







Modern Foreign Languages at The Nethersole CofE Academy Primary School

**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**

HOPE	COMMUNITY	DIGNITY & RESPECT	FORGIVENESS	WISDOM	THANKFULNESS
					

Summer 2025

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, in order to achieve their full potential.

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 of 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.

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.

Curriculum Design -

Our curriculum is ambitious for our children and is based on the National Curriculum. Nevertheless, we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing our curriculum, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered our local context, diversity, environmental awareness and health education when designing our curriculum.

The 4R's The Nethersole CofE Academy Primary School encourages children to display the following positive learning behaviours -

Resilient Learners - Children persevere, and they do not give up, even when a task is difficult.

Responsible Learners - Children will have their equipment ready, reading books and reading diaries in school daily. Tables tidy and organised.

Resourceful Learners - Children will use their previous learning to support their new learning. They will utilise working walls and choose appropriate equipment.

Respectful Learners - Children show kindness to all and illustrate good manners to all.

What are 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 Intent -

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.

Modern Foreign Languages Implementation -

- ✓ To ensure consistent and high-quality delivery of foreign language education across the school, all Key Stage 2 classes will follow the Language Angels scheme of work and resources.
- ✓ Weekly lessons will be carefully planned to progressively develop pupils' vocabulary, grammatical understanding, and fluency, using age-appropriate topics and themes.
- ✓ Lessons will include interactive materials, differentiated tasks, and opportunities to develop all four language skills: listening, speaking, reading, and writing.
- ✓ Grammar will be taught progressively and discreetly, supported by the scheme's Progression Map and Grammar Grid. Pupil progress will be assessed regularly in line with school policy, with each skill evaluated at least twice per year.
- ✓ Cross-curricular links and cultural enrichment activities will further enhance engagement and deepen pupils' understanding of the language and its cultural context.

Whole School Long Term Plan -

1st and 2nd year academic teaching,

	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 A	<i>The date (I)</i> <i>My home (I)</i>	<i>Clothes (I)</i> <i>At school (P)</i>	<i>Vikings (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>

E – Early language

I – Intermediate

P- Progressive

Examples of Links –

(Vertical Link – small steps within year groups or classes.)

(Diagonal Link – between subjects – how learning something in one subject supports the children to learn something similar in another subject.)

1/2 will mention it's location in their Spring A topic about continents and oceans.

3/4 learn about France in their Autumn A unit on which European country they would most like to visit.

5/6 will also briefly mention France in their Autumn B unit on mountains (they will briefly find out about the Alps - Mont Blanc).

History

3/4 - Kings and Queens Summer A unit - they learn about William the conqueror, who was born in Normandy and the Battle of Hastings and Bayeux Tapestry.

(Horizontal Link – same subject across the whole curriculum.)

Impact -

Language Angels units are designed to ensure progressive learning in French across key stage 2. Each unit builds on prior knowledge and increases in linguistic and grammatical complexity, moving from Early Learning to Intermediate and finally to Progressive units. This structured progression supports pupils in developing from basic noun and phrase construction to producing extended, personalised spoken and written language using a broad range of vocabulary and grammar.

Teaching is supported by comprehensive planning tools:

- Long-term planning via unit planners ensures appropriate unit allocation across year groups.
- Short-term planning includes unit overviews and detailed lesson plans outlining learning objectives and

content.

Pupils are actively involved in their learning journey:

- Each unit includes pupil-friendly overviews and self-assessment tools.
- Core vocabulary and learning intention sheets help track progress from unit to unit and year to year.

Assessment is integral to the curriculum:

- End-of-unit assessments measure progress in speaking, listening, reading, and writing.
- Data is recorded and monitored using the Tracking and Progression Tool, enabling targeted teaching and early intervention where needed.
- Progress is reported to pupils and parents/carers in line with school policy.

The curriculum aims for all pupils to make good or better progress, with clear systems in place to support, monitor, and enhance their foreign language learning experience.