



HC AT

HCAT

MFL Curriculum

Purpose of study

Purpose of study 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.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

KS1 – songs, register integrated

A whole school approach to MFL is desirable, and although languages at Foundation Stage and KS1 are not statutory, HCAT now introduce young learners to a different rich language environment in a way that is enjoyable and fun. This may take place whilst answering the register, singing songs or classroom instructions.

Strands	Y3	Y4	Y5	Y6
A - Listening (Conversations) INCERTS: O	I can show an understanding of a range of familiar spoken phrases, for example through acting out a part of a familiar story	I can show understanding of a range of familiar spoken phrases, for example through acting out a part of a familiar story. I can notice the target language may contain different phonemes and that some similar sounds may be spelt differently to English.	I can gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language. I can identify different ways to spell key sounds, and select the correct spelling of a familiar word. I can take part in conversations and express simple opinions giving reasons	I can apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. I can engage in conversations, expressing opinions and responding to those of others.
B - Songs & Rhymes INCERTS: O	I can listen to an accurately repeat phonemes in songs and rhymes and begin to make links to spelling.	I can listen to an accurately repeat particular phonemes in songs and rhymes and make links to spelling. I can show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. I can listen to an accurately repeat particular phonemes in songs and rhymes and make links to spelling.	I can learn a song or poem using the written text to support	I can perform and present a song or poem to a range of audiences.
C – Pronunciation INCERTS - P			I can explore the use of accurate pronunciation and intonation when speaking aloud.	I can use accurate pronunciation and intonation so that others can understand when they are reading aloud or using familiar language.
D - Speaking INCERTS: S	I can ask and answer simple questions, for example about personal information I can repeat sentences heard and make simple adaptations to them I can use mostly accurate pronunciation and speak clearly when addressing an audience.	I can ask and answer a range of questions on different topic areas I can use familiar sentence models, make varied adaptations to create new sentences I can read aloud using accurate pronunciation and present a short-learned piece for performance.	I can adapt known complex sentences to reflect a variation in meaning. I can begin to use intonation to differentiate between sentence types.	I can engage in longer conversations, asking for clarification when necessary I can create his/ her own sentences using knowledge of basic sentence structure I can use pronunciation and intonation effectively to accurately express meaning and engage an audience

<p>E - Reading</p> <p>INCERTS: R</p>	<p>I can recognise some familiar words and phrases in written form</p> <p>I can read some familiar words aloud using mostly accurate pronunciation</p> <p>I can learn and remember new words encountered in reading.</p>	<p>I can notice the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>I can read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p>	<p>I can read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p> <p>I can attempt to read a range of texts independently, using different strategies to make meaning.</p> <p>I can understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</p>
<p>F – Vocabulary</p> <p>INCERTS: V</p>	<p>I can broaden my vocabulary by understanding new words that are introduced verbally.</p>	<p>I can broaden my vocabulary by understanding new words that are introduced in written material.</p>	<p>I can use dictionaries to extend vocabulary on given topic and develop my ability to use different strategies to work out the meaning of unfamiliar words.</p>	<p>I can use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p>
<p>G – Literature</p> <p>INCERTS: L</p>	<p>I can appreciate stories and poems in the language that are read to them.</p>	<p>I can understand some stories and poems that are read to them.</p>	<p>I can read and explore some simple stories and poems.</p>	<p>I can read familiar stories and poems, using different strategies to make meaning.</p>
<p>H – Writing</p> <p>INCERTS: W</p>	<p>I can write some single words from memory</p> <p>I can use simple adjectives such as colours and sizes to describe things orally</p> <p>I can record descriptive sentences</p>	<p>I can write words and short phrases from memory</p> <p>I can use a range of adjectives to describe things in more detail, such as someone’s appearance.</p> <p>I can write descriptive sentences using a model but supplying some words from memory.</p>	<p>I can write phrases and some simple sentences from memory and write a short text such as an email with support from a word/ phrase bank.</p> <p>I can use a wide range of adjectives to describe people and things, and use different verbs to describe actions.</p>	<p>I can write phrases and some simple sentences from memory and adapt them to write his/her own sentences on a similar topic.</p> <p>I can select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe</p> <p>I can begin to use some adverbs</p>
<p>I – Grammar</p> <p>INCERTS: G</p>	<p>I can recognise the main word classes e.g. nouns, adjectives and verbs</p> <p>I can understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.</p> <p>I can understand the usual order of words in a sentence in the target language.</p>	<p>I can recognise a wider range of word classes including pronouns and articles, and use them appropriately.</p> <p>I can understand that adjective may change for according to the noun they relate to, and select appropriate form.</p> <p>I can recognise questions and negative sentences.</p>	<p>I know how to conjugate some high frequency verbs</p> <p>I can understand how to make changes to an adjective in order for it to agree with the relevant noun</p> <p>I can adapt sentences to form negative sentences and begin to form a question.</p>	<p>I know how to conjugate a range of high frequency verbs</p> <p>I can understand how to use some adverbs in a sentence</p> <p>I have an awareness of similarities and differences in grammar between different languages.</p>

Spanish Long-Term Plan (Suggested)

Year 3 – Introducing me!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Hola!	Celebraciones	Los colores	Mi familia	Animales	Musica!
Theme	Greetings and introductions	Birthdays	Colours and Picasso	Me and my family	Pets and animals	Spanish songs and games
Outcome	To greet others and introduce myself	To say when my birthday is and that of my friends	To recognise the names for colours	To describe my family	To name a variety of animals and their habitats	To sing and play traditional Spanish songs and games
Focus activity	Verbal: Hold an introductory conversation	Creative: Design a Birthday card for family or friend.	Creative: Create Picasso inspired artwork	Written: Draw up my family tree	Written: Write and draw my favourite animal and create an animal zoo	Verbal/physical: Songs and games
Curriculum links	Literacy, PSHCE	Literacy, Art, PSHCE Maths, History,	Art, Maths, History, ICT	Art, Literacy, PSHCE	Literacy, Art	PSHCE

Year 4 – At school

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	En mi escuela	Los Tres Reyes	Café Española	El cuerpo	La ropa	Cultura española
Theme	School routines and classroom objects	The story of the three kings	Food and drink	My body	Clothes	Spanish traditional dress
Outcome	To recognise, respond to a variety of classroom instructions	To explain Spanish Christmas traditions and the story of the three kings	To recall items of food and drink and create my own healthy Spanish café menu	To recognise and recall different body parts and features of the face	To use adjectives to identify and describe items of clothing	To describe different types of Spanish traditional dress

Focus activity	Written/Creative: Design my Spanish pencil case	Written/Creative: Non chronological report and Spanish Christmas card	Written: Create a Spanish Café menu to be used in school	Written & Verbal: Describe my friends face	Verbal: Spanish fashion show	Creative: Spanish traditional costume artwork
Curriculum links	Literacy, Art	Literacy, History, Art, PSHCE	Literacy, PSHCE	Literacy, Art, PSHCE	Literacy, PSHCE, Art	Literacy, History, Art

Year 5 – Going places

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	El tiempo	El mundo	Transporte	Feliz Pascua	Vacaciones	Fiestas
Theme	Forecasting the weather	The world around us	Transport	Easter in Spain	Holidays	Cultural celebration in Spain
Outcome	To recall different types of weather	To describe the world around us	To identify different forms of transport and when I would use them	To explain the importance of Easter and how it is celebrated in Spain	To act out a variety of holiday situations using target language	To describe some key Spanish festivals
Focus activity	ICT/Written: Plan and record a Spanish weather forecast	Written/Verbal: Read and translate a non-fiction text	Written: Travel itinerary	Written: Non chronological report Creative: Easter card	Role-play: different holiday situations	Written/Art: Fiesta poster
Curriculum links	ICT, Art, PSHCE	Geography	Geography, Literacy,	Geography, History, Literacy, Art	PSHCE, Drama	Literacy, History, Geography, Cultural, Art

Year 6 – Getting on

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Que hora es?	Feliz Navidad	Mis aspiraciones	El deportivo	Mis logros	Celebraciones
Theme	Time and daily routines	Christmas shopping	Careers and aspirations	Hobbies and sport	My achievements and successes	Piñatas
Outcome						To make a Spanish piñata

	To write a diary entry for my daily routines	To use knowledge of numbers to write a Christmas list and letter to Papa Noel	To identify different professions and explain my career aspirations	To recognise different sports and hobbies and say which is my favourite and why	To use target language to explain individual and Year 6 successes and achievements	
Focus activity	Written: A day in the life...Diary entry	Written: Christmas list	Written: Aspirations script Verbal: Aspirations presentation in assembly	Written/ICT: Sports personality biography	Written/ICT: News report and newspaper article	Art & Design: Piñata
Curriculum links	Maths, Literacy, PSHCE	Maths, Literacy, ICT	Literacy, PSHCE	Literacy, ICT	Literacy, ICT	Art, Design

French Long – Term Plan

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Bonjour	Les animaux	Les couleurs	Les nombres	Je voudrais	Les nombres et les jours
Theme	Greetings and introductions	Animals & Christmas	Colours and Matisse	Numbers & age Easter	Asking for something.	Numbers & days of the week
Outcome	To greet others and introduce myself	To name some animals in French. To learn some French Christmas traditions	To recognise the names for colours . To learn the order of some adjectives	To learn the numbers 0-10 and be able to say how old you are.	To be able to ask for something.	To learn to count up to 15 and the days of the week.
Focus activity	Verbal: Hold an introductory conversation	To learn a French Christmas song	To look at the work of Matisse & give an opinion	To make a minibook about Easter traditions.	Read and understand a story based on a traditional fable.	To retell the story of the Hungry Caterpillar.
Curriculum links	Literacy, PSHCE	PSHCE, art	Art, SPAG	Maths, Literacy, PSHCE	Literacy, Art, PSHCE	Maths, PSHCE

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Les animaux	Ton corps	Bon appétit	Les nombres et les dates	Les personnages	Je m'habille
Theme	To revise animals and classroom instructions	Parts of the body & colours	Food and drink	Numbers 1-31 and dates	Personal descriptions	Clothing
Outcome	To learn more instructions and animal names	To describe a person by facial features.	To recall items of food and drink	To be able to count up to 31, and be able to say the date accurately.	To describe a person by height, facial features & hair colour.	To describe items of clothing using adjectives
Focus activity	To retell a repetitive story in French using Talk for Writing methods.	To create a monster & describe it.	To be able to give opinions about items of food.	To learn the months song	To create a wanted poster.	To retell the story of Je m'habille et je te croques
Curriculum links	Literacy, Art	Literacy, Art, PSHCE	Literacy, PSHCE	Maths, music, PSHCE	Literacy, PSHCE, Art	Literacy, History, Art

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Le sport	Quel temps fait-il?	Mon hobby	Les matières	Le transport	La classe
Theme	Sports and preferences	Weather	Hobbies	School subjects	Modes of transport	Classroom objects
Outcome	To name some sports & sportswear and to be able to give preferences	To be able to say what the weather is like.	To say what your hobby is and give reasons for liking it. To conjugate the verb être	To name school subjects, ask and reply which one is your favourite, using adjectives.	To learn modes of transport and to conjugate the verb aller	To learn the names of common classroom objects, to learn some prepositions.
Focus activity	To look at the Tour de France & describe the clothing worn by cyclists	To retell the story of Quel temps fait il Berthe?	To conduct a class survey of hobbies.	To write an explanation of which subject is your favourite.	To conduct a survey of how the class get to school	To describe the contents of your pencil case. To write a description of where items are located
Curriculum links	PE Geography, Art, PSHCE	Geography, art	Literacy, SPAG, maths	PSHCE, Literacy, Art	Geography, maths	SPAG, art

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Avoir & être	Quelle heure est-il?	Ma routine	Chez moi	En ville	Le café Français
Theme	To have & to be	The time	Daily routine	Rooms in the home	Towns and places	Food
Outcome	To revise conjugation of key French verbs	To learn to tell the time in French	To learn the phrases associated with a daily routine.	To name the rooms in the house, To look at homes from around the world & make comparisons	To learn the names of places in town. To give directions, To revise prepositions,	To learn the names for food items. To request an item. To give an opinion about food.
Focus activity	To learn the avoir & être songs.	To create a model clock with the times written on in French	To create a diary entry .	To create a pop up house & describe the rooms in it	To create a map of a town & write a description of it.	Set up and run a French café / food tasting event.
Curriculum links	Music, SPAG, PSHCE	Maths, art	Literacy, PSHCE	Literacy, geography, art	Literacy, geography, SPAG	Art, D&T

MFL

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6