

St. Paul's

MFL CURRICULUM MAP

The national curriculum for languages aims to ensure that all pupils

- 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 variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied

General goals for learning a new language:

- To promote an interest in the new language and the culture of the language / countries where the language is spoken
- Focus firstly on children's listening and speaking skills, before improving reading and writing skills
- Ensure children enjoy learning the new language in fun ways, even though some grammatical structures seem difficult
- Encourage children to ask questions, be respectful of other's spirit of inquiry and research answers in connection to the language or country/countries the language is spoken in
- Help children to understand that each language (here French and English) follow certain structures and rules, and that most are different in each language, albeit some are similar or the same

The Scheme of Work: Salut 3 / 4

In Y3 and Y4 the children will

- Gain a first feeling for a new language, its sound and a feeling of speaking it
- Develop skills in all four main areas (Listening, Speaking, Reading and Writing) on an introduction level leading into a basic foundation of the language
- They will begin to look at pronunciation and intonation and some basic grammatical structures
- Learn to respond to questions
- Learn to sing along to some songs
- Learn that known stories also exist in French, such as 'The Hungry Caterpillar'

In Y5 and Y6 the children will

- Deepen their understanding of the language, such as recognising main points through listening to a text, drawing back on previous learned vocabulary and including that in the new learned language (e.g. colours, numbers, days of the week)
- Recognise repeating structures of how to form sentences, questions, opinions
- Be able to extend their level of conversations and writing
- Look deeper into grammatical structures

Year	Autumn 1 7 lessons	Autumn 2 7 lessons	Spring 1 6 lessons	Spring 2 5 lessons	Summer 1 6 lessons	Summer 2 6 lessons
3	Salut 3 / 4 <u>Beginning of Core Unit 1</u>	<u>End of Core Unit 1 assessment:</u> <u>Beginning of Core Unit 2</u> <i>L7: Christmas lesson (One off stand alone lesson)</i>	Salut 3 / 4 <u>Continuing Core Unit 2</u> <u>End of Core Unit 2 assessment:</u>	<u>Beginning of Core Unit 3</u> <u>End of Core Unit 3 assessment:</u>	Salut 3 / 4 <u>Beginning of Unit A – Animals</u> <u>End of Unit A assessment:</u>	<u>Beginning of Unit B – Food</u> <u>End of Unit B – Food - assessment:</u>
4	Salut 3 / 4 <u>Unit C – At School</u> <u>End of Unit assessment</u>	Salut 3 / 4 <u>Unit D – Playtime</u> <i>L7: Christmas lesson (One off stand alone lesson)</i>	Salut 3 / 4 <u>Unit E – My Home</u> <u>End of Unit assessment</u>	Salut 3 / 4 <u>Unit F – My Town</u> <u>End of Unit assessment</u>	Salut 3 / 4 <u>Unit G – Describing People</u> <u>End of Unit assessment</u>	Salut 3 / 4 <u>Unit I – Sports</u> <u>End of Unit assessment</u>
5	Salut 5 / 6 <u>Unit J –On holiday</u> <u>End of Unit assessment</u>	Salut 5 / 6 <u>Unit K –Eating Out</u> <i>L7: Christmas lesson (One off stand alone lesson)</i>	Salut 5 / 6 <u>Unit L –Hobbies</u> <u>End of Unit assessment</u>	Salut 5 / 6 <u>Unit M –A School Trip</u> <u>End of Unit assessment</u>	Salut 5 / 6 <u>Unit N –Seasons</u> <u>End of Unit assessment</u>	Salut 5 / 6 <u>Unit O –The Environment</u> <u>End of Unit assessment</u>
6	Salut 5 / 6 <u>Unit Q – In France</u> <u>End of Unit assessment</u>	Salut 5 / 6 <u>Unit P – Actions</u> <i>L7: Christmas lesson (One off stand alone lesson)</i>	Salut 5 / 6 <u>Unit R – Family</u> <u>End of Unit assessment</u>	Salut 5 / 6 <u>Unit S – A Weekend With Friends</u> <u>End of Unit assessment</u>	Salut 5 / 6 <u>Unit T –The Future</u> <u>End of Unit assessment</u>	Salut 5 / 6 <u>Unit U – Jobs</u> <u>End of Unit assessment</u>

