



Small Schools Partnership

MfL

Curriculum Map Document

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Birdsedge



BEST

1. Statement of Intent

As set out in Section 3 of the National Curriculum:

Languages are classified as a foundation subject and must be taught to key stage 2 and key stage 3 children.

Additionally, learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

In our Small Schools Partnership, we strongly believe that exposure and immersion in a Foreign language at the earliest opportunities can positively impact on children's ability to acquire a foreign language later on. Therefore, we dedicate timetabled French lessons weekly to all children, right from Reception.

In our Small Schools Partnership we feel that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. It supports the development of communication and literacy skills, including speaking and listening, that then lay the foundation for future language learning.

Learning a second (or third in some cases) language also extends the pupils knowledge of how language works, exploring the differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

2. MfL in the Small Schools Partnership an Overview

Dedicated French lessons are taught weekly to all year groups using Language Angels. Themes are aligned and built on level by level through each year group. We also use songs, continuous provision and every day opportunities to apply and reinforce the learning and vocabulary acquired through our French lessons.

Language Angels caters for the three pillars of learning ensuring substantial progress in the foreign language by the end of primary phase. The three pillars of language being:

- Phonics
- Vocabulary
- Grammar

Language Angels automatically weaves these pillars into all lessons, units and teaching types. To ensure substantial progress and build solid foundations in language learning before leaving primary phase.

Language Angels aims to equip all pupils with a broad and balanced curriculum that deepens knowledge but also provides the cultural experiences they need to flourish throughout primary phase and beyond. The curriculum drivers we support with foreign language learning are:

Oracy: We will support pupils in becoming increasingly articulate young individuals who are able to express their own ideas confidently in both the first and second language. Language Angels promotes spoken activities and provides plentiful activities in all lesson to encourage communication which we believe needs to be actively taught and practised. The oracy developed in the foreign language will increase confidence, improve academic outcomes and encourage both independent and group work.

Diversity: Wherever possible Language Angels will celebrate religion, ethnicity and ability. Great efforts have been made to represent a range of cultural backgrounds. The characters the children will see have been designed by our own team of illustrators and do not always conform to stereotypes and do always promote equal opportunities and inclusivity at all times. We endeavour to ensure all pupils feel valued, respected and included in their foreign language lessons. Language Angels values diversity and celebrates difference.

Creativity: Creativity is at the heart of Language Angels and pupils need opportunities to practise creativity. Music and art are only part of how we encourage pupils to be creative in foreign language lessons. Our creative approach will encourage pupils to think creatively to solve problems creatively and will encourage them to enjoy finding different pathways to the same end goal. They are encouraged to find alternative and creative solutions to allow them to write and say what they would like in the foreign language.

Independence: Wherever possible Language Angels will encourage all pupils from an early age to be confident independent learners. To become more organised, deeper thinkers, and use their initiative to solve problems and move forward in their language learning. Knowing what to do when they are unable to initially complete a task/answer a question will help build their confidence. Learning to persevere and understanding that it can at times take longer for some to find answers but knowing we will get to the answer in the end are important life skills.



3. Whole School Long Term Plan Grange Moor

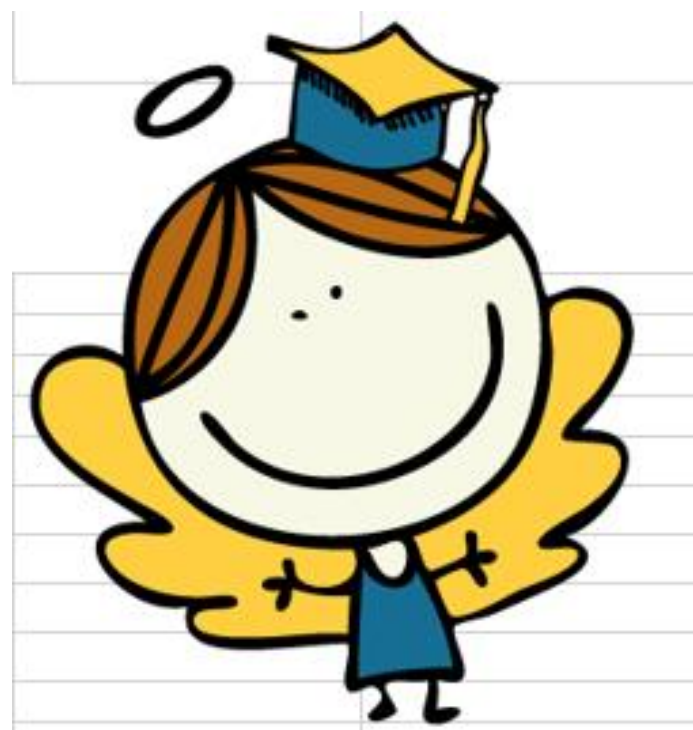
	Yr 1/2 Cycle 1	Yr 3/4 Cycle 1	Yr 5/6 Cycle 1	Yr 1/2 Cycle 2	Yr 3/4 Cycle 2	Yr 5/6 Cycle 2
Autumn Term						
Half Term 1	Greetings (SO)	Phonics 1 & I am Learning (E)	Phonics 1 & I am Learning (E)	Colours & Numbers (SO)	Phonics 1 & Seasons (E)	Phonetics 2 & My Family (I)
Half Term 2	In the Jungle (SO)	Instruments (E)	Vegetables (E)	Under the Sea (SO)	Animals (E)	In The Classroom (I)
Spring Term						
Half Term 1	Transport (SO)	Fruits (E)	I am Able (E)	The Circus (MO)	Vegetables (E)	Do You Have a Pet? (I)
Half Term 2	Nursery Rhymes (SO)	Ice Cream (E)	Ice-Creams (E)	In My Town (MO)	I Am Able (E)	At The Tea Room (I)
Summer Term						
Half Term 1	Minibeasts (MO)	Phonics 2 & Presenting Myself (I)	Phonics 2 & Presenting Myself (I)	Lili & Teddy (MO)	Phonics 2 & My Family (I)	Phonics 3 & The Date (I)
Half Term 2	Superheroes (MO)	At the Tea Room (I)	Traditions & Celebrations (I)	My Dream House (MO)	In the Classroom (I)	Clothes (I)



Whole School Long Term Plan BFS

	R/Y1 Cycle 1	Year 2/3 CYCLE 1	Y4/5 Cycle 1	R/Y1 Cycle 2	Year 2/3 CYCLE 2	Year 4/5 Cycle 2
Autumn Term						
Half Term 1	In the Jungle (SO)	Lili & Teddy (MO)	Phonetics 2+3 & What Is The Date? (I)	Greetings (SO)	Superheroes (MO)	Phonetics 2+3 & Presenting Myself(I)
Half Term 2		I'm learning (E)	Family (I)		Animals (E)	Do You Have A Pet? (I)
Spring Term						
Half Term 1	Transport (SO)	Phonetics 1 & 2 + Seasons (E)	Tearoom (I)	Nursery rhyme (SO)	Phonetics 1 & 2+ Shapes (E)	Romans (I)
Half Term 2		Musical Instruments (E)	Classroom (I)		I am able (E)	My home (I)
Summer Term						
Half Term 1	Circus (SO)	Ice Cream (E)	Habitats (I)	Under the Sea (SO)	Fruits (E)	Olympics (I)
Half Term 2		Little Red Riding Hood (E)	Weather (I)		Ancient Britain (E)	Clothes (I)

Key				SO	Starting Off
				MO	Moving On
				E	Early Language Unit
				I	Intermediate Language Unit
				P	Progressive Language Unit



1 Comment t'appelles-tu ? Je m'appelle...
What's your name? My name is...

- | | | |
|----|--|-----------|
| 1 | | janvier |
| 2 | | février |
| 3 | | mars |
| 4 | | avril |
| 5 | | mai |
| 6 | | juin |
| 7 | | juillet |
| 8 | | août |
| 9 | | septembre |
| 10 | | octobre |
| 11 | | novembre |
| 12 | | décembre |

2 Quel âge as-tu ? J'ai (to) ans
How old are you? I'm (to) years old

- | | | | |
|----|----------|----|--------------|
| 1 | un | 17 | dix-sept |
| 2 | deux | 18 | dix-huit |
| 3 | trois | 19 | dix-neuf |
| 4 | quatre | 20 | vingt |
| 5 | cinq | 21 | vingt-et-un |
| 6 | six | 22 | vingt-deux |
| 7 | sept | 23 | vingt-trois |
| 8 | huit | 24 | vingt-quatre |
| 9 | neuf | 25 | vingt-cinq |
| 10 | dix | 26 | vingt-six |
| 11 | onze | 27 | vingt-sept |
| 12 | douze | 28 | vingt-huit |
| 13 | treize | 29 | vingt-neuf |
| 14 | quatorze | 30 | trente |
| 15 | quinze | 31 | trente-et-un |
| 16 | seize | | |

3 Où habites-tu ? J'habite à...
Where do you live? I live in...



Ça va ?



Ça va bien.



Comme ci,
comme ça.



Ça va mal.

C'est quand ton anniversaire ?



Mon anniversaire,
c'est le

J'ai - I have

Je suis - I am

Je vais - I go

Je fais - I do

merci - thank you
s'il vous plaît - please

où ?
Where?

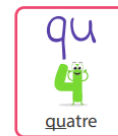
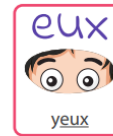
Quand ?
When?



Essential vocabulary to be covered by the end of primary phase has been summarised on a 'Core Vocabulary Mat'. This is the minimum, most useful age-appropriate, non-negotiable language we recommend is taught at this stage of learning to be covered well before leaving primary phase. Beyond this, in lesson 1 of every Language Angels unit there will be a 'Unit Glossary' and 'Picture Vocabulary Sheet' that will contain all of the core language vocabulary that is covered and presented to pupils in that unit. Every unit will recap and consolidate the core vocabulary and then add on more language so that pupils gradually expand their range of language helping them to understand more and start to say and write more. Becoming more complex and sophisticated and their range of vocabulary expands. Starting mostly with noun and determiner in Early Language moving to phrase and text level in Intermediate and finally Progressive.



Can you find other French words with the same sounds?
If you can, write them on the dotted lines.



4. Progression of Skills



Language Learning Skills Progression By Year Group

	EYFS/Key Stage 1		Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand that foreign languages can have different structures to English. EG: Many languages have a determiner/article in foreign languages which we don't have in English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

5. Assessment

Through an online platform, all children are assessed individually against unit outcomes in the language angels scheme. Reports are used to monitor pupil progress and inform planning and actions.

For each unit taught, children are assessed against outcomes in



Core Vocabulary Units (suitable for all year groups) - Language Learning Skill

UNIT	SPEAKING	LISTENING	READING	WRITING	GRAMMAR
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