



**ABBOTS
GREEN**
ACADEMY



MFL – French

INTENT

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At Abbots Green, it is our intention that learning a foreign language is an essential part of being a member of a multi-cultural society. Our aim is to provide all children with a high-quality education in Modern Foreign Languages (MFL) which in turn develops their love of learning about other languages and cultures. This should foster children's curiosity and deepen their understanding of the world.

Our current MFL taught is French, however at Abbots Green we strive to provide children with wider opportunities to experience a range of other languages too. It is our intention to ensure that by the end of our children's education at our school, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and to know how important other languages can be in their future.

Aims of teaching French:



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.

Curriculum coverage

The long-term plan demonstrates the break-down of modules within each term in each year group. Modules are blocked per term.

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Stage 1 (Year 3)

Core Units 1 - 3, Animals, Food, At School

The first stage is aimed at **absolute beginners**. The Core Units introduce basic language like colours and numbers that will be **essential** for the rest of the course. It also has three **simple**, topic-based units to spark children's interest.

Stage 2 (Year 4)

Playtime, My Home, My Town, Describing People, The Body, Sport

Stage 2 starts to introduce some more **varied** language and sentence structures, including sentences in the **third person**. But all in contexts that the children will be **familiar with**.

Stage 3 (Year 5)

On Holiday, Eating Out, Hobbies, A School Trip, Seasons, The Environment

Stage 3 contains more **complex** vocabulary and sentence structures. Children will learn to use **adjectives** to add detail to their sentences, and talk about their hobbies and holidays.

Stage 4 (Year 6)

Actions, In France, Family, A Weekend with Friends, The Future, Jobs

Stage 4 gives children a **taste** of other tenses. Using the **perfect** and **near future** tenses, children will talk about what they've seen and done, and what they're going to do in the future.

Key Stage 2 – Year 3 and 4

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Salut - Core Unit 1</u> Hello How are you? What is your name? How old are you? My family My fantastic family	<u>Salut - Core Unit 2</u> Hello Mrs Monday Colours Let's count to 20 Countries I like Nicholas the Monster	<u>Salut - Core Unit 3</u> Heads, Shoulders, knees & toes Parts of the body Let's count up to 31 Clothes Months Genève's birthday	<u>Animals</u> On the farm Pets What's your dog like? Where is the cat? Where is the elephant? Henri looks for his mother	<u>Food</u> Food I like to eat What are you eating? Cutlery Ingredients French toast	<u>At School</u> How do you go to school Rooms In your pencil case What time is it? Subjects The magic bag
	<u>Reference Units</u> Phonics and Classroom Language					
Year 4	<u>Playtime</u> The farmer in his meadow Simon says I play... In the playground What do you like to play? Luc the dreamer	<u>My Home</u> Where do you live? Your home Your bedroom The kitchen Daily routine Garon the Giant	<u>My Town</u> How much does it cost? In your town? Where is...? Shops At the shop Eric goes shopping	<u>Describing people</u> What are you like? Hair We're all different The fairy and the pirate I'm wearing... The sad frog	<u>The body</u> My face What are you doing? It hurts Fairy tales Where do they live Little Red riding Hood	<u>Sport</u> Sports Which sport do you like? At the stadium Wimbledon Can you? A tennis match
	<u>Reference Units</u> Classroom Language					

Key Stage 2 – Year 5 and 6

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Year 5	<u>On Holiday</u> Where are you going on holiday? Where are you staying? At the zoo At the beach At the theme park The theme park	<u>Eating Out</u> I'm ordering a drink At the ice cream shop At the market At the restaurant I'll have A fly in the orange juice	<u>Hobbies</u> My hobbies Music# Musical Instruments The weekend Films Etienne's new friend	<u>A School Trip</u> The wheels on the bus On the ways Through the window At the museum In the countryside A trip to the museum	<u>Seasons</u> The Seasons Spring and summer Autumn and Winter The date Arts and Crafts Make Chinese Lantern	<u>The Environment</u> The weather The pond In the garden Rubbish Problems in the pond
	<u>Reference Units</u> Classroom Language					
Year 6	<u>Actions</u> I'm looking for the pirate Actions In the cupboard More actions Treasure Hunt A treasure hunt	<u>In France</u> On the bridge In Avignon Where in France? In Paris They speak French French Food <u>Croque-Monsieur</u>	<u>Family</u> My Family Describe your family Household tasks A family weekend My birthday party Cinderella	<u>A weekend with friends</u> What would you like to do? Would you like? Sleepover The midnight feast Are you going to the cinema The sleepover	<u>The future</u> I'm going This weekend Tomorrow Comparisons I am The three Billy Goats Gruff	<u>Jobs</u> I want to be an astronaut Jobs Workplaces The space station At the fire station Paul's 'quiet' day
	<u>Reference Units</u> Classroom Language and Grammar					



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IMPLEMENTATION



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At Abbots Green we use the Salut scheme of work.

This aims to instil a sense of enjoyment around learning a language and explores all forms of acquiring a language – through speaking and listening, reading, writing and comprehension based activities.

Using Salut as the scheme we want to develop pupils' confidence when speaking French. In lessons, our approach enables children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for children to communicate for practical purposes, with a focus on acquiring and understanding essential vocabulary.

The scheme of work enables pupils to meet the end of Key Stage Attainment targets outlined in the National curriculum.

Salut's approach

The modules within Salut enable pupils to study a range of topics, engaging in conversational French whilst also acquiring and understanding more subject specific vocabulary as lessons progress.

Each unit aims to build upon prior learning and units are sequenced to enable pupils to purposefully build on learning from previous sessions to aid the retention of key subject and topic-based knowledge. Core units are taught in year 3, whilst the complexities of French grammar is covered in Year 6.

Planning

All modules have sequenced planning from Salut detailing each lesson, key concepts and knowledge and vocabulary to be taught.

Teachers adapt these plans to differentiate for the individual needs of their class. Challenge is provided for any bilingual learners who are more confident French speakers through extended writing opportunities and comprehension-based reading exercises.

WEEK 1		Lesson 1: Hello! <i>Leçon 1: Bonjour!</i>		
Language Content		Key Activities	IWB Lesson Notes	Additional Activities
Vocabulary: <i>Bonjour!</i> Hello! <i>Au revoir!</i> Goodbye! <i>Salut!</i> Hi! <i>Bonsoir!</i> Good evening! <i>À bientôt!</i> See you soon! <i>Monsieur</i> sir <i>Madame</i> madam		<ul style="list-style-type: none"> IWB LESSON: Present Vocab and Review Vocab IWB LESSON: Beat that bee! IWB LESSON: Song: 'Hello — Bonjour' IWB CLASSROOM LANGUAGE: Use the 'In the Classroom' lesson of the Classroom Language Unit to familiarise pupils with classroom instructions like "<i>écoutez</i>" ("listen") and "<i>répétez</i>" ("repeat"). Use the instructions in class and make sure all pupils are able to follow them. 	Children have the opportunity to practise these French greetings by singing along to a cheerful song. <ul style="list-style-type: none"> Encourage children to include actions when they sing the song — they could wave and shake hands with partners as they greet each other. "<i>Madame</i>" ("madam") and "<i>Monsieur</i>" ("sir") both begin with a capital letter in French, but the English translations don't. Encourage children to use polite greetings, e.g. "<i>Bonjour, Madame!</i>", "<i>Au revoir, Monsieur!</i>" when talking to an adult, and the less formal "<i>Salut!</i>" and "<i>À bientôt!</i>" between themselves. 	<ul style="list-style-type: none"> PRINTABLE: Worksheet CLASSROOM ACTIVITY: Have "<i>une journée française</i>" ("a French day") where you and the pupils use French greetings all day. CLASSROOM ACTIVITY: Ask the children to make a wall display using these greetings. CLASSROOM ACTIVITY: Get the children to research how people from different countries greet their friends. For example, shaking hands, kisses on the cheek etc. IWB CLASSROOM LANGUAGE: For more French words and phrases you could use around the classroom, look at the 'In the Classroom 2' lesson with your class.

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IMPACT



Ongoing assessment

Using assessment tools available on Salut, teachers can assess pupil knowledge during and at the end of each unit.

IMPACT

Salut!	Class Tracking Form — Stage 1											
	Listening: Can recognise questions and negatives. Can understand and respond to simple instructions and questions. Can identify sounds in the French language. Can recognise some adjectives, and identify plurals in spoken French.			Speaking: Can join in with simple songs and rhymes. Can ask and answer simple questions using accurate pronunciation, so that others can understand them. Can talk about themselves using some common verbs in the first person singular form.			Reading: Can read and pronounce familiar written words accurately. Can understand familiar written phrases and simple sentences, and respond to them. Can recognise whether written nouns are singular or plural.			Writing: Can write some familiar words from memory. Can write short, simple responses to questions using familiar words. Can write some singular nouns with the correct article.		
Name	Checkpoint 1	Checkpoint 2	Achieved? (Yes, Almost, No)	Checkpoint 1	Checkpoint 2	Achieved? (Yes, Almost, No)	Checkpoint 1	Checkpoint 2	Achieved? (Yes, Almost, No)	Checkpoint 1	Checkpoint 2	Achieved? (Yes, Almost, No)
Jo Bloggs	Y	Y	Y	N	A	Y	Y	Y	N	N	A	

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Recognise some basic French greetings. Recognise the numbers 1-10. Respond to some simple classroom instructions. Respond to some simple questions when prompted with visual cues. Recognise basic family vocabulary. 	<ul style="list-style-type: none"> Be able to greet each other confidently, and introduce themselves and their family. Understand the numbers 1-10 and use them to say how old they are. Understand and respond to some simple questions and instructions. Recognise some words in their written form and pronounce them accurately. 	<ul style="list-style-type: none"> Greet each other confidently and ask and respond to simple questions. Understand the numbers 1-10 and write some or all of them from memory. Be competent at using some classroom language in French. Recognise most key vocabulary and pronounce them clearly.

Evidence of learning

IMPACT

Pupil voice

Children shared how Salut makes their learning fun and pupils spoke about their enjoyment for taking part in competitive games in French lessons. They spoke about how it helps make them concentrate when they know there might be a team quiz with a prize at the end of the lesson!

Children across KS2 spoke about how learning French can be important and helpful in their future.

Evidence in knowledge

Pupils understand the importance of learning another language and how this can be used in the outside world, the workplace and in the school to communicate with children who have EAL.

Beyond Abbots Green Academy

We believe that when children leave Abbots Green Academy, they will have a natural curiosity and confidence to explore other countries, cultures and languages, welcoming that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language. They will therefore be engaged and prepared to continue their language learning journey at Secondary School.