



Intent & Long-Term Plan

MFL

At Co-op Academy Woodslee, children are equipped with a critical understanding of the opportunities that will open up to them with the ability to communicate in a different language.

At Co-op Academy Woodslee, we cover the full scope of the National Curriculum. Underpinning our ambitious curriculum is the key knowledge that learning a foreign language is a form of liberation from insularity and provides an insight and understanding of cultures other than our own. We use this knowledge to foster the children's curiosity and ensure a progression in knowledge through the curriculum.

Modern Foreign Languages Intent

At Coop Academy Woodslee, we believe in providing our children with exciting, creative and meaningful learning experiences, which build their enthusiasm for learning and help them to grow and develop positively in a variety of ways.

Modern Foreign Languages is an ongoing process through which all children are given opportunities to express their ideas and thoughts in another language and to understand and respond to other speakers both in speech and in writing. It enables children of all abilities and backgrounds to achieve their full potential, whilst enhancing their cultural appreciation and understanding.

Modern Foreign Languages supports children with the development of their speech and language skills, pronunciation and confidence as well as equipping them with the knowledge and skills that they need to communicate effectively in French.

We believe that through the delivery of high quality language teaching, we can foster pupils' curiosity and deepen their understanding of the world around them. We provide children with the foundation for learning further languages, equipping children to study and work in other countries and therefore enhancing their life experiences.

Modern Foreign Languages is pertinent to our pupils' wellbeing and development as they have creative freedom to envisage who they are and how they can be equipped to thrive within other cultures around the world. By the end of key stage 2, we aim to ensure that all pupils 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. In addition, pupils will have

had ample experience to write at length and for a range of different purposes and audiences, using the variety of grammatical structures learnt throughout their years of study before transitioning into key stage 3.

In EYFS children are introduced to basic French greetings; salut, bonjour and au revoir. They will begin to understand what these words mean when translated into English and use them in their daily routines, such as when answering the register and greeting adults and peers. They will progress in their learning journey to recognising how to say please and thank you in French; s'il vous plait, merci and implement these into their daily routine. By the end of EYFS they will have built on this core knowledge and begin to look at how to introduce themselves in French, using the knowledge they have gained and creating a strong base for their future learning, whilst fostering a love of languages. These strands will also support their knowledge of the wider world, as they are introduced to new cultures.

In Year 1 children build upon their prior knowledge and begin to use the vocabulary learnt into EYFS with more fluency and accuracy. They will learn how to respond to questions such as; Comment t'appelles tu? and incorporate these skills into their daily classroom routine, embedding these routines to support them as they progress through the key stages of language development. During year 1, they will learn, through songs and rhymes, how to count to 10 in French and the days of the week, again, embedding these new skills into their daily routines. These skills will build the foundations for their future learning.

In Year 2 children start to learn how to respond to questions about how they are feeling, whilst also building on their previous learning and developing a more fluent and accurate understanding of the language. By year 2, French vocabulary will be embedded into daily routines and children will be able to respond accurately to questions posed in previous learning.

As they move into Key Stage 2, the children will begin learning French through the Salut! programme of study

In Year 3 children begin by learning the French vocabulary needed to talk about and describe both domestic and farm animals. They will build on prior knowledge and begin to use French greetings with more accuracy and fluency. During this topic they will explore patterns and sounds of words through songs and rhymes. They will learn how to ask and respond to simple questions. By the end of year 3, the children will have learnt how to talk, with developing accuracy, about the types of food that they enjoy and understand the types of food eaten in France and be able to apply this knowledge to simple conversations. They will also learn about school subjects in French and develop their cultural awareness of the school day in another country.

In Year 4 children continue following the Salut! scheme of work and begin by learning how to engage in conversation about the sports that they enjoy and participate in and what games they play at breaktime. They will apply this knowledge to written work and develop an understanding of the French alphabet, recognising the different pronunciation of words. They will build upon this knowledge when exploring how to engage in conversation about their homes and towns, recognising and describing similarities and differences between

their home town and a town in France. They will continue to develop their fluency and accuracy when speaking and writing sentences. They will finish the year by learning how to describe themselves and others. During this topic, they will explore ways in which we are all different and use this to write what separates you from everybody else.

By the end of lower Key Stage 2 they will read simple sentences with some accuracy and apply new knowledge to create simple pieces of written work.

In Year 5 children will continue to apply French greetings to their daily routine and be able to follow simple classroom instructions. They will broaden their vocabulary by learning about holidays and eating out in French. Using prior knowledge from year 3 and revisiting vocabulary about food to build upon this to be able to tell others what they like eating and produce a variety of well structured sentences incorporating new and prior knowledge. They will learn how to describe different holiday destinations and present ideas in front of a range of audiences. As they progress through the year they will study the vocabulary needed to engage in conversation about hobbies and school trips, being able to make comparisons between school trips and voice opinions about a favourite destination. They will finish the year by learning about the different seasons and the environment, and compare the weather in the UK to places in France. They will be able to follow simple instructions to design and create a Chinese Lantern.

In Year 6 children will learn how to describe and understand a range of different actions and be able to understand the actions being explained by others. They will be able to ask and answer questions about France, seeking and understanding appropriate answers. They will learn how to discover and develop an appreciation of a range of writing and be able to express their own opinions with confidence and accuracy. They will build on prior knowledge and learn how to describe their friends and families, understanding and responding to more complex questions. They will create a diary entry about a day out with friends, using more complex sentence structures and accuracy in their independent writing. By the end of the year they will be able to engage in conversation about future aspirations and understand others' responses. They will be able to, with increasing accuracy and fluency, describe and talk about a fire station and space station.

By the end of Key Stage 2, they will be able to write at varying length, present their ideas to a range of audiences and engage in conversation about a range of different topics.

MFL Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Greetings- Hello and goodbye	Greetings- can you respond to greetings appropriately?	Introducing yourself	Animals	Playtime/Sport	Holidays/Eatin g out	Actions/In France
Spring 1	Greetings- please and thank you	Numbers to 10-	Numbers to 20	Food	My home/My town	Hobbies/Schoo l trips	Family/A weekend with friends
Summer 1	Greetings/ songs-	Numbers to 10/ days of the week	colours	At school	Describing people	Seasons/The environment	The future/Jobs

MFL National Curriculum Coverage

National Curriculum Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to understand and use simple French greetings	Autumn 1					
To be able to say please and thank you in French	Autumn 1					
To count to 10 in French	Spring 1					
To count to 20 in French		Spring 1				
to say how you are feeling in French		Autumn 1				
To recognise and name colours in French		Summer 1				

Key Stage 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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listen attentively to spoken language and show understanding by joining in and responding			Autumn 1	Autumn 1	Autumn 1	Autumn 1
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words			Spring 1	Spring 1	Spring 1	Spring 1
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*			Summer 1	Summer 1	Autumn 1	Autumn 1
speak in sentences, using familiar vocabulary, phrases and basic language structures			Summer 1	Summer 1	Spring 1	Spring 1
present ideas and information orally to a range of audiences				Summer 1	Summer 1	Summer 1
read carefully and show understanding of words, phrases and simple writing			Summer 1	Summer 1	Autumn 1	Autumn 1
appreciate stories, songs, poems and rhymes in the language			Spring 1	Spring 1	Autumn 1	Autumn 1
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			Summer 1	Summer 1	Summer 1	Summer 1
write phrases from memory, and adapt these to create new sentences, to express ideas clearly					Spring 1	Spring 1

describe people, places, things and actions orally and in writing			Spring 1	Spring 1	Autumn 1	Autumn 1
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.					Summer 1	Summer 1