

The Nethersole CofE Academy

Modern Foreign Languages Curriculum

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16
(The Message)



The Nethersole
C of E Academy and Nursery



The Nethersole CofE Academy Vision and Values

'Let Your Light Shine'

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

Hope



Community



Dignity and Respect



Forgiveness



Wisdom



Thankfulness



Intent

Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, to achieve their full potential.

Implementation

Our curriculum will be implemented through knowledge-led experiences, enabling the children to increase their knowledge, learn and master new skills and therefore, deepen their understanding in a wide range of subjects.

Impact

The impact of this broad, exciting, and challenging curriculum is to inspire and motivate the young people in our care to become lifelong learners. We also provide a Christian community to enable all to value faith. All pupils are encouraged to be proud of their own culture, religion and language and show respect to those of others.

To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.'

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16

Our Vision

The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - 'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.' Matthew 5:16

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.

Modern Foreign Languages Long Term Plan













	Autumn	Spring	Summer
3/4 A	<i>I am learning French (E)</i> <i>Animals (E)</i>	<i>I am able (E)</i> <i>I know how... (E)</i> <i>Fruits (E)</i>	<i>In the classroom (I)</i>
3/4 B	<i>Instruments (E)</i> <i>Seasons (E)</i>	<i>Vegetables (E)</i> <i>Presenting myself (I)</i>	Goldilocks (I)
5/6 A	<i>Fruits (E)</i> <i>Vegetables (E)</i>	<i>Presenting myself (I)</i> <i>The date (I)</i>	<i>In the classroom (I)</i> <i>My home (I)</i>
5/6 B	<i>Do you have a pet? (i)</i> <i>Family (I)</i>	<i>At the tea room (I)</i> <i>What is the weather (I)</i>	<i>Planets (P)</i>

3rd and 4th year academic teaching (this will be the ongoing flow of units)













	Autumn	Spring	Summer
3/4 A	<i>I am learning French (E)</i> <i>Animals (E)</i>	<i>I am able (E)</i> <i>I know how... (E)</i> <i>Fruits (E)</i>	<i>In the classroom (I)</i> <i>Do you have a pet (I)</i>
3/4 B	<i>Instruments (E)</i> <i>Seasons (E)</i>	<i>Vegetables (E)</i> <i>Ice-Creams (E)</i>	<i>Presenting myself (I)</i>
5/6	<i>The date (I)</i>	<i>Clothes (I)</i>	<i>Vikings (P)</i>

A	<i>My home (I)</i>	<i>At school (P)</i>	
5/6 B	<i>Family (I)</i> <i>At the tea room (I)</i>	<i>What is the weather (I)</i> <i>Planets (P)</i>	<i>Weekend (P)</i>

Modern Foreign Language Long Term Plan with Values

	Autumn	Spring	Summer
3/4 A	<i>I am learning French (E)</i> <i>Animals (E)</i> 	<i>I am able (E)</i> <i>I know how... (E)</i> <i>Fruits (E)</i> 	<i>In the classroom (I)</i> 
3/4 B	<i>Instruments (E)</i> <i>Seasons (E)</i> 	<i>Vegetables (E)</i> <i>Presenting myself (I)</i> 	<i>Goldilocks (I)</i> 
5/6 A	<i>Fruits (E)</i> <i>Vegetables (E)</i> 	<i>Presenting myself (I)</i> <i>The date (I)</i> 	<i>In the classroom (I)</i> <i>My home (I)</i> 
5/6 B	<i>Do you have a pet? (i)</i> <i>Family (I)</i> 	<i>At the tea room (I)</i> <i>What is the weather (I)</i> 	<i>Planets (P)</i> 

3rd and 4th year academic teaching (this will be the ongoing flow of units)

	Autumn	Spring	Summer
3/4 A	<p><i>I am learning French (E)</i> <i>Animals (E)</i></p> 	<p><i>I am able (E)</i> <i>I know how... (E)</i> <i>Fruits (E)</i></p> 	<p><i>In the classroom (I)</i> <i>Do you have a pet (I)</i></p> 
3/4 B	<p><i>Instruments (E)</i> <i>Seasons (E)</i></p> 	<p><i>Vegetables (E)</i> <i>Ice-Creams (E)</i></p> 	<p><i>Presenting myself (I)</i></p> 
5/6 A	<p><i>The date (I)</i> <i>My home (I)</i></p> 	<p><i>Clothes (I)</i> <i>At school (P)</i></p> 	<p><i>Vikings (P)</i></p> 
5/6 B	<p><i>Family (I)</i> <i>At the tea room (I)</i></p> 	<p><i>What is the weather (I)</i> <i>Planets (P)</i></p> 	<p><i>Weekend (P)</i></p> 

Definition

What is Modern Foreign Languages

KS2 Definition

Modern Foreign Languages (MFL) refers to the study of languages that are currently spoken around the world, other than English. The aim of MFL teaching at Key Stage 2 is to foster pupils' curiosity and deepen their understanding of the world by introducing them to another language and culture. It supports the development of communication skills, including speaking, listening, reading, and writing, and lays the foundation for future language learning.

At Key Stage 2, our pupils will begin their formal language learning journey with French as the chosen modern foreign language. Through a structured and engaging curriculum, pupils will:

- Develop basic vocabulary and phrases for everyday communication.
- Learn to understand and respond to spoken and written French.
- Explore the culture and traditions of French-speaking countries.
- Build confidence in speaking and listening through songs, games, role-play, and interactive activities.

The curriculum is designed to be inclusive and accessible, promoting enjoyment and enthusiasm for language learning while preparing pupils for continued study in Key Stage 3.

Modern Foreign Languages overview adapted from the NC Purpose & Aims

Whilst studying French KS2, children will:

Key Concepts

Disciplinary Concepts –

<p>Practical Communication</p>	<p>Core Focus: Using French to communicate in everyday contexts.</p> <p>Curriculum Links: Listen attentively and respond appropriately. Engage in conversations: ask/answer questions, express opinions, seek clarification. Present ideas and information orally to different audiences. Describe people, places, things, and actions orally and in writing.</p>
<p>Phonology and Pronunciation</p>	<p>Core Focus: Understanding and producing the sounds of French accurately.</p> <p>Curriculum Links: Explore patterns and sounds through songs and rhymes. Develop accurate pronunciation and intonation for clarity in speech.</p>
<p>Vocabulary Development</p>	<p>Core Focus: Building a broad and functional vocabulary.</p> <p>Curriculum Links: Broaden vocabulary through stories, songs, poems, and rhymes. Use dictionaries to understand new words. Write phrases from memory and adapt them to express ideas.</p>
<p>Reading and Comprehension</p>	<p>Core Focus: Understanding written French in simple forms.</p> <p>Curriculum Links: Read carefully and show understanding of words, phrases, and simple writing. Appreciate literary forms in French (stories, songs, poems, rhymes).</p>

Grammar and Linguistic Structures	<p>Core focus: Understanding how French works as a system.</p> <p>Curriculum Links:</p> <p>Understand basic grammar: gender (feminine/masculine), verb conjugation, sentence building. Recognise key features and patterns of French. Compare French grammar structures with English.</p>
Cultural Awareness	<p>Appreciating the cultural context of the French language.</p> <p>Curriculum Links: Engage with authentic materials (songs, stories, rhymes) that reflect French culture. Use language learning as a gateway to understanding French-speaking communities</p>

Key Areas of Knowledge

KEY STAGE 2 Progression	
1. Listening	<ul style="list-style-type: none"> • Early Stages: Enjoy and recognise familiar words in short stories, rhymes, and songs. • Developing: Understand key words and phrases in longer passages using decoding strategies. • Advanced: Listen to authentic materials, identify cognates, and understand the gist even with unfamiliar language.
2. Speaking	<ul style="list-style-type: none"> • Early Stages: Repeat and pronounce key words accurately. • Developing: Use simple phrases, ask and answer questions, and include negative responses. • Advanced: Engage in short conversations, recall and reuse language spontaneously, and express opinions with justifications.
3. Reading	<ul style="list-style-type: none"> • Early Stages: Match spoken words to written forms and read familiar words using phonics. • Developing: Read short texts aloud, understand familiar content, and begin decoding unknown words using context and cognates.

- **Advanced: Decode unfamiliar language using phonics knowledge and bilingual dictionaries, including accents and silent letters.**

4. Writing

- **Early Stages: Copy and write familiar words and phrases using models.**
- **Developing: Write short phrases and paragraphs using connectives, negatives, and adjectival agreement.**
- **Advanced: Write extended texts using a variety of vocabulary and grammar, adapt models, and include conjugated verbs and opinions.**

5. Grammar

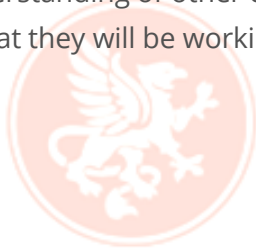
- **Early Stages: Understand that language structures differ from English; begin to use articles and noun gender.**
- **Developing: Use adjectival agreement, possessive adjectives, and negative forms.**
- **Advanced: Confidently use full verb conjugations (regular and irregular), a range of connectives, and apply grammar rules across contexts.**

We intend to 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 primary 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 be taught how to look up and research language they are unsure of and they 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 primary 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.



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