



MFL Subject Overview

In order to achieve our whole school intent, we have identified 3 Golden Threads that weave through our curriculum and underpin everything we do. This means that in delivering our curriculum we are embedding our school **Christian Values**, developing **knowledge and skills** progressively over time with an ambitious and aspiring curriculum whilst immersing our children in **language rich** teaching.



Intent

At Forest and Sandridge CE Primary School, we aim to foster inquisitiveness into Modern Foreign Languages. Through deepening pupils' understanding of language and culture of other countries they can widen their understanding of the world. Language teaching provides the foundation of learning further languages, equipping pupils with the necessary skills and knowledge to study and work in other countries. Weaving through all of our Modern Foreign Languages teaching, is a commitment to enhancing and promoting our core Christian values; Compassion, Respect, Courage and Humility.

Implementation

At Forest and Sandridge CE Primary School, we teach French from Year 3 to Year 6. A variety of teaching techniques are used to encourage pupils to have an active engagement in languages, such as; games, role play, action songs, stories. Whenever possible we invite native speakers into the classroom to provide an excellent model of the spoken language as well as to enhance their cultural understanding.

Each year we plan a whole school 'International Day of Languages'. This is an incredible enrichment opportunity for all pupils to immerse themselves into the language, culture and traditions of countries from around the world. The day even starts with a whole school international flight and every pupil has their own passport and tickets.

Through Language Learning we aim to:

- To give pupils a positive, enthusiastic attitude to languages within a creative and multicultural environment.
- To nurture an interest in learning other languages.
- To introduce language learning in a way that is fun and enjoyable.
- To stimulate and encourage pupils' curiosity about language.
- For pupils to develop an awareness of language structure and that the structure differs from one language to another.
- To develop pupils' speaking and listening skills.
- To lay the foundations for future study.

Planning

"For I know the plans I have for you," says the Lord... "Plans to give you hope and a future" Jeremiah 29:11

Nurture, Grow, Flourish.



We use Language Angels as a basis for our curriculum. We cover the curriculum objectives within 12 units that are taught across KS2. These units build upon prior skills and knowledge.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
Year 1						
Year 2						
Year 3	J'apprends le français (I Am Learning French)		Les saisons (Seasons)		Quel temps fait-il ? (What Is the Weather?)	
Year 4	Je me présente (Presenting Myself)		Ma famille (My Family)		As-tu un animal ? (Do You Have a Pet?)	
Year 5	Au salon de thé (At the Tea Room)		Les vêtements (Clothes)		À l'école (At School)	
Year 6	Chez Moi (My Home)		La Seconde Guerre mondiale (World War 2)		En Ville (Around Town)	

Impact- How do our Golden Threads work within this subject?

Christian Values

- Developing **respect**, by teaching children about how to respect different cultures and points of view.
- Embedding **humility** by having a good understanding of different cultures.
- Taking on a challenge and showing **courage** by learning a second language.
- To have the courage and confidence to speak in another language with good intonation and pronunciation.

Knowledge and Skills

- Gaining new knowledge of how to communicate in another language.
- By developing and building language, as children progress through the school.
- Having a greater understanding of a different country and culture.
- Equipping children with a range of vocabulary that could use and apply if they went to France!

Language Rich

- Planning contains a wide range of key vocabulary which will develop children's knowledge.
- By building an increasing amount of vocabulary and grammar progressively
- Developing language choice for the correct situation.

Scaffolding/supporting SEND/lowest 20%: What do we do and how does this look?

Teachers try to identify potential barriers at the planning stage. In their planning, they consider ways of minimising or reducing those barriers.

Lesson design:

- Recapping learning from the previous lesson. Children may revisit their work from the last lesson to remember/improve/tweak/adjust.
- Consolidation is built in through curriculum design. Opportunities are provided for pupils to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts.
- The curriculum is designed in a way that allows pupils to make links to the real world.

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- Scaffolded tasks to support those need additional support.
- Whole class discussions (e.g. the teacher may do a mini plenary where common misconceptions are identified and discussed or where they share examples of pupil work on the board).

Environment

- Key vocabulary displayed on the board so children can use correct terminology in their discussions.
- Flexible seating options in case children need to move during the lesson.

Resources

- Adult support (e.g. additional modelling or explanation)
- Peer support
- Check list of steps to complete (e.g. on the flip chart or slides printed)

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