





Curriculum Overview and Statement of Intent, Implementation and Impact.

	<p style="text-align: center;"><u>Vision</u></p> <p style="text-align: center;">‘We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God’s love they can make a difference to the world around them.’</p>	<p style="text-align: center;"><u>Values</u></p> <p style="text-align: center;">Compassion</p> <p style="text-align: center;">Courage</p> <p style="text-align: center;">Community</p> 
<p style="text-align: center;"><u>Motto</u></p> <p style="text-align: center;">Learning to make a difference through God’s love. <i>Jesus said, ‘Love one another as I have loved you’ John 13:34</i></p>		
<p style="text-align: center;"><u>Mission</u></p> <ul style="list-style-type: none"> • Ensure that children are safe and demonstrate compassion for others. • The school and its community work together to promote mental health and wellbeing and ensure that everyone feels respected. • Unify the school family enabling it to flourish through collective worship, inclusive extra curricular provision and a broad, balanced curriculum. • Encourage inclusively high expectations enabling children to personally and academically thrive. <ul style="list-style-type: none"> • Deliver an inspirational, creative curriculum to meet the needs of our aspirational children. • Ensure that children and adults acquire and apply knowledge that gives them the courage to fulfil their aspirations. <ul style="list-style-type: none"> • Create an environment that builds confidence for the school family to grow resilience. • Enable children to persevere on a journey of social, moral, cultural and spiritual growth. 		

Curriculum Subject: Modern Foreign Languages

Subject Leader: Nicholas Parker



Intent

The MFL curriculum at NJS intends to ensure that all pupils:

- We will provide a rich and varied MFL Curriculum that ignites our imaginations.
- become successful learners who enjoy learning, empower their Christian values make progress and achieve.
- understand and respond to spoken and written language from a variety of authentic sources.
- 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 rich and varied grammatical structures that they have learnt.
- discover and develop a love and an appreciation of a range of writing in the language studied.

Through the teaching of a wide variety of topics and grammar the MFL curriculum intends to support the wider school curriculum in areas like: Science, Maths, DT, Art, History, etc by allowing students to transfer skills from a classroom to another.

Our curriculum intention is to allow students to maximise their potential in a foreign language, culture and tradition, so that they have every opportunity available when they leave school-professional, personal and aspirational.

Implementation

The curriculum is regularly reviewed and revised to ensure that it engages and challenges all our children.

MFL is implemented to ensure:

- the environment is secure, stable and stimulating.
- all staff and pupils are clear about what it is that they are supposed to learn.
- all staff and pupils are provided with well-planned and stimulating learning opportunities that are matched to their abilities.
- all their self-esteem is high.
- they understand the purpose of the learning and see relevance to their own experience.
- they understand the ways in which learning takes place and given opportunities to reflect on this.
- the learning builds on prior knowledge and understanding.
- success criteria are explicit and models are provided.
- the learning is active and collaborative.
- student questioning, reflection, and discussion are promoted, encouraged and praised.
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity, utilising different learning styles as well as personalised learning opportunities.
- pupils can self-assess, know what they need to do to improve and are able to set appropriate targets.
- they have opportunities to transfer skills, knowledge and understanding to other contexts. (Cross-curricular learning)
- they are challenged effectively to extend their own learning.

Impact

The impact of our MFL curriculum is that children will know the relevance of what they are learning in languages and how it relates to their future careers, everyday life and travel. They are aware of how it could help them when they are in another country or when talking to a French speaker.

Teachers show an enjoyment of languages through a variety of lessons including interactive resources with a recorded native speaker, green screen, acting, singing and outdoor lessons.

Progression through a topic will be evident in the development of key skills and acquisition of main vocabulary, this is demonstrated through pupil voice.

Evidence of children's work is kept in books, through video recordings (kept on iPads) and photos (PicCollages of which can be seen in books). This evidence is stored and organised clearly.

Verbal feedback and written CTGs are found in books. Also pupil interviews are completed to ensure there is an impact on children's outcomes and that children feel positive about languages.

Data is monitored and moderated annually on OTrack and through looking at evidence of work twice annually. NP, LS and governors to look at data also.



Newport CE Junior School: Curriculum Progress Map for ___MFL_____

	Year 3	Year 4	Year 5	Year 6		
Aut	Unit Title: Greetings/Introducing yourself	Unit Title: Travel/ Weather	Unit Title: On the way to school/Enjoy your meal	Unit Title: Comparing French schools/ Time/		
	Vocabulary: Bonjour! Salut ! Au revoir ! Je m'appelle ça va ? ça va bien merci Comme ci ,comme ça Ça va mal. Et toi ? Comment t'appelles-tu ? Bonsoir Bonne nuit A tout-à l'heure Voici Ma mère Mon père Ma sœur Mon frère Un,deux,trois,quatre,cinq,six,sept,huit,neuf,dix Quel âge as-tu ?	Vocabulary: Comment vas-tu à l'école Je vais à l'école à pied/ à moto en voiture/ vélo/ bus/ taxi/ train/ bateau/ avion •Je vais •En Belgique/France •Il fait chaud/froid/beau/mauvais •Il fait du soleil/du vent/du brouillard/des nuages •Il pleut/il neige lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	Vocabulary: Quand je vais à l'école Je passe devant Cinq minutes plus tard Finalement Puis à droite à gauche continuez tout droit les magasins la poste la rivière le parc l'école l'église l'hôpital	J'ai mangé J'ai bu et mais un sandwich un gâteau une banane une pomme une orange du fromage de la salade de l'eau des chips mettez versez ajoutez cassez malaxez formez étalez faites les sablés de Noël	Vocabulary: Il est midi/minuit Il est une heure et demie/il est deux heures et demie etc Il est deux heures et quart le terrain de sport la salle de classe la cour les toilettes la cantine le parking la bibliothèque l'entrée la grande salle le dessin le sport le français la géographie la technologie l'anglais(m) l'informatique(f) l'histoire(f) les sciences (f pl) les maths (fpl) le/un supermarché la/une boulangerie la/une boucherie la /une pâtisserie la/une poissonnerie	il y a il n'y a pas de il n'y avait pas de c'est il y avait c'était aujourd'hui mille beaucoup de peu de animé(é) calme beau/belle moderne vieux/vieille moche Les magasins la poste la rivière le parc l'école l'église l'hôpital
	Key Knowledge: Simple greetings Making simple statements (about name and age) Asking simple questions (about name and age) Numbers 1-10	Key Knowledge: Responding to a song or story in French Understanding simple questions Numbers 11-20 Simple questions Expressing preference	Key Knowledge: *Making statements about the school environment *Telling time using half-hours, quarter hours and 24hr clock notation.	Key Knowledge: Definite and indefinite articles: le/la un/une		
	Key Skills: Singing Acting Writing Repeating Listening Speaking	Key Skills: Singing Acting Writing Repeating Listening Speaking	Key Skills: Singing Acting Writing Repeating Listening Speaking	Key Skills: Singing Acting Writing Repeating Listening Speaking		



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Spring	<p>Unit Title: Animals and colours</p>	<p>Unit Title: There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Matisse.</p>	<p>Unit Title: Sports/ Extra-curricular activities/ Using the verbs 'faire' and 'jouer'</p>	<p>Unit Title: Places to live/ Poems/ Grammar/ French Festivals/ regular verbs</p>
	<p>Vocabulary: Classroom language 1. Silence! (Silence!) 2. Prenez un stylo! (Get out a pen!) 3. Un volontaire! (A volunteer) 4. Ouvrez vos cahiers! (Open your exercise books!) 5. Regardez! (Look!) 6. Croisez les bras! (Fold your arms!) 7. Écoutez (Listen!) 8. Écrivez! (Write!) animals – nouns un chat (a cat) un chien (a dog) un poisson (a fish) un oiseau (a bird) un canard (a duck) un cheval (a horse) un mouton (a sheep) un ours (a bear) une grenouille (a frog) 9 animals – plurals Nouns as above with 's' (or nothing, or '(au)x' added). 9 animals – articles Articles change: un, une, des,le, la, les Colours bleu (blue), rouge (red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)</p>	<p>Vocabulary: Shapes un cercle, un triangle, un carré, un rectangle, un ovale, un point, une ligne, une étoile, une spirale, un oeil" Shapes & colours bleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey) Prepositions of place - describing picturessur, sous, à droite, à gauche, au centre deIl y a (there is/are), C'est (it is), Il/Elle a (it has), et (and), mais (but), aussi (also) Describing Matisse pictures Use language from lessons 1,2,3 Creating own picture & description Use language from lessons 1,2,3 Parts of the face le visage, les yeux, le nez, les cheveux, les dents, la bouche, la langue, les oreilles Parts of the face & adjectives Language as above Parts of the face & adjectives Language as above Parts of the bodyla tête, les épaules, le bras, le coude, la main, le doigt, la jambe, le genou, le pied, l'estomac Parts of the body 2 Story: Va t'en grand monstre vert</p>	<p>Vocabulary: Sports & likes/dislikes plus survey (Do you like (rugby)? Tu aimes (le rugby)le football (football), le cyclisme (cycling), le tennis (tennis), le ski (skiing), l'atletisme (athletics), la natation (swimming), la gymnastique (gymnastics) Saying what sports you play/do What sports do you do? Quels sports fais-du?Je joue au / Je fais de Key grammar: use of a + definite article for playing sports and de+definite article for sports you do Saying what sports you know how to play/do Je sais faire du ski / Je sais jouer au foot Je ne sais pas faire de la musculation / Je ne sais pas jouer au golf Saying how often you do something (On Mondays) le lundi je joue au tennis etc with rest of the days of the week (every day) tous les jours (once a week) une fois par semaine (twice a week) deux fois par semaine (sometimes) parfois (never) jamais (not to use in a sentence) VERB faire - to do (sports)je fais /tu fais/il fait/elle fait/ nous faisons/vous faites/ils font/elles font ER-verb paradigm practice - talking about the sports others do Using the command form to give simple movement instructions (Turn around), (Jump!), (Take a step to the right), (Touch your feet), (Put your hands up), (Take a step to the left), (Put your hands down) Creating a simple exercise/dance routine (and dance Hokey Cokey in French)</p>	<p>Vocabulary: Où habites-tu? J'habite à Cambridge près de Londres. Cambridge, c'est comment? C'est une ville.C'est une grande ville. C'est une petite ville. C'est un village. C'est à la montagne. C'est à la campagne. C'est au bord de la mer. C'est en banlieue. C'est en centre-ville. Language as above, plus: et (and), mais (but), aussi (also) Nouns for places in town. Indefinite articles un/une. (a cinema) un cinéma (a park) un parc (a museum) un musée (a castle) un château (a restaurant) un restaurant (a sports centre) un centre sportif (a stadium) un stade (a market) un marché (a shopping centre) un centre commercial (a university) une université (a shop) un magasin (a swimming pool) une piscine Dans mon village, il y a... un/une/des, il n'y a pas de.. A (Cambridge) il y a .., il n'y a pas de Exploring a French poem Dans Paris- Paul Eluard Exploring a French poem Dans Paris- Paul Eluard Introduction to six festivals/festive days in France - on mange, on porte, on commémore, on fait, on voit Le Carnaval à Dunkerque on mange, on chante, on danse, on joue d'un instrument, on porte, on voit La fête des lumières à Lyon C'est quand la fête? Ça dure combien de jours? Où est la fête? Qu'est-ce qu'on porte? Quel temps fait-t-il? Que font les visiteurs/les habitants? je, tu, il, elle, on, nous, vous, ils, elles -e, -es, -e, -ons, -ez, -ent (danser, porter, regarder, chanter, manger, jouer, aimer, adorer, détester)</p>
	<p>Key Knowledge: The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but).</p>	<p>Key Knowledge: Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse). This unit develops the same linguistic skills in different contexts.</p>	<p>Key Knowledge: They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'je fais', 'c'est' and 'il y a ' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'aimer' + infinitive verb.</p>	<p>Key Knowledge: Pupils will learn how to say more about where they and others live, practising the key structure 'c'est' and 'ce n'est pas'. places in a town, and how to build sentences saying what there is (il y a) and what there is not (Il n'y a pas de). They will develop their dictionary and memory skills, learning a French poem about Paris and creating their own version.</p>
	<p>Key Skills: Singing Acting Writing Repeating Listening Speaking</p>	<p>Key Skills: Singing Acting Writing Repeating Listening Speaking</p>	<p>Key Skills: Singing Acting Writing Repeating Listening Speaking</p>	<p>Key Skills: Singing Acting Writing Repeating Listening Speaking</p>



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Sum	<p>Unit Title: The Very Hungry Caterpillar</p> <p>Vocabulary: La chenille qui fait des trous (hungry caterpillar) - le fruit une pomme / les pommes une poire / les poires une prune / les prunes une fraise / les fraises une orange / les oranges Days of the week - sign language gestures les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Food from the story une tranche de gateau au chocolat, un cornet de glace/une glace, un cornichon, une tranche de fromage, une rondelle de saucisson, une sucette, une portion de tarte aux fruits, une saucisse, une madeleine, une tranche de pastèque Snack foods une salade (a salad), un hamburger (a hamburger), un jus d'orange (an orange juice), une banane (a banana), des frites (some chips), un hot dog (a hot dog), une glace (an ice cream), un coca (a coke), un sandwich (a sandwich) Ordering food in a café Qu'est-ce que vous voulez? (What do you want?) Je voudrais un / une...(I want a) S'il vous plaît (please) Voilà (Here you are) Merci (thank you) De rien (you're welcome)</p>	<p>Unit Title: During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip' or 'Les quatre amis' - The four friends.</p> <p>Vocabulary: Nouns for family members ma mère, mon père, ma grand-mère, mon grand-père, ma soeur, mon frère What is he/she called? Comment il s'appelle? Comment elle s'appelle? How do you spell that? Comment ça s'écrit? Alphabet introduction Alphabet practice - with names Family revision Siblings & pets - asking & answering survey, including spelling names Do you have..? Tu as..? What is he/she called? Comment il s'appelle? Comment elle s'appelle? How do you spell that? Comment ça s'écrit? Describing hair & eyes Tu as les yeux de quelle couleur? J'ai les yeux bleus, verts, marron, gris Comment sont tes cheveux? J'ai les cheveux noirs/blonds/gris/roux/bruns/courts/longs/mi-longs/raides/bouclés/ondulés</p>	<p>Unit Title: Sports/ Music /Instruments/ Using a dictionary</p> <p>Vocabulary: Revision of likes / dislikes J'aime, Je n'aime pas, J'adore, Je déteste Focus on using verbs of opinion with nouns/accurate gender Different types of music Giving opinions of different types of music in my opinion(I think that) Saying what instruments you hear Identifying French words for instruments un clavier, un saxophone, une guitare (classique/électrique), une trompette, une flûte (à bec), une batterie Referring to a dictionary L'orchestre des animaux Asking & saying which instrument you play Tu sais jouer du / de la...? Oui, je sais jouer / Non, je ne sais pas jouer... To learn to use the verb 'JOUER' [to play] Je joue, tu joues, il/elle joue, nous jouons, vous jouez, ils/elles jouent</p>	<p>Unit Title: revision, holidays, clothes, going to a café and/or buying ice creams.</p> <p>Vocabulary: Revision of essential personal identification vocabulary and structures, including questions Comment tu t'appelles? Je m'appelle Comment ça va ? Quel âge as-tu? J'aians Quelle est la date de ton anniversaire? Mon anniversaire c'est le Tu as des frères ou des sœurs? Tu as un animal? Où habites-tu? J'habite à Qu'est-ce qu'il y a à? Àil y a Quelles langues parles-tu? Je parle Où vas-tu en vacances? Je vais...au bord de la mer, à la montagne, à la campagne, en ville, à un hôtel, à un camping, à une villa, à un centre de vacances Avec qui vas-tu en vacances? Je vais...avec ma mère, avec mes parents, avec ma famille, avec mes grand-parents Aller [to go]: je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont les vêtements des lunettes de soleil, un jean, une veste, un short, une casquette, des baskets, des tongs, une serviette, un maillot de bain, un pantalon, un chapeau un tee-shirt</p> <p>Bienvenue a notre défilé de mode Voici Jack. Il porte un jean noir, un tee-shirt blanc, une chemise rouge et grise et des lunettes de soleil. Je pense que ce style est cool. Non! A mon avis, ce look est nul. Voici Ellie. Elle porte une jupe bleue avec des fleurs roses, un tee-shirt noir et des sandales. Moi, j'adore ce look. Mais je pense que ce n'est pas très chic. A mon avis, c'est un peu démodé mais c'est joli. Conversation: Bonjour Madame/Monsieur. Vous desirez? Je voudrais un fanta et une portion de frites s'il vous plaît Et avec ça? Je voudrais aussi un coca. C'est combien? Ça fait cinq euros. Merci, au revoir.Au revoir. Les glaces Ice cream flavours: à la vanille, au praliné, au citron, à la banane, au chocolat, au café, à l'abricot, à la fraise, à la framboise, au cassis, à la menthe, au caramel beurre salé, aux noix, à la pistache Ordering: Je voudrais une glace. Je voudrais une boules/deux boules/ trios boules Je voudrais une glace en cornet/ en pot</p>
	<p>Key Knowledge: The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.</p>	<p>The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but).</p>	<p>Key Knowledge: They learn how to say 'J'ai un/une..qui s'appelle..' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> a (has), est (is), ont (have), sont (are).</p>	<p>Key Knowledge: In this term, learners use dictionaries to look up different instruments and will then use the language they have learnt to create short raps or songs about food, sports or music.</p>
	<p>Key Skills: Pronunciation Memory Pattern finding Sentence building Autonomy Performance and creativity</p>	<p>Key Skills: Pronunciation Memory Pattern finding Sentence building Autonomy Performance and creativity</p>	<p>Key Skills: Pronunciation Memory Pattern finding Sentence building Autonomy Performance and creativity</p>	<p>Key Skills: Pronunciation Memory Pattern finding Sentence building Autonomy Performance and creativity</p>