read the words for both.</p>	<p><b>Monsters</b> – Describing a monster using appropriate vocabulary orally.</p> <p><b>My Monster</b> – To be able to draw a monster from a description. To be able to read and understand a description of a monster.</p>
<p style="text-align: center;"><b>Year 4</b></p>	<p><b>On the Way to School</b> – Learn transport vocabulary to say how they get to school. To take part in a survey about they get to school.</p> <p><b>Where in the World is French Spoken?</b> To learn which countries speak the French language as their main language? Too look at and recognise their flags.</p>	<p><b>On Our Travels</b> – To be able to put together short sentences about ways to travel to different countries.</p> <p><b>Weather</b> - To be able to talk about the weather. Read and understand different weather phrases. Use a weather poem to express language.</p> <p><b>Numbers 21-30</b> – To say and understand numbers to 31.</p> <p><b>Dates</b> – To write the date in French.</p>	<p><b>Grandmere Denise</b> – To be able to understand a simple story in French, relating to colours.</p> <p><b>Likes and Dislikes</b> – Talk about Christmas presents we do and don't like.</p>	<p><b>Our Sporting Lives</b> – To be able to say eight sports that you play or do.</p> <p><b>Diary of Activities</b> – Say which activities you do on different days and complete your own diary of activities.</p> <p><b>Healthy Eating</b> – Talk about which food are good for us. Sort the foods in French.</p>	<p><b>Meet the Animals</b> – Recognise and say the names of the animals is Saint Saens Carnival of the Animals.</p> <p>Read the names of some animals and talk about animal habitats.</p> <p><b>Meet the Animals Phonic Focus</b> – Learning to say the names of the animals.</p>	<p><b>Animal Habitats</b> – Talk about where the animals live.</p> <p><b>Animal Descriptions</b> – To understand adjectives in French including simple agreements.</p>

<b>Year 5</b>	<p><b>Alphabet</b> – To say the alphabet in French.</p> <p><b>Places in the Locality</b> – To use numbers and letters to give coordinates. To recognise the names of places in the locality.</p> <p><b>Journey to School</b> – To follow simple directions.</p> <p>Read and understand a short journey. Build sentences around these.</p>	<p><b>Directions</b> – To be able to give and understand simple directions.</p> <p><b>Celebrations</b> – Talk about French celebrations like 14<sup>th</sup> July and Bastille Day.</p> <p><b>Lunchtime</b> – Discuss what lunch time looks like in a French school.</p> <p><b>Food Likes and Dislikes</b> – Talk about which foods you like and dislike.</p>	<p><b>Building Sentences</b> – construct written sentences about which foods you like and dislike.</p> <p><b>Food for a Celebration</b> – read and understand a simple recipe.</p> <p><b>Introducing the Planets – recognise and say the names of the nine planets in the solar system.</b></p> <p><b>Describing the Planets</b> – make sentences to describe the planets, emphasis on adjectives.</p> <p><b>Distances from the Sun</b> – be able to answer questions about the planets in relation to their distance from the sun.</p>	<p><b>Making Compound Sentences</b> - write a complex sentences about the planets.</p> <p><b>Preparing a Presentation</b> – to share the information about the planets.</p> <p><b>Months and Seasons</b> – to revise months and learn the names of the seasons in French.</p> <p><b>Weather and Seasons</b> – Combine phrases about weather and seasons.</p>	<p><b>Seasonal Colours</b> – Use adjectives to describe the seasons.</p> <p><b>Scene de Plage</b> – use colours to give a description of a scene.</p>	<p><b>Bringing a Picture to Life</b> – use a Degas picture as a stimulus to encourage descriptive writing with the emphasis on adjectives.</p>
<b>Year 6</b>	<p><b>What's the Time?</b> – Tell the time on the hour and half hour in French.</p> <p><b>French Schools</b> – Learn about the similarities about French and English schools.</p> <p><b>Places in Our School</b> – To recognise and say names and places in our school.</p>	<p><b>Tour of Our School</b> – Recognise the difference between masculine and feminine nouns.</p> <p><b>Time on the ¼ Hour</b></p> <p><b>School Times and Subjects</b> – Recognise and say what lessons you do at school.</p> <p><b>School Timetable</b> – To read and understand a French school timetable. Read and understand the 24 hour clock.</p> <p><b>To create their own school timetable</b> – true version and ideal version.</p>	<p><b>Places in Town</b> – Recognise the names of places in town.</p> <p><b>Places in Town Sentence Building</b> – say what is and is not in your town.</p>	<p><b>That's a Date</b> – Learning to use and recognise numbers 70-100.</p> <p><b>Be able to say the year in French.</b></p>	<p><b>A Guide for Tourists</b></p> <p><b>Café Conundrum</b></p> <p><b>The Café Song</b></p> <p><b>Covered during the French Day – Summer Term.</b></p>	<p><b>Regional Food</b></p> <p><b>Choosing and Ice-Cream</b></p> <p><b>Monster un Café</b></p> <p><b>Covered during the French Day – Summer Term.</b></p>

### Knowledge, Skills and Understanding for MFL

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening and Responding</b>	<p>Understand simple classroom commands. Understand short statements. Understand simple questions. Understand clearly spoken speech.</p> <p><i>May need a lot of help, e.g. gesture and repetition.</i></p>	<p>Understand a <b>range</b> of familiar statements.  Understand a <b>range</b> of questions.</p> <p><i>May need items repeated.</i></p>	<p>Understand a <b>short passages</b> of familiar <b>language</b>.  Understand a <b>instructions, messages and dialogue within short passages</b>.  Identify and note the main points and give a personal response on a passage.</p> <p>Spoken at near normal speed with no interference. <i>May need short sections repeated.</i></p>	<p>Understand a <b>short passages</b> of familiar <b>language</b>.  Understand a <b>instructions, messages and dialogue within short passages</b>.  Identify and note the main points and give a personal response on a passage.</p> <p>Spoken at near normal speed with no interference. <i>May need short sections repeated.</i></p>	<p>Understand a <b>longer passages made up of</b> familiar language in simple sentences.  Identify the main points and some detail.  Spoken at near normal speed with no interference. <i>May need short sections repeated.</i></p>	<p>Understand a <b>longer passages made up of</b> familiar language in simple sentences.  Identify the main points and some detail.  Spoken at near normal speed with no interference. <i>May need short sections repeated.</i></p>
<b>Speaking and Listening</b>	<p>Answer with a single word. Answer with a short phrase.</p> <p><i>Pronunciation may be approximate, and may need considerable support</i></p>	<p>Give simple responses to what they see and hear.  Name and describe places.  Name and describe objects.  Use (set) phrases.</p>	<p>Have a short conversation where they are saying 2-3 things.  Use <b>short</b> phrases to give a <b>personal response</b>.</p>	<p>Have a short conversation where they are saying 2-3 things.  Use <b>short</b> phrases to give a <b>personal response</b>.</p>	<p><b>Hold a simple</b> conversation <b>with at least 4-4 exchanges</b>.  Use their knowledge of grammar to adapt and substitute single words and phrases.</p>	<p><b>Hold a simple</b> conversation <b>with at least 4-4 exchanges</b>.  Use their knowledge of grammar to adapt and substitute single words and phrases.</p>

	<i>from a spoken model and from visual cues.</i>	<i>Pronunciation may <b>still</b> be approximate, and <b>delivery hesitant</b>, but their meaning is <b>clear</b></i>	<i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statement.</i>	<i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statement.</i>	<i>Their pronunciation is generally accurate and they show some consistency in their intonation</i>	<i>Their pronunciation is generally accurate and they show some consistency in their intonation</i>
<b>Reading and Responding</b>	<p>Read and understand a single word.</p> <p><i>Presented in clear script in familiar context. May need visual cues.</i></p>	<p>Read and understand <b>short phrases</b>.</p> <p>Read <b>aloud single words and phrases</b>.</p> <p>Use books or glossaries to find the meaning of new words.</p> <p><i>Presented in clear script in familiar context. May need visual cues.</i></p>	<p>Read and understand <b>short texts using familiar language</b>.</p> <p>Identify and note the main points and give a personal response.</p> <p>Use a <b>bilingual dictionary or glossary to look up new words</b>.</p>	<p>Read and understand <b>short texts using familiar language</b>.</p> <p>Identify and note the main points and give a personal response.</p> <p>Use a <b>bilingual dictionary or glossary to look up new words</b>.</p>	<p><b>Understand short story or factual text and note some main points.</b></p> <p>Use <b>context to work out unfamiliar words</b></p>	<p><b>Understand short story or factual text and note some main points.</b></p> <p>Use <b>context to work out unfamiliar words</b>.</p>
<b>Writing</b>	<p>Copy a single word correctly.</p> <p>Label items.</p> <p>Choose the right words to complete a phrase.</p> <p>Choose the right words to complete a short sentence.</p>	<p>Copy a <b>short familiar phrase</b>.</p> <p>Write or word-process set phrases we use in class.</p> <p><i>When they write familiar words from memory their spelling may be approximate.</i></p>	<p>Write 2-3 short sentences on &lt; a familiar topic &gt;</p> <p>Say what they like or dislike about &lt; a familiar topic &gt;</p> <p><i>They write <b>short phrases</b> from memory their spelling is <b>readily understandable</b>.</i></p>	<p>Write 2-3 short sentences on &lt; a familiar topic &gt;</p> <p>Say what they like or dislike about &lt; a familiar topic &gt;</p> <p><i>They write <b>short phrases</b> from memory their spelling is <b>readily understandable</b>.</i></p>	<p>Write <b>paragraph of about simple 3-4 simple sentences</b>.</p> <p>Adapt and subsume individual words and phrases.</p> <p>Use a dictionary or glossary to check words they have learnt.</p> <p><i>They draw largely on memorised language.</i></p>	<p>Write <b>paragraph of about simple 3-4 simple sentences</b>.</p> <p>Adapt and subsume individual words and phrases.</p> <p>Use a dictionary or glossary to check words they have learnt.</p>