



CURRICULUM INTENTION

At Welton Primary School we aim to provide a **metacognitively ambitious curriculum**, driven to **challenge stereotypes**, based around the **locality of the Humber** region that meets the **bespoke needs** of our children.

We aim to provide first-hand experiences that will stimulate enquiring, imaginative and creative minds which will widen the knowledge and skills required to deepen learning across all areas of the curriculum.

INTENT OF THE ART AND DESIGN CURRICULUM

The intent of the Welton Modern Foreign Language Curriculum:

At Welton, our intention is to develop an interest in and thirst for learning other languages. We aim to introduce the **learning of modern foreign language** and the **understanding of culture** in enjoyable and stimulating ways. We hope to **embed the essential skills** of listening, reading, speaking and writing.

We aim to **build the children's 'culture capital'** so that they are aware of similarities and differences between cultures. In short, we hope to **lay the foundations for future language learning**.

MFL PROGRESSION

Key Stage 1

The learning a language is only compulsory from Key Stage 2, Year 3 upwards.

Key Stage 2

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.

The starred (*) content above will not be applicable to ancient languages.

LOWER KEY STAGE 2 MFL: FRENCH

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.

YEAR	AUTUMN TERM		SPRING TERM		SUMMER TERM	
3	Greetings and French culture Classroom instructions Animals' vocabulary Numbers and plurals	Connectives and simple sentences Gender Memorisation and storytelling Saying my name	French names Colours Opinions Word order of adjectives A traditional story: the Enormous turnip	Numbers 1-10 French maths: addition and subtraction <i>J'ai</i> (I have) Age Easter	Definite (<i>le, la, les</i>) and indefinite (<i>un, une, des</i>) articles <i>Je voudrais</i> (I would like) Extending sentences with <i>mais</i>	<i>C'est</i> Extending sentences with <i>aussi</i> Numbers 1-15 Days of the week Assessments

		Christmas				Paris project
4	Revision of animals and classroom instructions A French poem How to use a French bilingual dictionary Parts of the body Introduction to the negative	Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman	<i>Je voudrais</i> with food Phonemes e and an Revise numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (<i>poisson d'avril</i>)	Dates and birthdays Personal descriptions (hair and eye colour) The third person (verbs) Phonemes r and ch	Family vocabulary Possessive adjectives (<i>mon, ma, mes</i>) Phoneme eu Further dictionary skills Clothing vocabulary Revise adjectival agreements	Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions Assessments French food project

UPPER KEYSTAGE 2
MFL: FRENCH

YEAR	AUTUMN TERM		SPRING TERM		SUMMER TERM	
5	Revise opinions Sports vocabulary Sports clothing Verb <i>avoir</i> Phonemes a and ai Masculine and feminine nouns Dictionary skills	Weather vocabulary Hobbies vocabulary Pets Phonemes qu and oi Traditional tale: The fox and the crow Christmas in France	Verb <i>être</i> Dictionary skills Revise dates Numbers 32-60 School subjects	Words starting with h Primary school in France Subject preferences Reasons Verb <i>aller</i> Transport vocabulary Easter: Mardi gras	Items in a classroom Possessive adjectives (revision and new) Prepositions Pronunciation: silent letters at the end of words	Revise aller The simple future tense Revision Assessments Project: West Africa where French is spoken
6	Revise <i>avoir</i> and <i>être</i> Questions Telling the time Daily routine	Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world	<i>Je peux</i> + infinitive Bedroom descriptions Places in a town	Revise places in town Revise <i>aller</i> Directions Revise food Buying food April fool's day	Numbers 61-100 Ordering food in a café Famous French food and menus The perfect (past) tense	The perfect (past) tense Revision Assessments The French alphabet

	Year 3	Year 4	Year 5	Year 6
