

French Curriculum Statement 2021

1. Curriculum intent

French curriculum at Gearies aims to provide an opening to other cultures, a high-quality language education to nurture pupils' curiosity and deepen their understanding of the world.

2. How our vision is ambitious.

The intention of our MFL curriculum is to develop an interest in and desire for learning other languages. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways, by embedding the essential skills of listening, reading, speaking and writing.

a. *The EYFS curriculum- NA*

b. *The national curriculum* for languages aims to ensure that all pupils:

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

c. *The needs of our local community*

The multicultural background of our community and its ethnic diversity pressures the importance and necessity of teaching French to children from an early age in order to enable them to acquire an essential life skill; learning French is a stepping-stone to other languages. Moreover, French is the international language of dance, architecture, the visual arts, theatre, fashion and haute cuisine. We are equipping our pupils with knowledge and multicultural understanding.

d. *Our school values*

Our British values are at the core of our teaching, promoting effective learning in order to allow each individual to grow and improve to the best of their abilities.

e. *The relationship to the broad and balanced curriculum*

French supports a broad and balanced curriculum, promoting multicultural awareness and understanding; children are exposed to new vocabulary and a variety of topics that link to the other subjects. In year 3, for example, children are focusing on animals and plants that associates with their knowledge in Science; year 4 are exposed to the vocabulary for musical instruments and different types of music, relating to their Music lessons. Year 5 are getting familiar with the vocabulary for food and drinks that connects to Healthy Eating/Living; year 6 children are learning about continents and rivers that links to their Geography lessons.

f. How the curriculum is grounded in our school values and the school ethos.

The French curriculum is embedded in our school values and ethos. At Gearies we challenge children to develop their curiosity, to understand their diversity and to acquire the knowledge and skills that are necessary to master a modern foreign language.

3. Curriculum enhancement.

French has a high profile at Gearies, with corridor displays, cross-curricular lessons and in class displays; special assemblies are organised to celebrate children's achievements and to promote the connotation of the intercultural understanding.

Moreover, French is promoted through Singing assemblies and end of year shows. We also celebrate Bastille Day (aka France's Independence Day) with a special assembly and various activities to mark the importance of this day.

4. The curriculum implementation

Our MFL curriculum has been designed to progressively develop skills in French. These ensure children acquire a bank of vocabulary organized around topics. They ensure development is progressive as they build on previous knowledge from units already studied. Our lessons are prioritising grammatical points, sounding out, spelling and using the new vocabulary in different contexts, in order to ensure progression and fluency.

The lesson plans and activities are carefully selected to provide children with a better quality of provision to meet their needs (SEND, EAL/RAFA, MOK), making sure that all children are challenged to their full potential and are given the opportunity to similar access to their learning. During the lockdown, we continued to provide children with pre-recorded lessons, available on the school blog, to ensure continuity of their learning.

French is taught across KS2 only, the lessons are delivered weekly, on a half-termly basis (year 3 & 4-first half term, year 5 & 6- second half term), by the MFL subject leader during PPA.

MFL pedagogy is based on the development of these key concepts we plan a progression for, as follows:

- Listening and responding
- Speaking
- Reading and responding
- Writing.

5. The impact of the curriculum on our children

French is taught as part of the National Curriculum, contributing to the broad and balanced programme offered to all pupils. To outline the breadth of MFL curriculum, I can confirm that the lessons in year 3 and 4 have a high speaking and listening content, while year 5 and 6 expanded even further to writing and reading. Children are now able to write short paragraphs describing the area they live in, places in school, to experience story writing, to express their likes and dislikes, being challenged to use their reasoning skills and explain their choices.

The latest subject leader report demonstrates that the standards of attainment have been maintained, ensuring children's progress and continuity between year groups.

6. Our strengths

French curriculum at Gearies aims to provide an opening to other cultures, a high-quality language education to nurture pupils' curiosity and deepen their understanding of the world.

The French is embedded in our school values and ethos, contributing to children's cultural capital. At Gearies we challenge children to develop their interest, to understand their diversity and to acquire the knowledge and skills that are necessary to master a modern foreign language.

We have been working on linking our planning to AWL to our Curriculum map, in order to give an even more accurate picture of children's progress and to ensure consistency, as well as to meet children's needs. Our curriculum maps have been effectively implemented, since:

Children's say will show:

Understanding of the vocabulary and grammar of the French language.

Understanding of the key techniques and methods for each key area of the French curriculum: speaking and listening, reading and writing, intercultural understanding.

Confidence in discussing their own work and identifying their own strengths and areas for development.(peer marking & self-assessment).

Their books will demonstrate:

Numerous opportunities for practicing and applying new skills, as well as work that displays all the skills learned.

A broad and engaging curriculum that develops a range of language skills.

Clear progression.

Differentiation and inclusion.

At Gearies, our teachers are proud to promote French in school through cross-curricular displays; singing assembly, cross-curricular lessons (Music, Art, ICT, English, Maths, D&T, Geography, Science); we are inspiring children to practise their French skills outside the classroom by using their French knowledge in their conversations with peers and teachers.

7. Our programme of study

We are adapting the QCDA programme of study, making sure that the learning objectives are met, and comply with the National Curriculum.

Year 3

Autumn term-All about me & Games and Songs (Greetings, Introducing yourself (name, age, background); Family members, Numbers to 10, Christmas around the world (celebrations in France).

Spring term- Celebrations & Portraits (Numbers to 20, Classroom objects & simple classroom instructions, Body parts/ description of people, Colours).

Summer term-The four friends & Growing things (Responding to a story, Descriptions of animals, Action verbs (making simple statements about movement), Growing things: fruits &

vegetables, Life cycle of a plant, Expressing likes/ dislikes (about food), French shops, Buying/ ordering food (in a market/ restaurant).

Year 4

Autumn term-All aboard & Weather (Travel (modes of transport, making statements about travel); Weather (describing the weather, seasons, days & months of the year); Justification of opinions; Christmas around the world (celebrations in France)).

Spring term- I am the Music Man & French Stories (Responding to a song in French, Types of music & musical instruments, Expressing likes/ dislikes about a music genre and justification of opinions, Easter around the world (focus on specific celebrations in France, Easter related vocab & activities. The unit is based on the story of Sleeping Beauty. Children develop their confidence in speaking French, have the opportunity to perform to an audience and enjoy using the language creatively. They consolidate and extend their knowledge of numbers by counting in multiples of 10.)

Summer term- Carnival of the animals & Pocket money (Different types of shops, Buying & selling things (toys) in a shop, Expressing likes/ dislikes about different items in a shop (food & toys); Numbers 21-40 (simple prices); Use numbers to perform simple calculations).

Year 5

Autumn term- On the way to school & The Seasons (French alphabet, Places in my area/ locality, Directions, Instructions- giving directional instructions & using the prepositions for location, Numbers in multiples of 10 & 100; recap on prior knowledge of weather/seasons/months).

Spring term- French Café & Enjoy your meal! (Healthy food (making statements about activities and diet); Food & drinks (expressing likes/ dislikes about food); Understanding & giving instructions (as in a recipe); Christmas around the world (celebrations in France)).

Summer term-Beach Scene & Our sporting lives-(In this unit children use both new and familiar language to describe a painting. The painting used here is *Scène de plage* by Degas; they use their knowledge to write and perform their own poetry inspired by the painting).

Year 6

Autumn term- Solar System & the Planets (construct sentences using verbs, nouns, adjectives and qualifying adverbs; Description of a planet making statements about the position of a planet using ordinal numbers; refer to prior knowledge: numbers, days of the week).

- **Our world** (Understanding and naming continents; Making statements about rivers and their geographical features; Making a weather forecast; Immediate future: aller + infinitive).

Spring term - Now and Then & Notre école (In this unit, children learn to describe places in a town and compare modern-day settlements with those in the late 1940s and recap on prior knowledge of school/ subjects/ places in school).

Summer term- At the theme Park & What's in the news? (In this unit children ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers up to 100. They create a short text to describe a visit to a theme park, and say what they thought about the rides).

8. Assessment arrangements

Assessments are carried out once every term to ensure an accurate picture of children's progression throughout the year. Children are assessed in all three aspects: Oracy, Literacy and Intercultural understanding in order to foster motivation, enjoyment and progress in our pupils.

9. Aspects we are currently developing

Due to the unexpected circumstances generated by Covid-19, all year groups missed on their French lessons that they would have been taught if the lockdown would not have happened. Consequently, it had a massive impact on children's attainment, particularly on the knowledge and the skills that they would have had acquired in normal circumstances, by the end of the academic year. Therefore, I will be focusing on assessing the children to find out where they are in terms of knowledge, skills and application, and plan lessons that will be focused on narrowing this 'knowledge gap', so the children are back on track being able to work at the expected level appropriate for each year group. The identified gaps will be the focus for the successive teaching and learning sessions. We will prioritise these key areas in our planning, so French continues to make progress throughout school.

10. Impacts of recent professional development on standards.

The subject leader will monitor the standards in the subject to ensure the outcomes are at expected levels. Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.