



### St Erth MFL Curriculum

Intent	Implementation	Impact
<p>'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.' (National Curriculum 2014 – Appendix A)</p> <p>At St Erth School we intend for our modern foreign languages curriculum to inspire and enable <b>all</b> our children, ensuring their readiness to continue the study of a foreign language at KS3 by making them confident and knowledgeable in the subject. We intend for our curriculum to broaden the horizons of our pupils engaging their curiosity in other cultures and our countries connections with them, this is vital in learning for every child whatever their ability level. Our curriculum covers all elements of the national curriculum program of study for KS2. Children at St Erth will receive engaging and well-planned French lessons with a new focus each term. The sequence of substantive and disciplinary knowledge is carefully arranged to ensure pupils are able to know and remember more over time. To engage and excite the children, we use Languagenut interactive resources to teach French and enable children to continue their study at home. The resource also allows them to investigate other languages, which we motivate children to do, preparing them for a wider study of languages in KS3.</p>	<p>Our MFL curriculum is designed to progressively develop children's skills in languages with termly focuses in KS2. In KS1 and early years children take part in fun activities, games and songs to help them develop awareness of basic French words and phrases. All lessons delivered are supported by Languagenut resources and its teaching sequence. Children will progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, games and activities. As children's substantive and disciplinary knowledge grows, children record their work through a range of tailored activities to ensure all children can access the school's curriculum and meet the requirements of the national curriculum for MFL. Pupils with SEND are considered throughout planning. Units of work are carefully sequenced as subsequent lessons within a unit build on the knowledge developed in the previous lesson. As units progress children's knowledge will develop and they will be supported to demonstrate this with growing complexity. Teachers plan for pupils with SEND in their class, according to their need and our graduated response. For some this will only require small adjustments, through to those who may need to work on a different objective within the subject. Assessment of progress may also look different for pupils with SEND, allowing them every opportunity to demonstrate what they have learned. In addition to implementing the school's curriculum, as detailed in our teaching sequences, the school will also promote the French language through: celebration assemblies, cookery sessions and an annual French day for example, to facilitate a whole school approach to learning a foreign language and developing cultural awareness. Children will be supported to continue their learning beyond curriculum time using the Languagenut application to review and embed their learning.</p>	<p>As pupils move through the curriculum, they will develop an increasingly complex and detailed schema of both substantive and disciplinary knowledge. This knowledge and their efficiency in their application of it, will ensure they are ready to continue to be successful in learning a foreign language at KS3.</p> <p>As children move through the scheme of work, they will move from being able to use nouns and articles to form short phrases to using and applying the full range of substantive and disciplinary knowledge our curriculum provides them with. They will then be able to formulate their own more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to enrich their language by developing an understanding of French culture. The impact of the curriculum will be measured by:</p> <ul style="list-style-type: none"> <li>• Observing children speaking and listening</li> <li>• Marking of written work</li> <li>• Discussing pupil's learning with them</li> <li>• Analysing pupil's composite outcomes to sequences of learning</li> <li>• Analysing data drawn from pupil's progress on the Languagenut application.</li> <li>• Moderation of these forms of evidence in staff meetings</li> </ul> <p>Monitoring will be carried out termly by the MFL subject leader.</p>



### **Covering note**

This curriculum was introduced to St Erth in September 2022. Prior to this teaching of MFL was sporadic and in the main delivered by outside specialists. As a result, pupils' knowledge has not been developed over time. Therefore, in 2022 all year groups started the year 3 sequence of lessons focusing on reading, listening and speaking. LKS2 completed 4 out of the 6 planned units and UKS2 completed 3 units. This informed our design and resulted in a scaled back version of the curriculum, reducing the content from 6 units per year to just 3. The intention here was that this would allow more time to incorporate the development of the core skill - writing. This year all year groups have started cycle B alongside learning to write key vocabulary from cycle A. This will enable all year groups to begin at the correct points in the sequence in Sept 2024 across all disciplinary skills. Year 6 pupils in 2023/24 will leave prepared for KS3 having developed the disciplinary skills required by the national curriculum. These are detailed below and in our skills progression.

### **Teaching, planning and assessment**

To support high quality delivery of our MFL curriculum the school makes use of Languagenut. The application provides interactive resources which support the delivery of lessons and pupil's learning. For each unit in our curriculum there is a corresponding unit of work on the application that can be set for pupils to complete. Subsequent to direct teaching, pupils can review knowledge and deepen their understanding by completing assignments set by the teacher. The application can be accessed independently in school or at home. Teaching staff can monitor progress and set assessment tasks using the application. Pupils will also be assessed against the school's skills progressions which assesses pupils' application of their substantive knowledge against national curriculum objectives. All teaching will reflect the school principals for high quality teaching and learning as outlined in the school's teaching and learning policy.

### **National curriculum coverage**

The national curriculum for Modern Foreign Languages is covered by the school's scheme. The objectives for Key Stage 2, listed below, are covered within each unit and across each year of study. Pupils return to the objectives below throughout the course of their study, each time applying more substantive knowledge. The curriculum plan and sequence below details what substantive knowledge pupils will gain at each stage of the curriculum. The skills progressions demonstrate the disciplinary knowledge pupils should be able to demonstrate in each year group in relation to the expectations of the national curriculum detailed below.



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
- 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

### Skills progressions

Skill	Year 3	Year 4	Year 5	Year 6
Listening	<p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>



Skill	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Engage in short scripted conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p>
Skill	Year 3	Year 4	Year 5	Year 6
<b>Writing</b>	<p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Children can write simple words and several short phrases from memory</p> <p>Children use understandable spelling.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Adapt taught phrases to create new sentences</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling</p>
Skill	Year 3	Year 4	Year 5	Year 6
<b>Reading</b>	<p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p>	<p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of a piece of writing based on the current topic</p> <p>Read short passages and pull answer questions on what they have read.</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.</p>
Skill	Year 3	Year 4	Year 5	Year 6



<b>Grammar</b>	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p>	<p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>	<p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p>	<p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>
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Each unit is 3 hours of direct teaching time. Assignment time using Languagenut can be 30mins to 1hour per session if desired.

Early years' framework expectations - Within understanding the world.			
	Framework		What pupils will know
EYFS	<ul style="list-style-type: none"> <li>- Communication and Language</li> <li>- Understanding the world</li> <li>- Expressive Arts and design</li> </ul>		Through the EYFS curriculum and pupils working towards their early learning goals in the areas identified, pupils will have the opportunity to engage with stories and songs in French which link to their topics and interests. These resources will be drawn from Languagenut. Providing them with an introduction to the French language vocabulary they will encounter again at KS1 before formal study begins in KS2.
Year	Autumn	Spring	Summer
Year 1 & 2	Pupils in year 1 and 2 engage with songs and stories regularly developing a knowledge of the language they will encounter in KS2		
LKS2 Cycle A	<p><b>All about me</b>  <b>Intent:</b> In this unit pupils will learn: how to introduce themselves, give basic personal information, Greet, count to 10, Give their age and ask others, describe family and give their nationality. Pupils will begin to use these skills to have basic conversations both Oral and written. Pupils are introduced to single 1<sup>st</sup> person verbs and masculine and feminine nouns.  <b>Sequence of learning</b></p> <ol style="list-style-type: none"> <li>1. Useful phrases</li> <li>2. Greetings</li> <li>3. Numbers 1-10</li> </ol>	<p><b>Hobbies and Pets</b>  <b>Intent:</b> Pupils build upon previous learning to be able to hold more detailed conversations about themselves. It expands upon personal information and extends knowledge in number. This unit builds on knowledge of verbs to include the negative form. Pupils will learn to compare conjugation.            Sequence of learning</p> <ol style="list-style-type: none"> <li>1. Numbers 11-20</li> <li>2. I like to play</li> <li>3. In the playground</li> <li>4. Hobbies</li> <li>5. Pets</li> <li>6. Getting lost</li> </ol>	<p><b>Where I live</b>  <b>Intent:</b> This unit extends the knowledge base of personal information built in unit 1&amp;2. In Unit 3 learners continue to come across new verbs. Here the verb to live is explored in terms of geographical location as well as types of dwelling. As well as recapping parts of the verb to be, other verbs in this unit include: to eat, to watch (TV etc) Learners also come across the construction there is/there are in order to describe what can be found in their house. The negative is also revisited            Sequence of learning:</p> <ol style="list-style-type: none"> <li>1. Where I live</li> </ol>



	<p>4. Asking questions 5. Family members 6. Languages</p> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> What is your name? - My name is Peter - How are you? - I am fine. - How old are you? - I am seven years old. - I am a girl. - I am English. - I speak Spanish. - I have a brother – I do not understand.</p>	<p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I don't understand. - I play with my friends. - I like reading. - I play on a tablet. - I do not have a pet. - I play catch outdoors. - I like watching television. - We play on the field. - I love my dog. - They like going to the shops – where am I?</p>	<p>2. My house 3. In the kitchen 4. Eating and drinking 5. Connecting words 6. Talking about the future</p> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I live in a house. - There are five rooms in my house. - I eat breakfast in the kitchen. – I drink water. – I have a home packed lunch. – It tastes delicious.</p>
<p>LKS2 Cycle B</p>	<p><b>Useful phrases</b> <b>Intent:</b> This unit extends learners' knowledge of useful vocabulary and phrases. The first four lessons serve as a recap for year 4 as they enter their second cycle and an introduction to French for year 3. Children are also introduced to new vocabulary including days of the week and sizes.</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>Useful phrases</li> <li>Greetings</li> <li>Numbers 1-10</li> <li>Asking questions</li> <li>Days of the week</li> <li>Sizes</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> My name is. – What are you called? – How are you? – I am not ok. – I understand. – I don't understand. – I am 7 years old. – How old are you?</p>	<p><b>How I look</b> <b>Intent:</b> This unit extends learners' knowledge of adjectives in order to describe themselves and other people. Nouns for body parts are introduced and the verb to have is recapped, along with an introduction to the second and third person singular conjugations of the verb to be. The possessive pronouns my, yours, his and hers are also presented</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>Body parts</li> <li>My face</li> <li>Describing myself</li> <li>Describing other people</li> <li>More about pets</li> <li>Animals</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I have a pet. - I do not have a cat. - There are four lions. - Do you have a pet? - The spiders are not orange. - The frogs are fat. - She has long hair. - Your eyes are blue. - Do you have brown eyes? - He is short. - You have straight hair. - She has a small mouth. - You are not tall. - He does not have blonde hair.</p>	<p><b>Food and drink</b> <b>Intent:</b> This unit introduces further expressions of likes and dislikes, as well as the following new verbs: to like, to love, to hate, to drink, to eat, to buy It also presents the conditional phrase I would like... and introduces a basic question phrase in the form of how much is...?</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>Food and drink</li> <li>Talking about food and drink</li> <li>Eating and drinking</li> <li>Vegetables</li> <li>Fruit</li> <li>Buying groceries</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I like cereal for breakfast. - My favourite food is carrots. - He hates sandwiches. - I would like a pineapple. - How much is an orange? - I am a vegetarian. - I do not like meat. - I love grapes. - How much is a lemon? - I drink water.</p>
<p>UKS2 Cycle A</p>	<p><b>Going to school</b></p>	<p><b>Going to work</b></p>	<p><b>Around the world</b></p>



	<p><b>Intent:</b> This unit introduces verbs that help learners describe their daily routine and include: to get up, to brush (hair/teeth), to shower, to get dressed, to eat, to pack (a bag), to walk, to go, to catch (the bus/train), to learn, to prefer, to like In some languages, these will be reflexive verbs, so it will be necessary to introduce the reflexive pronoun myself in this instance and to compare it to the first person subject pronoun I which has been used so far. Some basic prepositions of place are included. The simple conjunction because is also presented in order to allow learners to develop more complex sentences which include a clause expressing a reason or an explanation</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. Morning routine</li> <li>2. Getting to school</li> <li>3. Other forms of transport</li> <li>4. My school day</li> <li>5. In the classroom</li> <li>6. Opinions about school</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I brush my teeth. - I go to school by car. - He prefers English because it is interesting. - I do not like science because it is boring. - I walk to school. - My school is two kilometres away. - Her favourite lesson is geography. - I like my teacher. - Do you walk to school? - I do not learn English.</p>	<p><b>Intent:</b> In this unit, students learn how to talk about jobs and professions. The key grammar points are centred on using the verbs to work (in) and to be. In languages where this is appropriate, distinctions around the masculine and feminine forms of the indefinite article will need to be pointed out. Similarly, nouns which change their endings to indicate masculine or feminine will also need to be highlighted. Other verbs introduced here include: to earn (money), to save, to buy, to spend (money), to wake up, to go to bed, to go to sleep. A recap of numbers is planned at this stage before moving on to telling the time. Numbers 21-30 are also included, as are time phrases.</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. Jobs and professions</li> <li>2. Where people work</li> <li>3. Earning money</li> <li>4. Spending money</li> <li>5. Numbers 21-30</li> <li>6. Telling the time</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> He is a shop assistant. - She works in a hotel. - What do you like to buy? - I spend money on computer games. - It is 10am. - I go to bed at 8pm. - She spends money on books. - I like to buy clothes. - She earns £10 per week. - He does to work in the morning.</p>	<p><b>Intent:</b> This unit introduces more countries around the world so at this point 'I live in...' should be revised using grammar points introduced in unit 3 year 3. The verb to speak is revised, and the following new verbs are introduced: to come from, to fly, to sleep.</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. Languages and countries</li> <li>2. Compass points and navigation</li> <li>3. At the airport</li> <li>4. Packing for a holiday</li> <li>5. Holiday locations</li> <li>6. Celebrations</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> They speak French in France. - Where do you come from? - We stay in a hotel. - He does not come from the south. - She lives in the south of England. - We are not going to the seaside. - We come from the south of Wales.</p>
UKS2 Cycle B	<p><b>Healthy lifestyle</b></p> <p><b>Intent:</b> In this unit learners come across verbs which help them talk about sports and being outside. These include: to ride (a bicycle), to go for a walk, to jog, to explore, to run Expressing likes and dislikes is also recapped</p>	<p><b>Health and hygiene</b></p> <p><b>Intent:</b> This unit introduces words and phrases to help students talk about health and hygiene. The expressions to feel sick/unwell/better are presented, as well as the following new verbs: to wash, to shave, to be ill, to vomit, to fall over, to</p>	<p><b>Weather</b></p> <p><b>Intent:</b> Through the topic of weather, students are introduced to more question formats using the pronoun what. They are provided with a scaffold to answer questions about weather</p>



	<p>as students talk about their food and eating preferences, and similarly negatives are revised. Comparatives and superlatives are introduced in order to extend students' capacity to express their likes, dislikes and preferences.</p> <p><b>Sequences of learning:</b></p> <ol style="list-style-type: none"> <li>1. Talking sports</li> <li>2. Enjoying the outdoors</li> <li>3. Healthy eating</li> <li>4. Keeping fit</li> <li>5. Unhealthy living</li> <li>6. Comparative and superlatives</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I ride my bike. - I like vegetables. - I do not like junk food. - Fruit is better than sweets. - Junk food is worse than salad. - That is unhealthy. - She is good at football. - I eat vegetables once a week. - He goes for a walk outdoors. - She is not lazy</p>	<p>crash, to break (something) This unit also introduces the past tense to allow students the opportunity to talk about something that has happened to them or others.</p> <p><b>Sequences of learning:</b></p> <ol style="list-style-type: none"> <li>1. Numbers 31-40</li> <li>2. My hygiene</li> <li>3. Being unwell</li> <li>4. Going to the doctor</li> <li>5. Going to the dentist</li> <li>6. Accidents</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I wash my face. - She does not have a headache. - They went to the dentist. - I broke my arm. - You had an x-ray. - Do you have a cold? - I had an injection at the doctor's surgery. - He had an x-ray after he crashed his bike. - I feel better because I went to the doctor. - She has a bruise as well as a graze.</p>	<p>conditions and temperatures and are also presented with more numbers (31-40).</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. Seasons</li> <li>2. What's the weather like?</li> <li>3. Temperature</li> <li>4. Dressing for the weather</li> <li>5. Weather reports</li> <li>6. Extreme weather</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> What's the weather like? - It is cold. - What's the temperature? - It is 25 degrees. - It is sunny. - There is a storm. - I wear sunglasses. - Here is the weather report. - You put on a scarf. - Today is not cloudy.</p>
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