MFL

*“One language sets you in a corridor for life. Two languages open every door along the way”* Frank *Smith*

We strongly believe that the study of Languages prepares pupils to participate in a rapidly changing, multi-cultural world and provides an opening to other cultures. Our teaching will enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Our high-quality languages education will foster children’s curiosity and deepen their understanding of the world.  Languages is also about the broader curriculum – about understanding language and identity, about developing an international outlook, and about learning. Language teaching will provide the foundation for learning further languages, equipping children to study and work in other countries.

*Aims*

* To develop an interest in learning other languages.
* To introduce young children to another language in a way that is enjoyable and stimulating.
* To encourage children’s confidence and creative skills through the exploration of another language.
* To stimulate and encourage children’s curiosity about language.
* To help children develop their awareness of cultural differences in other countries.
* To develop listening, speaking, reading and writing skills.
* To lay the foundations for future language learning.

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| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** |  |  |  |  |  |  |
| **Year 1** |  |  |  |  |  |  |
| **Year 2** |  |  |  |  |  |  |
| **Year 3** | Getting to know you.GreetingsNameNumber 0-10 and age | All about meClassroom instructionsBody partsColoursClothing | Food Glorious FoodVocabulary for a range of foodExpress likes and dislikesCount and use plural nouns. | Family and FriendsIdentify and introduce family.Spell their names.Names of places within the home | Our SchoolSchool places and objectsExpressing preferences | TimeDays of the week, months and datesNumbers 11-31 |
| **Year 4** | All around townDescribe places in a town.Count to 100Give their address | On the moveUse the verb ‘to go’ in context in relation to transport, direction and movement | Going ShoppingFruit, vegetables and clothesQuestions related to shopping | Where in the world?Countries, continents and animalsLocation in relation to the equator | What’s the time?Tell the time: o’clock, half past, quarter past and quarter toTimetables and TV schedules | Holidays and HobbiesHolidays, weather (temperature), seasons, sports and hobbies |
| **Year 5** | Getting to know you.Express emotions and future plans in two tenses | All about ourselvesDescribe appearance.Grammatical use of adjectivesEmotions and health | That’s tasty.Specific drink and food types including details.Open and closing times of shops | Family and FriendsDescribe family and friends.Subjective descriptionsGender links between nouns and adjectives | School LifeObjects, subjects and prepositional languageSchool associated questions and answers | Time TravellingKey events in French HistoryPast tense, conjugation, auxiliary and infinitive verbs. |
| **Year 6** | Let’s visit a French town.Understanding word classesGrammatical language features | Let’s go shopping.Use nuances of colour to describe clothes.Use prepositional language.Key phrases for shopping | This is FranceDescribe the position of France in relation to different cities.French landmarks with a focus on Paris | All in a dayTell the time to 5-minute intervals.Use 24-hour times.AM and PM timesReal lifetime examples |  |  |

*Long Term Plan*