



MODERN FOREIGN LANGUAGES LONG TERM PLANNING DOCUMENT

Modern FOREIGN languages (MFL) is one subject where there is a scheme in place. For languages, the scheme of work is language angels

Curriculum Intent Statement

At Northolmes Junior School we use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning- the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the Key Stage 2 phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their junior school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Aims and Objectives

The aims and objectives of learning a modern foreign language in primary school are:

- to foster an interest in learning other languages;
- to introduce young children to another language in a way that is enjoyable and fun;
- to make young children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural differences in other countries;
- to develop their speaking and listening skills;
- to lay the foundations for future study.

LONG TERM PLAN

Cycle 1

	AUTUMN	SPRING	SUMMER
Lower School	<p>Je me presente Numbers 1-10 moving onto 11-20 Saying name and asking someone theirs How old are you? Where do you live?</p>	<p>En famille Introducing family members Do you have a brother or sister - asking question and responding Explaining what he or she is called Numbers 10-100 Concept of possessiveness (my brother, my sister etc)</p>	<p>As-tu un animal review of ca va, comment tu t'appelle, quel age as-tu? Revision of 1-100 Introduce animal nouns and articles Revise 'i have', 'i do not have' Revision of 'he is called', 'she is called' related to pets</p>
Upper School	<p>A l'ecole Learn school subjects Expressing an opinion Telling the time to the hour Using/learning the verb 'Aller'</p>	<p>Au weekend Revising and extending time to quarter to, half past, quarter past. Learn common weekend activities, what time they do them, their opinion. Introduction of connect</p>	<p>Regular verbs</p>

Cycle 2

	AUTUMN	SPRING	SUMMER
Lower School	<p>J'apprends le francais Asking and saying how you feel Asking and saying name Numbers 1-10 colours</p>	<p>En Classe Introduce classroom objects and article Recap on j'ai and je n'ai pas de Classroom commands</p>	<p>Au Cafe Learning a range of food and drinks and their article How to order in a cafe 'je voudrais' Explaining what you have for breakfast 'je prends'</p>
Upper School	<p>Quelle est la date aujourd'hui Months of year Days of the week Birthday date</p>	<p>Quel temps fait -il Weather vocabulary Compass points Revising numbers</p>	<p>Les Vetments Days of the week revision Clothing and article Know the verb 'porter' and using it</p>

Overview mapping of Attainment Target

- LISTENING
- SPEAKING
- READING
- WRITING
- GRAMMAR

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		EARLY LANGUAGE UNITS											
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12	
I'm Learning			X	X	X	X	X		X	X			
Animals	X		X	X	X	X	X		X	X	X	X	
Instruments	X	X	X	X	X	X	X	X	X	X		X	
Little Red Riding Hood	X	X		X	X	X	X	X	X	X			
I Can...	X		X	X	X	X	X		X	X	X		
Ancient Britain	X			X	X	X	X		X	X	X	X	
Fruits	X		X	X	X	X	X		X	X		X	
Vegetables	X		X	X	X	X	X		X	X		X	
Shapes	X	X		X	X	X	X	X	X	X	X	X	
Ice Creams	X	X	X	X	X	X	X	X	X	X		X	

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 to build sentences; and how these differ from or are similar to English.

-  LISTENING
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PoS Attainment Target		1	2	3	4	5	6	7	8	9	10	11	12
INTERMEDIATE UNITS	Presenting Myself	X		X	X	X	X	X		X	X		X
	My Family	X	X	X	X	X	X	X	X	X	X	X	X
	The Tudors	X	X		X	X	X	X	X	X	X	X	
	At The Café	X		X	X	X	X	X		X		X	X
	In Class	X		X	X	X	X	X		X	X	X	X
	Do You Have A Pet?	X		X	X	X	X	X		X	X	X	X
	Goldilocks & The Three Bears	X	X		X	X	X	X	X	X			
	What Is The Date?	X		X	X	X	X	X		X	X		

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		PoS Attainment Target											
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INTERMEDIATE UNITS	The Weather	X		X	X	X	X	X		X	X	X	
	Clothes	X		X	X	X	X	X		X	X	X	X
	The Olympics	X	X		X	X	X	X	X	X	X	X	X
	The Romans	X	X		X	X	X	X	X	X	X	X	X
	Habitats	X	X		X	X	X	X		X	X	X	
	My Home	X		X	X	X	X	X		X	X	X	X
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PoS Attainment Target		1	2	3	4	5	6	7	8	9	10	11	12
PROGRESSIVE UNITS	At School	X	X	X	X	X	X		X	X	X	X	X
	The Weekend	X		X	X	X	X			X	X	X	X
	World War II	X		X	X	X	X	X	X	X	X	X	X
	Healthy Lifestyles	X		X	X	X	X			X	X	X	X
	The Planets	X		X	X	X	X	X		X	X	X	X
	Habitats	X		X	X	X	X	X		X	X	X	X
	Regular Verbs	X				X					X		X
	Irregular Verbs	X				X					X		X
	Me In The World	X		X	X	X	X		X	X	X	X	X

Language Learning Skills by Progression

	Year 1	Year 2	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 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 nouns 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'.

