Kenyngton Manor Primary School

Subject Profile: MFL - French

At Kenyngton Manor we know that curriculum is the key vehicle for 'Bringing out the Best' in all of our children, ensuring that all of our children are well prepared for the next stage of their learning and for life.

At Kenyngton Manor Primary School we are ***'bringing out the best'*** in all our pupils by giving them access to a broad and rich curriculum, enabling our children to **'stretch and reach':**

UP – to achieve academically
IN – to have a strong sense of who they are and be able to express it
OUT – to relate well with, and share responsibility for, others
FORWARDS – to be equipped with a 'spirit of adventure'

Intent

At Kenyngton Manor, our French curriculum aims to prepare children with the appropriate **knowledge**, **skills** and **vocabulary** to be successful and ready for the next stage of their education.

Children will develop positive learning attitudes towards the subject, demonstrating the specific disciplines and behaviours that make for a successful linguist.

Our approach to French will therefore ensure that children experience a high-quality education, whereby children:

- have a positive attitude towards French and learning languages
- are able to talk about their own developing language skills
- are able to speak some French confidently
- have engaged with a range of general topics in French, such as the weather, food, shopping, colours, hobbies and homes as well as reflecting life in France
- have listened to French spoken by a native speaker and been given the opportunity to speak it themselves
- are creating their own sketches about shopping or meeting family members and speaking in French to another pupil, teacher or class

Implementation

At Kenyngton Manor, teaching, learning and assessment (**assessment as learning** and **assessment for learning**) of the French curriculum is implemented:

- French scheme of work provided by **THPT secondary specialist (Lesley Whitty)** in Key Stage 2
- with a focus on French that allows for **learning key vocabulary** (i.e. how to greet someone, how to count to 100, weather, and **development of confidence in speaking French** (phonics and intonation)
- in fortnightly French lessons
- with frequent opportunities to speak French and perform short sketches in class
- with a strong emphasis on the application of spoken language, reading, early reading and where appropriate the application of phonic knowledge
- with enrichment opportunities such as European Day of Languages and learning songs in French.

This ensures that children 'know more, remember more, and do more' building on and connecting what they have learned across lessons, between units within a subject and then across the curriculum between subjects.

Impact

We know we are successful when our children:

- have a positive attitude towards learning French and other languages
- are able to articulate in speech and writing what they have learnt previously, applying a wide range of French vocabulary
- confidently translate French phrases and sentences into English and visa versa in both speech and written work
- children **know more, remember more, and do more**: connecting what they have learned across lessons, between units within a subject and then across the curriculum between subjects. This will be evident in contributions made by children in lessons, conversations with children and work produced by children.
- children have the knowledge and skills they need, to continue to be successful in their next French lesson, unit, year group and school.

	End Points (unit outcomes)	Substantive Strands (facts/ideas/themes/schema) Numbers Shapes and sizes Time Colours Pets Weather Places Our things Clothes Food Culture Sport Opinions	Disciplinary Knowledge (walk in the experts' shoes) Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
YEAR 3			
Who am I?	*I know how to…* • Greet someone in French • Ask someone and give my name • Ask someone and give my age • Ask someone and give my birthday Culture: Christmas: Vive le Vent - European Day of Languages (EDL)	Numbers Time Culture	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
What is in your bag?	*I know how to…* • Recognise and say items in my bag • Determine the gender of an item • Say what items I have and do not have • Say how many items I have Culture: La fete des rois (Epiphany) Le Poisson d'avril Pacques (Easter)	Numbers Our things Culture	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
Pets	*I know how to…*	Colours	Listen attentively to spoken language

	• Recognise and say colours • Ask and give opinion on colours • Understand meaning of a poem • Recognise and say animals. • Determine the gender of an animal. • Say what animal I have and have not, in a sentence. • Describe an animal using colours. • Invent a new animal.	Pets Numbers Opinions	Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
YEAR 4			
Weather	*I know how to…* • Describe the weather • Say what the weather is like in places in France • Say what the temperature is • Give the weather forecast for a day • Give the weather for part of the day Culture: Christmas – Vive le Vent – sing from memory European Day of Languages (EDL)	Numbers Time Weather Culture	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
My town	*I know how to…* • Name places in town • Describe what is / is not in your town Culture: Le poisson d'avril Pacques (Easter)	Places Culture	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
Clothes	*I know how to…* • Say names for items of clothing • Say names of colours • Describe clothing using colours • Describe what I wear and when • Ask for a price • Understand a role play buying an item	Clothes Weather Numbers Culture	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar

	Culture: La Fête des Mères Culture: Le 14 juillet		
YEAR 5			
My house	*I know how to…* • Say what rooms there are / are not in my house • Give the size of rooms • Say which floor a room is on • Describe a dream house Culture: Christmas – Vive le Vent – add verses European Day of Languages (EDL)	Places Shapes and sizes Culture Opinions	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
Market	*I know how to…* Say the names of fruits Say what fruits I like and dislike Link my opinions Ask and give the price Order fruit at a market Understand a role play at the market Understand meaning of a poem Culture: Le poisson d'avril Pacques (Easter)	Food Numbers Culture Opinions	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
Sport	*I know how to…* • Say the names of sports • Classify sports • Say what sports I like and dislike and why • Linking opinions on sports • Say what sports I do / play • Say when I do sport Culture:	Sport Opinions Culture	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar

	La Fête des Mères Le 14 juillet		
YEAR 6			
Monster	*I know how to…* • Name body parts • Give the size of a body part • Give the colour of a body part • Describe a monster using adjectives • Give opinion of a monster • Give justification for my opinion Culture: Christmas – Vive le Vent European Day of Languages (EDL)	Shapes and sizes Colours Opinions Culture	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
Routine	*I know how to…* • Use target language • Tell the time • Say what I do before and after school • Describe my routine using time • Use time phrases • Understand a poem Culture: Le Saint Valentin Le Poisson d'avril Pacques (Easter)	Numbers Time Culture	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar
Matisse	*I know how to…* • Use different pronouns • Name French artists • Name shapes used by Matisse • Describe shapes using colour • Describe a picture • Give my opinion of a Matisse and justify it Culture: La Fête des Mères Henri Matisse	Numbers Colours Shapes and sizes Opinions Culture	Listen attentively to spoken language Speak and respond in sentences using accurate pronunciation and intonation Read carefully Write to express ideas clearly Understand and use correct grammar

National Curriculum objectives

Key Stage 2 National Curriculum Expectations	Children should be taught to:
Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.	• 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.