



# Toddington St. George C of E School

## Curriculum Intent – Knowledge Builder

### MFL - Primary Curriculum

**Subject Intent Statement:**

We aim through our Modern Foreign Languages curriculum at Toddington St George to develop an excitement and thirst for languages. To enable our children to celebrate and welcome both the similarities and differences in our world, it is vital they have an understanding of different languages and countries. By introducing and exposing our children to this they will have a deepened ability to show respect and play a valuable part in our global society. At St Georges we aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways and also to celebrate the range and variety of languages within our own school. We hope to embed the essential early communication skills of listening, speaking, reading and writing and inspire a love of language in our children as an essential part of their lifelong journey of learning.

Pupils should enjoy and be confident in learning a new language. They should...

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

Year 1	Year 2	Year 3	Year 4
<p><b>Key knowledge</b></p>	<p><b>Key Knowledge</b></p>	<p><b>Key Knowledge:</b></p> <p><b>Knowledge Based Learning</b></p> <ul style="list-style-type: none"> <li>-Show understanding by joining in and responding to spoken language</li> <li>-Link the spelling, sound and meaning of words to the patterns and sounds of language</li> <li>-Present ideas and information orally to a range of audiences</li> <li>-Use familiar vocabulary, phrases and basic language structures to speak in sentences</li> <li>-Read carefully and show understanding of words, phrases and simple writing</li> <li>-Broaden their vocabulary</li> <li>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>-Describe people, places, things and actions orally and in writing</li> <li>-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, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p><b>Knowledge About Language -</b></p> <ul style="list-style-type: none"> <li>Understand that nouns in French can be either masculine or feminine. KAL1</li> <li>Notice spelling patterns in familiar words. eg days of the week KAL2</li> <li>Identify specific sounds,phonemes and words KAL3</li> <li>Recognise the sound at the end of instruction verbs KAL4</li> <li>Use a range of simple descriptive adjectives KAL5</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Knowledge Based Learning</b></p> <ul style="list-style-type: none"> <li>-Show understanding by joining in and responding to spoken language</li> <li>-Link the spelling, sound and meaning of words to the patterns and sounds of language</li> <li>-Present ideas and information orally to a range of audiences</li> <li>-Use familiar vocabulary, phrases and basic language structures to speak in sentences</li> <li>-Read carefully and show understanding of words, phrases and simple writing</li> <li>-Broaden their vocabulary</li> <li>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>-Describe people, places, things and actions orally and in writing</li> <li>-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, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p><b>Knowledge About Language -</b></p> <ul style="list-style-type: none"> <li>Understand that french nouns have gender and recognise the clues for this eg. different articles KAL1</li> <li>Notice spelling patterns in familiar words. eg imperative verbs KAL2</li> <li>Identify specific sounds,phonemes and words KAL3</li> <li>Recognise the sound at the end of instruction verbs KAL4</li> </ul>

		<p><b>Intercultural Understanding -</b>          Locate different countries where French is spoken IU1          Identify different social conventions in France - greetings , eating and drinking, celebrations IU2          Know some facts about France .eg Food products IU3          Appreciate stories, songs and poems in French IU4</p>	<p>Recognise and apply simple agreements KAL5          Use the verb avoir in 1st person singular j'ai when discussing family and pets KAL6          Use the 1st person form of regular "er" verbs when discussing likes and dislikes KAL7          Start to identify words that mean "the" KAL8          Use and recognise question forms KAL9  <b>Intercultural Understanding -</b>          Learn about celebrations in different countries - Christmas IU1          Identify different social conventions in France - Christmas, leisure activities, school clothes, french handwriting, IU2          Know some facts about France .eg towns in France (weather map)IU3          Appreciate stories, songs and poems in French and compare some to traditional English tales and songs IU4</p>
<p><b>Key Skills</b></p>	<p><b>Key Skills</b></p>	<p style="text-align: center;"><b>Key Skills:</b></p> <p><b>Skills Based Learning:</b>          -Listen attentively to spoken language          -Explore the patterns and sounds of language through songs and rhymes          -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          -Appreciate stories, songs, poems and rhymes in the language          -Develop their ability to understand new words that are introduced into familiar written material</p> <p><b>Language Learning Skills -</b>          Look at the face of the person speaking and listen attentively LLS1          Use mimes, pictures, labels, games to help memorise key vocabulary. LLS2          Sing songs LLS3          Use gestures to show understanding LLS4          Compare the language with English by recognising cognates LLS5          Sort words into categories LLS6</p> <p><b>Listening and Speaking Skills -</b>          Respond to a series of classroom instructions by doing the correct action/activity. LS1          Give simple classroom instructions. LS2          Understand and give details about name and how you are LS3          Ask how someone is and respond in a variety of ways LS4          Say the numbers 1-10 in and out of sequence. LS5          Ask and answer questions LS6          Remember a sequence of spoken words LS7          Perform simple dialogues and plays LS8          Repeat words and phrases modelled by the teacher LS9          Join in with storytelling LLS7</p> <p><b>Reading and Writing Skills -</b>          Match pictures ( nouns) with single words in a range of topics: numbers, food, animals,colours,parts of the body. RW1          Label single nouns. RW2          Pronounce clearly and accurately a range of vocabulary. RW3          Recognise some familiar words in written form eg days,months RW4          Read and understand taught vocabulary with particular reference to the phonemes ,oi,eu,ou,ch. RW5</p>	<p style="text-align: center;"><b>Key Skills:</b></p> <p><b>Skills Based Learning:</b>          -Listen attentively to spoken language          -Explore the patterns and sounds of language through songs and rhymes          -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          -Appreciate stories, songs, poems and rhymes in the language          -Develop their ability to understand new words that are introduced into familiar written material</p> <p><b>Language Learning Skills -</b>          Use mimes, pictures, labels, games to help memorise key vocabulary. LLS1          Sing songs LLS2          Use gestures to show understanding LLS3          Compare the language with English by recognising cognates LLS5          Sort words into categories ( gender/ sing,plural ) LLS6          Use mental associations to help remember words LLS7          Apply phonic knowledge to support reading and writing LLS8          Read and memorise words LLS9</p> <p><b>Listening and Speaking Skills -</b>          Respond to a series of classroom instructions (short phrases ) by doing the correct action/activity. LS1          Give classroom instructions using short phrases. LS2          Understand and give details about the weather, clothes, hobbies, opinions, the family and pets LS3          Ask for and give information about brothers and sisters LS4          Ask and answer questions LS6          Remember sequences of spoken words LS7          Perform simple dialogues and plays LS8          Repeat words and phrases modelled by the teacher LS9          Join in with storytelling LLS10          Understand and give simple opinions about hobbies and pets LS11</p> <p><b>Reading and Writing Skills -</b>          Match pictures ( nouns) with single words and short phrases in a range of topics: numbers to 20, weather, clothes,Christmas, hobbies, family members, pets RW1          Label key vocabulary for display. RW2</p>

			<p>Pronounce clearly and accurately a range of vocabulary with particular attention to Yr3 and 4 phonemes and vowel sounds. RW3</p> <p>Read and understand taught vocabulary with particular reference to the phonemes an,in,on,au and those covered in Yr3 (oi,ou,eu,ch) RW4</p> <p>Read and understand a range of familiar phrases RW5</p> <p>Make links between the spoken and the written word (graphemes) RW6</p>
<b>Key Vocabulary</b>	<b>Key Vocabulary</b>	<p><b>Key Vocabulary:</b></p> <p>Year 3 - Single word Classroom Instructions , Greetings name and feelings, Christmas nativity, Food and fruit, Days of the week and Months of the year, Zoo animals, Colours, Parts of the Body, adjectives</p> <p>Grammar - Definite article le/la/les, Indefinite article un/une/des, c'est, voici</p> <p>Verbs - il/elle forms of present tense irregular verb etre " il est / elle est".</p>	<p><b>Key Vocabulary:</b></p> <p>Year 4 - Classroom Instruction Phrases, Vowels, Weather, Clothing, Christmas in France, Hobbies, Opinions, Family members, Pets, Giving reasons</p> <p>Grammar - Revision of un/une/des,</p> <p>Verbs - imperative and simple present er verbs je porte.. , Pronouns - il/elle and forms of present tense of familiar and regular "er" Verbs, je form of irregular verb avoir" j'ai"...j'adore, j'aime, Negative form - je n'aime pas, je déteste, parce que c'est... Irregular form" il fait"</p>