

FRENCH (MFL)

Rickleton Primary School Curriculum Vision

We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.

We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.

At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.

Intent, Implementation, Impact

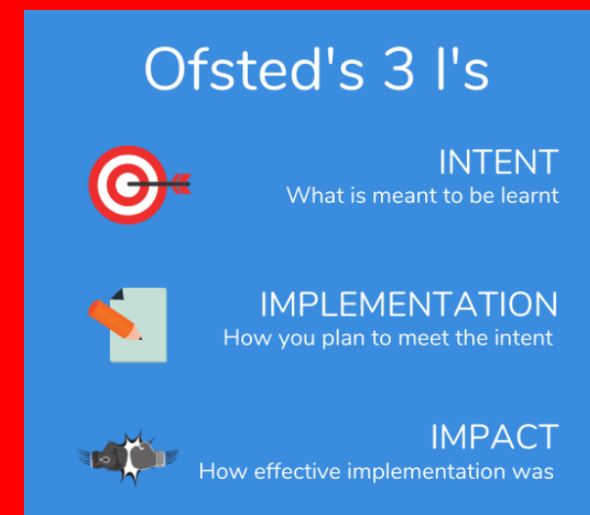
The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.



Curriculum Intent

MFL INTENT	We INTEND our curriculum to be:	
<p>The intent of our languages curriculum is to develop children’s speaking, listening, reading and writing skills in a foreign language and lay the foundations for future language learning in a creative, inclusive classroom environment where all children feel supported, valued and challenged. Learning a modern foreign language equips all of our children with valuable communication skills that are transferable across all areas of the curriculum and which will not only prepare them for future study but give them social skills that will be useful in life beyond the classroom.</p>	<p>Creative</p>	<p>Opportunities to engage in role-play activities and experiment with the target language.</p>
<p>French has been carefully chosen as the focus language for our children as it prepares them for learning in KS3 and is a meaningful context for our children’s language learning. Our MFL curriculum supports our teaching of British values by promoting an understanding and respect of different languages and cultures around the world. Regardless of their starting points, language learning at Rickleton builds on pupils’ individual levels of knowledge and understanding and it provides our children with an awareness and appreciation of countries beyond which they may have experienced themselves.</p>	<p>Inclusive</p>	<p>Accessible for all, regardless of their background.</p>
<p>Furthermore, our MFL curriculum fosters an appreciation for diversity, encouraging children to tolerate and celebrate differences not only within school but world-wide. Our curriculum aims to instil a love of languages within our children in a challenging and engaging way that will allow all to thrive and will inspire them to become passionate, life-long learners.</p>	<p>Develop strong basic skills</p>	<p>Able to develop their communication and social skills and academic skills through the activities provided.</p>
	<p>Create transferable skills</p>	<p>Able to apply the skills across all areas of the curriculum- primarily communication skills (speaking and listening). Promotes respect and tolerance to all cultures.</p>
	<p>Take account of individual starting points</p>	<p>Support the children regardless of their prior knowledge and background. Build on their individual levels of knowledge and understanding- making sure all can access learning at an appropriate level.</p>

MFL IMPLEMENTATION	Real-world Opportunities:	Big ideas:
<p>In EYFS, incidental discussions about languages and different countries are created based upon the children’s interests and travels. In KS1, children are introduced to greetings in a range of languages. Discrete French lessons are then taught from year 3 to year 6. Through a wide range of games, songs and stories in French lessons, all children can be engaged in language learning and they are immersed in the French culture through carefully planned activities and experiences. Creativity is fostered through the open-ended activities and the conversations the children create based on the vocabulary they have been introduced to. Valuable communication skills are developed through opportunities for conversing in the target language, developing speaking and listening skills that are useful across all areas of the curriculum.</p> <p>Subject planning (which is written specifically for the children at Rickleton) and the resources, support learning in French and are adapted to meet the needs of individuals and groups of learners. Units of work throughout KS2 are progressive, revisiting and building upon the key vocabulary such as numbers, colours and greetings. Children apply their knowledge to different contexts with increasing challenge. The content is relevant and transferable for pupils going in to KS3 but also to aid them in speaking French in later life, so that they find the learning purposeful and can develop a passion for language learning. Engaging contexts, such as use of role-play, create memorable experiences that leave the children wanting to learn more. They develop their aural skills and pronunciation by responding to and asking questions and engaging in a dialogue. Children’s understanding of written vocabulary develops from recognising and writing key words or phrases to composing sentences.</p>	<p>Children learn about French celebrations, festivals and stories.</p> <p>Children learn real-world French vocabulary such as food, transport, money and weather.</p> <p>The context of language learning includes real-world settings such as schools and cafes.</p>	<p>How languages work- pupils understand the elements of language and lay the foundations for future language learning.</p> <p>Developing key skills- pupils 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.</p> <p>Making substantial progress, pupils learn French throughout KS2, allowing them to gain a thorough and in depth understanding of the language.</p>

Curriculum Impact

MFL IMPACT	The IMPACT of our curriculum will create pupils who are:	
<p>The impact of our languages curriculum is that pupils have a secure understanding of key French grammar, vocabulary and skills which will be the building blocks for future language learning. This can be seen in pupil's books, collaborative PowerPoints and through conversations with pupils where they show a firm grasp of the basics of speaking a foreign language in both oral and written form.</p> <p>Collaborative PowerPoints will not only demonstrate the children's spoken language ability, it will also show their passion and pride for language learning. Through observing the children, it can be seen that they show each other respect during collaborative tasks and support each other in their learning, adding to the inclusive, supportive classroom ethos created by the class teacher.</p> <p>The impact of our curriculum is monitored by teachers who adapt teaching to meet the needs of learners. Through our languages curriculum, children develop speaking and listening skills which support their learning across the curriculum. These important communication skills enable children to develop their confidence with speaking, listening and interacting with others.</p> <p>Our children's horizons are broadened by experiencing a language and culture that may be different to their own. Pupil enjoyment and tolerance of diversity is evident in their participation in different events such as European Language's Day. By comparing their own language to an alternative modern foreign language, they deepen their understanding of the structure of their own language.</p>	<p>Passionate</p>	<p>Children will show a love for language learning and enthusiasm when conversing in French or completing activities in French lessons. This will be shown in pupils' attitudes and the effort they put into their learning.</p>
	<p>Respectful communicators</p>	<p>Social and communication skills observed through observations, collaborative PowerPoints and speaking with pupils. Through observing the children, it can be noticed that they show each other respect during collaborative tasks and support each other in their learning.</p>
	<p>Social achievers</p>	<p>As above. Social and communication skills observed through observations, collaborative PowerPoints and speaking with pupils. Through observing the children, it can be noticed that they show each other respect during collaborative tasks and support each other in their learning.</p>
	<p>Ambitious</p>	<p>As above. Children will show a love for language learning and enthusiasm when conversing in French or completing activities in French lessons. This will be shown in pupils' attitudes and the effort they put into their learning.</p>
	<p>Life-long learners</p>	<p>As above. Children will show a love for language learning and enthusiasm when conversing in French or completing activities in French lessons. This will be shown in pupils' attitudes and the effort they put into their learning.</p>

An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.



Great accomplishments
start with great aspirations.

Gary Hamel

To be a Linguist, I...

Have fun and grow in confidence learning a new language.

Learn about other cultures and traditions by using important words and vocabulary from their language.

Respectfully communicate with someone of another culture.

Show resilience to communicate more complex ideas in spoken and written form.

Develop linguistic skills to decode and memorise a new language.

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Translator

Tour Guide

Interpreter

Journalist

Holiday Rep

To be a Linguist, I...				
Have fun and grow in confidence learning a new language.	Learn about other cultures and traditions by using important words	Respectfully communicate with someone of another culture.	Show resilience to communicate more complex ideas in spoken and	Develop linguistic skills to decode and memorise a new language.
Am happy to join in with songs and rhymes in another language?	Can talk about similarities and differences in life style in other cultures linked to language learned?	Can listen to others and take turns when speaking?	Be prepared to attempt to speak or write new words and phrase?	Can use basic words linked to day to day life such as objects and activities in the world around us?
Am happy to try and say new words out loud?	Can talk about similarities and difference in food and drink in other cultures linked to language learned?	Learn and use words linked to good manners (eg please, thank you) in other languages?	Understand that we can learn by getting things incorrect?	Can use basic communication words to allow me to greet and introduce myself to others?
Can listen to someone speak in another language and try to work out some of the content?		Try to give eye contact and positive facial communication when speaking to others?	Be supportive of others when trying to say new words and phrases?	
Enjoy playing games which help me learn new words and phrases?		Understand that it is rude to mimic or make fun of the way others speak, whether linked to language or accent?	Practise and revise new words to make them easier to use in future?	Can use basic words linked to me, such as family members, hobbies, likes/ dislikes etc
Translator	Tour Guide	Interpreter	Journalist	Holiday Rep

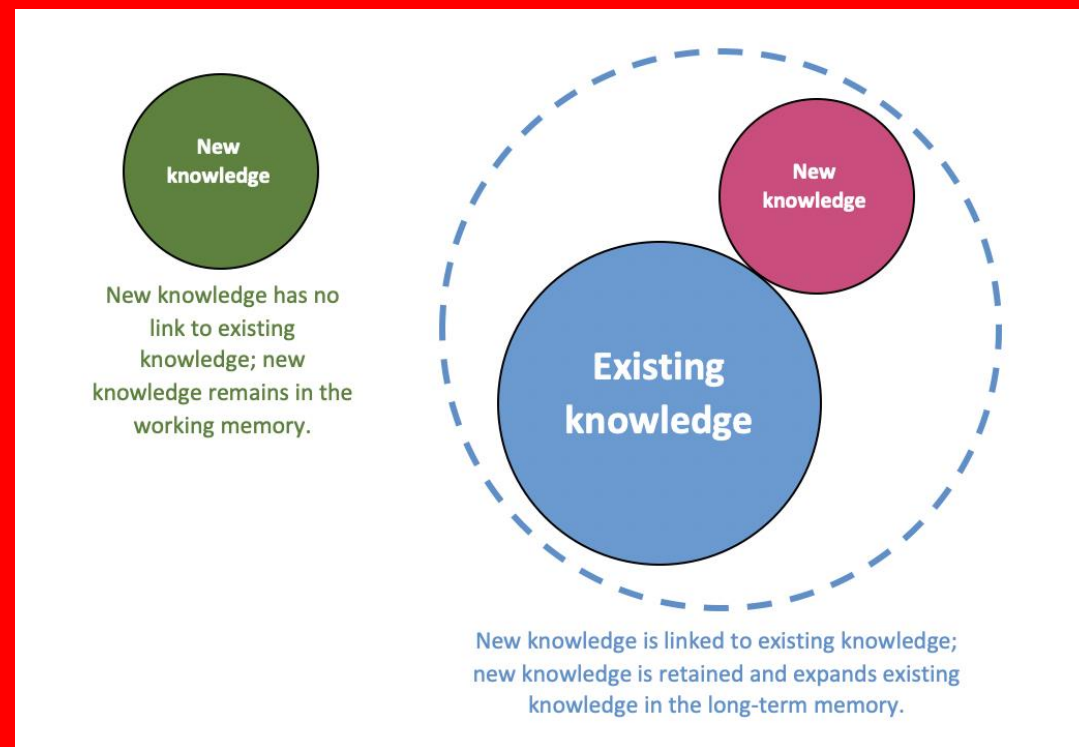
Knowing More, Remembering More



“Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.” (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils’ knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



Golden Threads which run throughout the curriculum are:

THREAD	OVERVIEW	IMPORTANCE TO BROADER UNDERSTANDING
Core vocabulary	Words which are used regularly in basic communication of the language.	Recognition and memory of the most basic words of things which they may want to talk about or ask about. These are the building blocks of learning French now and moving in to secondary education.
Introducing myself	Communicating the most important information which children may want to share about themselves or find out about other people to engage in basic conversation.	Starting points of building a conversation to allow children to talk to their peers and familiar things such as their appearance, family, hobbies, animals etc. Two-way conversation forms the bedrock of language development over time.
Giving instructions	The ability to ask basic questions and give and follow basic instructions to manage life in a foreign country.	Instruction following and giving allows children to aspiration to visit and survive in a foreign country, being able to find their way around and request basic life needs such as ordering food, finding things and places and, ultimately, staying safe.

The objectives of each thread are:

THREAD	Learning Objectives:
Core vocabulary	<ul style="list-style-type: none"> - Learn the correct name and pronunciation of frequently used French words - Write and spell correctly, frequently used French words - Use masculine and feminine correctly
Introducing myself	<ul style="list-style-type: none"> - Learn vocabulary specific to myself, my appearance and the things I enjoy. - Be confident to talk about myself in a variety of situations. - Use questions to find out about other people. - Conjugate verbs correctly when describing actions.
Giving instructions	<ul style="list-style-type: none"> - Give clear instructions to others, using correct vocabulary. - Vary choices in sentences to change the instruction. - Understand and follow instructions given by others.

Coverage across KS1 and KS2:

THREAD	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			
	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	
Core vocabulary	x	x	x	x	x	x	x	X		x									X
Introducing myself									x		x			x	x	x			
Giving instructions												x	x				x		

THREAD	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core vocabulary	Learn to say hello in French. Find out more about the cultures of other countries.	Learn to say 'Hello, my name is.... In French. Find out more about the cultures of other countries.	Greetings The Alphabet Numbers to 100	Colours		All about France!
Introducing myself			Introducing Myself	Pets and Animals	Appearance Hobbies and Sports	The School Day
Giving instructions				Food and Drink	Time	Getting Around

