






## MODERN FOREIGN LANGUAGES (MFL) SEQUENCE

### INTENT

 <p><b>Love for Learning:</b> Languages are a gateway to new opportunities and experiences. A language inspires new ways thinking and develops key communication skills. Languages help us to write fluently and speak confidently and spontaneously.</p>	 <p><b>Enquiring Minds:</b> Languages inspire students to be curious about the world beyond their classroom and help us to better understand different cultures. They will develop a desire to transfer the knowledge of their own language and apply to another.</p>	 <p><b>World Wise:</b> A language inspires curiosity and deepens our understanding of the world. Through language learning, we become curious about the world, experience new cultures, widen our horizons and overcome communication barriers. We can better appreciate the diversity in our world and gain a sense of global responsibility, respect and tolerance.</p>
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	Phonics	Vocabulary	Grammar
Year 3	<p><b>Recognition &amp; Production:</b></p> <p>I have learnt the SSC and phonics key words and remember them.</p> <p>I can match the French SSC I hear to print and transcribe accurately the SSC I know best.</p> <p>I enjoy listening to and joining in with simple songs and rhymes.</p> <p>I can readily read aloud the SSC and phonic key words.</p> <p>I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a couple SSCs at any one time.</p>	<p><b>Understanding:</b></p> <p>I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.</p> <p><b>Production:</b></p> <p>I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</p>	<p><b>Understanding:</b></p> <p>I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand</p> <p><b>Production:</b></p> <p>To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words (quoi, où, combien, comment, quand)</p>

<b>Year 4</b>	<b>Recognition &amp; Production:</b>  I can link SSC to new words I hear.  I listen to and transcribe SSC within single words with some success.  I use sound-spelling links to follow when I listen and read.  I enjoy listening to and joining in with simple songs and rhymes.	<b>Understanding:</b>  I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.  I look words up in an alphabetical word list.  <b>Production:</b>  I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.  I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	<b>Understanding:</b>  I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)  <b>Production:</b>  To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)
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Vocabulary	
Year 3	Year 4
<b>Unit 1: Describing me and others.</b> Écouter, écrire, lire, parler, Banana, cheval, midi, moto, univers Je, il, elle, être, suis, est, monsieur, madame, present, absent, ici, là, Bonjour! Salut! Bien, mal, Oui, Non, Au revoir, Ça va? Es, tu, anglaise, content, français, grand, petit, triste Amusant, calme, intelligent, malade, méchant ce (c'), lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche, aujourd'hui Revisit days of the week semaine, courageux, curieux, heureux, sérieux, Ballon, Bouteille, cahier, jeu, orange, peluche, sac, stylo, un, une, Avoir, j'ai, il a, elle a, quoi, animal, chien, chat, photo, table, ou, tu as, crayon, gomme, livre, règle, moi, toi, Cadeau, gâteau, parfait, pour	<b>Unit 1: Describing me and others.</b> Écouter, écrire, lire, parler, Banana, cheval, midi, moto, univers Je, il, elle, être, suis, est, monsieur, madame, present, absent, ici, là, Bonjour! Salut! Bien, mal, Oui, Non, Au revoir, Ça va? Es, tu, différent, important, indépendant, prudent, seul, jeune, joli, drôle, difficile, ce (c'), lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche, aujourd'hui, Revisit days of the week semaine, courageux, curieux, heureux, sérieux, affiche, bureau, chaise, chambre, idée, lit, un, une Avoir, j'ai, il a, elle a, quoi, chat, crayon, dessin, message, moi, toi, carte, idéal, de, pour

## SMSC in MFL

### Spiritual

Pupils are taught to accept and embrace other languages and cultures through the teaching of MFL. They are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

Children:

- Are encouraged to take risks and flourish in a nurturing learning environment.
- Express their awe and wonder, using different media across the curriculum (drama, art, Literacy, music).
- Respect others.
- Accommodate and celebrate difference.
- Ask questions, offer ideas and make connections.

### Social

By working with peers, pupils can develop their ability to collaborate and build relationships with others, as well as their ability to negotiate and compromise in different language contexts. This can help them to develop intercultural skills, such as the ability to listen, understand and communicate with people in a different language. Pupils are encouraged to experiment with language and learn from their mistakes.

Children:

- Demonstrate attributes such as collaboration empathy & listening, inter-dependence and imitation.
- Adopt different roles within group work (including leader, scribe, question master and 'Steps to Success' checker).

### Moral

Pupils are encouraged to show empathy and understanding to others and learn about right from wrong.

Children:

- Promote measures to prevent discrimination based on ethnicity, religion, gender, sexual orientation, age and other criteria.
- Ask 'big questions'; asking 'why' and 'how' and relating responses to their own moral codes.

### Cultural

Exploration of language and culture is key to language learning. By learning about other cultures, pupils can develop a deeper understanding and appreciation of other ways of life. This can lead to greater empathy and respect for others, regardless of cultural differences.

Children

- Develop a greater understanding of how society is shaped.
- Celebrate our multi-cultural society.
- Explore and discover cultures from around the world and how they have changed over time.
- Demonstrate respect and appreciation for all cultures.

### British Values

The MFL Curriculum provides opportunities for children to learn about and appreciate different cultures and beliefs through language learning. Children can learn about different cultural practices and beliefs, as well as the similarities and differences between different languages and cultures.

Our MFL Curriculum provides opportunities for children to learn about and appreciate beliefs through language learning.

Our MFL Curriculum emphasises the importance of personal expression and communication. Children can learn how to express themselves in another language and how to communicate with people from different cultures.