

# Modern Foreign Languages Programmes of study: KS 1 and 2

## What do we aim to achieve? (Our intent)

Through our Modern Foreign Languages curriculum pupils will become familiar with opportunities to **express their thoughts and ideas in another language** and to **understand and respond to its speakers**, both in speech and writing.

They will find out about

- exploring the patterns and sounds of another language
- deepening their curiosity and understanding of the world

#### How do we do it? (Our implementation)

The children will develop an awareness of language, countries, food and traditions in EYFS and KS1, before going onto learning greetings, phrases and songs, and becoming involved in simple conversations.

<u>What knowledge and skills will the children develop?</u> (impact) The impact of our programme of study is that pupils gain the foundation for learning further languages, and learning new ways of thinking and communicating for practical purposes.



#### Modern Foreign Languages Programmes of study: KS 1 and 2

Autur	umn 1 Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS	Not a requirement. In EYFS children are taught <mark>an awareness of language</mark> , countries, food and traditions.					
Theme	AUTUMN TERM		SPRING TERM		SUMMER TERM	
KS1 (Yr 1 & 2)	Not a requirement. In KS1 children are encouraged to learn simple greetings in different languages, and are also taught an awareness and celebration of language, countries, food and traditions.					
What does each lesson cover and how does it link together over time? NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4): M1: understand and respond to spoken and written language from a variety of authentic sources M2: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 M3: can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt M4: discover and develop an appreciation of a range of writing in the language studied. M5: A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.					asking questions, and	
Theme YEAR A	ROTTEN ROMANS AMAZING ANGLO SAXONS		INCREDIBLE INDIA			
KS2 (Yr 3 & 4) FRENCH	Using-Lightbulblanguag Greetings and name Family, numbers 1-12 Le navet enorme Le fermier dans son pre Numbers 1-20 Favourite playground ga Look at me- I can Months Learn to write key wor Listen to and learn simp Listen to simple stories Follow a text listening a Perform simple commun phrases. Ask and answer question	2, Age ames of & phrases ole rhymes and songs and perform role plays. nd reading. nicative tasks using short	Party invitations, Party games Body parts, Simon says, heads shoulderscolours Describing a monster, using learned vocabulary, write a simple sentence. On the way to school, Je vais a l'école en bus-song Where in the world is french spoken? On our travels- transport Learn to write key words & phrases Listen to and learn simple rhymes and songs Listen to simple stories and perform role plays. Follow a text listening and reading. Perform simple communicative tasks using short phrases. Ask and answer questions.		Weather, days of the week song Numbers 21-31, dates, months. Pocket money, colours Grand-mere Denise story., L'argent de poche Likes and dislikes C'st combien-numbers to 40 Toys, opinions song. Our sporting lives, je joue, je fais. Diary of activities The four friends story. Learn to write key words & phrases Listen to and learn simple rhymes and songs Listen to simple stories and perform role plays. Follow a text listening and reading. Perform simple communicative tasks using short phrases. Ask and answer questions.	
Theme YEAR B	TOMB RAIDERS DISAPPEARING RAINFORESTS		WE'LL MEET AGAIN (WW2)			
KS2 (Yr 3 & 4) FRENCH (repeat from year A with additional resources for yr 4)	Using-Lightbulblangu Greetings and name Family, numbers 1-1 Le navet enorme Le fermier dans son pre Numbers 1-20 Favourite playground Look at me- I can months Learn to write key wor Listen to and learn simp Listen to simple stories Follow a text listening a Perform simple communiphrases. Ask and answer question	2, Age games ods & phrases ole rhymes and songs and perform role plays. nd reading. nicative tasks using short	Party invitations, Party Body parts, Simon says, h Describing a monster, usin write a simple sentence. On the way to school, Je w Where in the world is frend On our travels- transport Learn to write key words Listen to and learn simple Listen to simple stories an Follow a text listening and Perform simple communic phrases. Ask and answer questions	ana a l'école en bus-song ch spoken? <b>&amp; phrases</b> rhymes and songs d perform role plays. reading. ative tasks using short	Weather, days of the we Numbers 21-31, dates, Pocket money, colours Grand-mere Denise story Likes and dislikes C'st combien-numbers to Toys, opinions song. Our sporting lives, je joue The four friends story. Learn to write key word Listen to and learn simple Listen to simple stories a Follow a text listening an Perform simple communi phrases. Ask and answer	months. 4., L'argent de poche 40 a, je fais. Diary of activities <b>Is &amp; phrases</b> e rhymes and songs nd perform role plays. d reading. cative tasks using short

### How does all this build on their learning from the Early Years?

Foundation Stage	I Inderstanding the	People, Culture and	Explain some similarities and differences between life in this country and life in

Profile	World	Communities	other countries, drawing on knowledge from stories, non-fiction texts and when appropropriate) maps.		
		The Natural World	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class		

# What do they go on to learn about in Year 5 and 6? Pupils go on to develop their French skills.

Year 5: Introducing Myself - Meeting and greeting; using the alphabet; saying how you are feeling; saying your age. My school - Birthdays; school equipment and what you need for school; masculine and feminine nouns; definite and indefinite article; plural nouns. My likes and dislikes & Introducing Adjectives - Sports and hobbies; expressing opinions; giving reasons; using conjunctions; adjectives and adjectival position. My family and pets - Talking about pets and animals; Where I live. Food and Drink; Irregular adjectives Exploring the world around you – where you live. Countries and Nationalities - Geography of Europe difference between nouns (countries) and adjectives (nationalities)

Year 6: C'est perso - Likes and dislikes; adjectives to describe personality. Mon collège - using avoir and être to describe yourself and others revisiting adjectival agreement Understanding the French education system Giving opinions with more extended reasons. Developing confidence with spoken French – talking about you and others; describing your school subjects; developing written accuracy through spelling tests and homework

#### How does it all link with the National Curriculum?

Key Stage 1: Learning a modern language is not a requirement at KS1, but children are encouraged to develop an awareness of language, countries, food and traditions.

Key Stage 2: Subject content

- Pupils should be taught to:
  - listen attentively to spoken language and show understanding by joining in and responding
  - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
  - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
  - speak in sentences, using familiar vocabulary, phrases and basic language structures
  - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
  - present ideas and information orally to a range of audiences
  - read carefully and show understanding of words, phrases and simple writing
  - appreciate stories, songs, poems and rhymes in the language
  - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
  - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
  - describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.