\Curriculum Map MFL (French)

**Vision Statement and Rationale for Modern Foreign Languages:** At Marton Manor Primary School our vision is for children to develop their language learning skills alongside a ‘love of learning’ for a different language to help them to become all-round global citizens. We truly believe that learning a foreign language will foster children’s curiosity and deepen their understanding of the world. We teach French as a modern foreign language so that our children can prepare themselves for living in a rapidly changing world and a life in modern Britain, where work and activities increasingly involve using a variety of languages.

It is our intention that through learning French, our pupils will develop an awareness of the cultural and social differences between different countries and strive to develop a tolerance and acceptance through a celebration of diversity in society. At Marton Manor Primary School, language learning is intended to give learners increased opportunity for verbal communication. Furthermore, our pupils will be encouraged to participate in purposeful dialogue; experimenting with language and using it creatively, as well as being encouraged to be adventurous, confident and open minded in all aspects of their learning.

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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn Term | Greetings and French culture (S1) | Le lièvre et la tortue | Food) | (S3) Classroom instructions and opinions |
|  | Greetings and classroom instructions | C’est qui … et aussi | Food | Sports |
|  | Classroom instructions | C’est qui … et aussi | Opinions | Sports clothing |
|  | Animals | Numbers 1-15 | Goldilocks and the “e” phoneme | The verb to have |
|  | At the pet shop | Numbers 1-15 | Goldilocks and the “e” phoneme | The verb to have with negatives |
|  | Numbers and plurals | Days of the week and opinions |  |  |
|  | Conjunctions and simple sentences | Days of the week and opinions |  |  |
|  | Assessment | Assessment | Assessment | Assessment |
|  | Christmas | Christmas | Christmas | Christmas |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Spring Term | Gender | Animals and classroom instructions (advancing) (S2) | Numbers 1-15 and months revision | The Emperor’s New Clothes (story) |
|  | Memorisation and storytelling | Animals and a poem | Dates, birthdays and Name Days | The Emperor’s New Clothes (story) |
|  | Je m’appelle | Animals and a poem | Numbers 1-31 and French maths | Adjectives and dictionary skills |
|  | French names | Monsieur Gentil’s day out (story) | Personal descriptions | The weather |
|  | Je suis, Ma maman story | Parts of the body | Personal descriptions | The weather |
|  | Colours and opinions | “ou” phoneme | Personal descriptions (2) |  |
|  | Word order of adjectives |  | Celebrity descriptions |  |
|  | Assessment | Assessment | Assessment | Assessment |
|  | Easter | Easter | Mardi Gras | Mardi Gras |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Summer Term | Word order and opinions | Colours | Little Red Riding Hood (story) | Hobbies |
|  | The Enormous Turnip (story) | “an” phoneme | Family | The fox and the crow (Fable) |
|  | Story and numbers 1-10 | Dictionary skills | Possessive adjectives | To be or not to be |
|  | Numbers and j’ai, Age | New adjectives | Dictionary skills and “eu” phoneme | School subjects and preferences |
|  | Definite and indefinite articles | The Hungry Monster (T4W story) | Clothes | Simple Future Tense |
|  | Je voudrais and mais | The Hungry Monster (T4W story) | Clothes and colours and adjectival agreement | Simple Future Tense |
|  |  | Bastille Day |  |  |
|  | Assessment | Assessment | Assessment | Assessment |