

Whole School Modern Foreign Languages (MFL) Curriculum Progression

Curriculum Intent Statement:

The breadth of our MFL curriculum is adapted to our beliefs about the needs of our pupils and our values as a school. We have agreed that within our history curriculum, Welton children need:

- Greater opportunities to experience spoken foreign language first hand
- To understand and respect the range of languages spoken within the school
- To appreciate the subject through aspirational visitors, role models and events for future careers

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Breadth of study (NC Ref)	N/A	N/A	N/A	Where in the world is the French language spoken? Provide an opening to other cultures. Foster pupils' curiosity and deepen their understanding of the world. Greetings and saying your name Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions. Develop accurate pronunciation and intonation so that others understand using familiar words and phrases. Classroom instructions Listen attentively to spoken language and show understanding by	Family Develop accurate pronunciation. Read carefully and show understanding of words. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. How I travel to school(bus/walk) etc Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Weather Develop accurate pronunciation. Read carefully and show understanding of words.	Alphabet Develop accurate pronunciation. Places in town. Coordinates(apply alphabet and numbers and places in town; reinforce prepositions) Broaden their vocabulary. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Understand basic grammar appropriate to the language being studied. My journey to school Can write at varying length, for different purposes and audiences, using the	What's the time?(hours) Broaden vocabulary. Engage in conversations; ask and answer questions What's the time?(half hours) Broaden vocabulary. Engage in conversations; ask and answer questions What's the time?(1/4 hours) Broaden vocabulary. Engage in conversations; ask and answer questions School subjects Broaden vocabulary Develop accurate pronunciation. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly (I like/I do not like)

				<p>joining in and responding</p> <p>Numbers 0-10 Develop accurate pronunciation. Read carefully and show understanding of words. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Age Engage in conversations; ask and answer questions. Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Days 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 Develop accurate pronunciation.</p> <p>Christmas Provide an opening to other cultures. Foster pupils' curiosity and deepen their</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Numbers - reinforce prior learning (intro money for context/shopping) Develop accurate pronunciation. Read carefully and show understanding of words. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Likes/dislikes - toys/games Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Enable pupils to understand and communicate ideas, facts and feelings in speech and writing. Understand basic grammar appropriate to the language being studied. Engage in conversations; ask and answer questions; express opinions and</p>	<p>variety of grammatical structures that they have learnt. Enable pupils to understand and communicate ideas, facts and feelings in speech and writing. 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.</p> <p>Directions Pupils should understand and communicate ideas and facts in speech and writing. Engage in conversations; ask and answer questions. Speak in sentences. Develop accurate pronunciation.</p> <p>Food likes/dislikes. J'ai mangé/J'ai bu Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Enable pupils to understand and communicate ideas, facts and feelings in speech and writing.</p>	<p>School times and subjects Speak in sentences, using familiar vocabulary, phrases and basic language structures. Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p> <p>Morning routine- introduction to reflexive verbs and analogue time Understand basic grammar appropriate to the language being studied. Broaden vocabulary.</p> <p>Places in town(prepositions and descriptions) Understand basic grammar appropriate to the language being studied. Broaden vocabulary.</p> <p>Dictionary use Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>
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				<p>understanding of the world.</p> <p>Jacques le gourmand/ La Chenille qui fait des trous (story making) Appreciate stories, songs, poems and rhymes in the language. Understand written language from a variety of authentic sources. 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. Read carefully and show understanding of words, phrases and simple writing</p> <p>Numbers 11-20 Develop accurate pronunciation. Read carefully and show understanding of words. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Colours Develop accurate pronunciation.</p>	<p>respond to those of others. 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.</p> <p>Numbers 30-39 Develop accurate pronunciation. Read carefully and show understanding of words. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Shopping- how much? Recognising currency relating to language. Provide an opening to other cultures. Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Sports</p>	<p>Understand basic grammar appropriate to the language being studied. Engage in conversations; ask and answer questions; express opinions and respond to those of others. 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.</p> <p>Weather and seasons (rhyme weather/ French towns e.g. A Calais, il fait mauvais) - phonic awareness 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. Explore the patterns and sounds of language through songs and rhymes and link the spelling,</p>	<p>Numbers 69-100 (and beyond for dates- famous people dates of birth) Develop accurate pronunciation. Read carefully and show understanding of words. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Shopping- apply numbers(revisiting food/greetings etc) Broaden vocabulary. 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.</p>
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				<p>sound and meaning of words.</p> <p>Easter Provide an opening to other cultures. Foster pupils' curiosity and deepen their understanding of the world.</p> <p>Body parts Develop accurate pronunciation. Read carefully and show understanding of words. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Traditional song: <i>Le fermier dans son pré</i> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language</p> <p><i>Jacques et le haricot magique</i> Appreciate stories, songs, poems and rhymes in the language. Read carefully and show understanding of</p>	<p>songs and rhymes and link the spelling, sound and meaning of words. 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.</p> <p>Numbers 40-69 Develop accurate pronunciation. Read carefully and show understanding of words. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>		
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				words, phrases and simple writing.			
Threshold Concepts				<p>To speak confidently (oracy)</p> <p>To understand the culture of the countries in which the language is spoken (inter- cultural understanding)</p> <p>To read fluently (knowledge about language)</p> <p>To write imaginatively</p>	<p>To speak confidently (oracy)</p> <p>To understand the culture of the countries in which the language is spoken (inter- cultural understanding)</p> <p>To read fluently (knowledge about language)</p> <p>To write imaginatively</p>	<p>To speak confidently (oracy)</p> <p>To understand the culture of the countries in which the language is spoken (inter- cultural understanding)</p> <p>To read fluently (knowledge about language)</p> <p>To write imaginatively</p>	<p>To speak confidently (oracy)</p> <p>To understand the culture of the countries in which the language is spoken (inter- cultural understanding)</p> <p>To read fluently (knowledge about language)</p> <p>To write imaginatively</p>
Essential Prior Learning				No prior learning	<ul style="list-style-type: none"> • Greetings and name • Classroom instructions • Numbers 0-39 • Age • Days • Colours • Description using colours. • Months • Easter • Body parts • Where in the world is the French language spoken? 	<ul style="list-style-type: none"> • Family • How I travel to school (bus/walk) etc • Weather • Numbers 1-69 • Likes/dislikes - toys/games • Shopping- how much? • Recognising currency relating to language • Sports • Animals • Items in the house 	<ul style="list-style-type: none"> • Alphabet • Places in town. • Coordinates(• My journey to school • Directions • Food likes/dislikes. • Weather and seasons • Phonic awareness (e.g. Calais/Mauvais) • Months and dates/birthday rap '<i>Quelle est la date de ton anniversaire?</i>' • Planets- names • Descriptions (adjectives- <i>rapide/lente</i> /colour/temperature)

Vocabulary				<p>Classroom instructions- écouter, répéter, levez le main</p> <p>Numbers- un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. Vingt et un, vingt deux etc.</p> <p>Days- lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Months- janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</p> <p>Colours- blanc, noir, rouge, bleu, vert, jaune, rose, violet, gris</p> <p>Key questions- Quel âge as-tu? Ca va?</p>	<p>Family members-Ma mere, mon pere, ma soeur, mon frère, ma demi-mere, mon demi-père, mon demi-frère, ma demi-soeur, ma grand-mère, mon grand-père.</p> <p>Numbers- trente, quarante, cinquante, soixante</p> <p>Animals (pets)- Un chien, un chat, un lapin, un poisson, un cochon-d'inde, un hamster, un cheval.</p> <p>J'aime/ Je n'aime pas...</p> <p>Weather- il fait froid, il fait chaud, il neige, il pleut, il fait mauvais, il fait beau.</p>	<p>Planets- Le Soleil, Mercure, Vénus, La Lune, La Terre, Mars, Jupiter, Saturne, Neptune, Uranus.</p> <p>Places around town- un magasin, une école, un boulangerie, un centre commercial, un supermarché, une église, un musée, une piscine</p> <p>Weather- il fait froid, il fait chaud, il neige, il pleut, il fait mauvais, il fait beau.</p> <p>Seasons- Le printemps, l'été, l'hiver, l'automne.</p> <p>J'aime/ Je n'aime pas...</p>	<p>Numbers- soixante, soixante- dix, quatre-vingt, quatre-vingt-dix, cent.</p> <p>School subjects- Les maths, les sciences, l'anglais, le sport, l'histoire, la géographie, la religion, la musique, l'informatique, le dessin, le français,</p> <p>What's the time? Un/deux/trois/quatre /cinq/six/sept/huit/n euf/dix/onze/douze heures. ...et demi ...et quart</p> <p>Places around town- un magasin, une école, un boulangerie, un centre commercial, un supermarché, une église, un musée, une piscine</p>
Trips and outdoor experiences							