



Curriculum Aims



Subject – MFL

Aims & content of the MFL curriculum at Mount Primary

National Curriculum coverage is mapped through Cycle A and B of the Modern Foreign Languages (MFL) curriculum. Links are clearly made between the content taught and the coverage statements. Pupils are given the opportunity to cover a range of skills, including speaking, listening, reading and writing in French, as well as developing grammatical knowledge, building vocabulary, learning songs and rhymes and presenting their ideas.

The aim of MFL teaching at Mount Primary School is to develop a love of learning a foreign language, in this case French, and to provide as many opportunities for children to apply this. Through a varied range of topics, we teach children structures and vocabulary that could be applied should they visit France, as well as developing their skill in being able to confidently use French in speaking, listening, reading and writing activities. Through these activities, they are able to communicate with others and are encouraged to respect other MFL learners in their classes by listening to them, supporting them and working collaboratively on tasks. In our school, MFL makes a significant contribution to citizenship education by teaching children about the culture and traditions in France and learning how to respect that there are similarities and differences in how traditions are celebrated. French was originally selected as the target language as this was the language most children would continue to do in their transition into secondary school after primary education.

Children in Year 3/4 are introduced to some basic grammatical knowledge, e.g. use of le/la – changing to un/une, as well as using sentence scaffolds to write short sentences. They also begin to express likes and dislikes. Children in Year 5/6 continue to develop this knowledge further and, for example, progress to writing short sentences where nouns and adjectives agree, as well as reading longer texts and starting to translate and understand these. They continue developing their knowledge of expressing likes and dislikes and use connectives to link parts of the sentence, as well as looking at some simple tense types, for example the past tense. When revisiting knowledge in this way, we are able to use language that is familiar to the children already and to deepen and increase their knowledge in these areas. Furthermore, children gain a great sense of achievement from seeing vocabulary that they already recognise, therefore building on past knowledge.

Children revisit aspects of their learning, e.g. numbers, colours, expressing opinions, throughout the MFL curriculum, as well as regularly recapping interactions e.g. Comment t'appelles-tu? Comment ça va? Quel âge as-tu? Children then progress to understanding further questions e.g. Qu'est-ce que c'est? Quel temps fait-il? Quelle matière préfères-tu? and learn how to respond appropriately. As we revisit the previous learning, children are able to build up longer interactions, for example, conversing with others. They will also equip themselves with words and phrases that they could use in practical situations, e.g. if they were to visit France. The range of topics we cover adds variety and depth to their learning and covers many everyday situations.

How do you know children have learned that knowledge?

There are many opportunities throughout the MFL curriculum to revisit past knowledge. This is particularly evident in areas such as personal information, numbers, colour, animals and expressing opinions. Knowledge is reapplied throughout the curriculum, for example Year 3/4 children learn about expressing their opinions about food and their likes and dislikes and describing people. In Year 5/6, they continue to develop this by expressing further opinions about food and using connectives to link sentences, as well as

expressing opinions about school subjects, giving reasons why they like or dislike them and extending descriptions of people using adjectives.

As we have a two-year programme at Mount Primary, the academic year starts with revisiting key areas such as personal information before continuing with further curriculum content.

Knowledge mats clearly set out the vocabulary in the different units and children are provided with these. They can refer to these throughout a unit and they are also used to assess prior learning, for example at the end of a unit or section of learning.

Knowledge is continuously assessed throughout the programme. Lessons start with a recap of prior knowledge, through using starting activities, e.g. songs, rhymes or matching activities, as well as vocabulary recall, to enable knowledge to be assessed, identify gaps and show progression. More formal assessments are also used to assess long-term knowledge and further address gaps.

How the MFL curriculum caters for all learners

Differentiation is mostly by outcome, children are provided with support e.g. writing scaffolds, which enables them to support themselves in their learning. They also have many opportunities to use the spoken language in lessons, which is one of the main focuses of the MFL curriculum. These activities are mostly done in mixed ability groups and there are lots of opportunities for children to mix with others to practise the target language. They are also provided with knowledge maps which provide them with the key vocabulary needed for that unit as well as relevant grammatical points to assist them.

Disadvantaged pupils generally perform well in MFL and try hard to engage with the content. They respond well to the practical activities, as well as trying to use the target language and engage in conversations.

SEND pupils are supported in accessing the curriculum in different ways, for example through the use of rhyme and song, which often makes it easier for them to embed this knowledge. They are supported by the class teacher, for example in vocabulary activities, as well as being in mixed ability groups for some activities, enabling the target language to be modelled. When writing short sentences, these structures are modelled on the board, as well as knowledge maps being provided for assistance.

Challenge is provided in both Year 3/4 and Year 5/6 by giving children regular opportunities to demonstrate learning, for example spoken language, in front of the class. They are also challenged through vocabulary games, which are aimed at teaching new vocabulary, but then increasing the level of ambition through timing the activity. In Year 3/4, they are also encouraged to start varying some of their spoken language, for example instead of repeating a question, they are encouraged to use the question Et toi? Finally, in Year 5/6 children are encouraged in their written work to extend their knowledge by increasing the amount they write or by using as many of the new taught structures as they can, for example connectives. They are also encouraged to use dictionaries more widely to develop their vocabulary.

How does your content selection develop pupils' cultural capital? (knowledge they need to become educated citizens – introducing them to the best that has been thought and said and to appreciate human creativity and achievement).

Links are made to British Values, through comparing Christmas and Easter, for example, in Britain and France.

Links are made to the local area in Year 3/4. Children draw a map of New Brighton/Wallasey and label this with buildings in the local area. In Year 5/6, children learn vocabulary relevant to school and use sentences to describe our school.

There are many international links with MFL. Children look at many aspects of French life, including celebrations and the language linked to this, e.g. Christmas, Epiphany and Easter, as well as other aspects of French life such as the Tour de France and learning about Bastille Day.

In Year 3/4, they begin to look at maps and use these when learning about weather and holidays in France. In Year 5/6, this geographical knowledge is furthered, as pupils learn about compass points and write sentences about locations of cities, as well as learning about the location of France and its neighbouring countries. They also research famous French people, for example sportsmen and women.

MFL enables children to learn about other traditions and celebrations in different countries, including the foods they eat and how these traditions are celebrated. It encourages children to respect that other countries have different traditions, sometimes similar to our own, sometimes different and that we build an ability to understand and respect these.