



MFL French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UMPS Intent	At Upton Meadows we believe that learning a language is essential to children becoming members of a multicultural society and that it opens the door to other cultures. Our aim is to develop children's interest in learning other languages in a way that is enjoyable and stimulating, encouraging confidence and curiosity about language. We use the 'Language Angels' scheme of work to ensure a progressive development of language learning skills throughout KS2, whilst also reinforcing children's literacy. The scheme supports teachers to 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. It also provides opportunities for children to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Alongside our French scheme of work in KS2, we have a 'language of the term' across the school from Reception to Y6 and children are introduced to basic phrases from a wide range of languages, reflective of our diverse school community.					
Language of the Term (2 year cycle)						
LKS2 E – Early Language Unit I – Intermediate Language Unit P – Progressive Language Unit	I'm Learning French (E)	Animals (E)	Musical Instruments (E)	Little Red Riding Hood (E)	I Can... (E)	Ancient History of Great Britain (E)
	The Fruits (E)	The Vegetables (E)	My Home (I)	Habitats (I)	Classroom (I)	Goldilocks (I)
UKS2 E – Early Language Unit I – Intermediate Language Unit P – Progressive Language Unit	Phonetics 3 & Do You Have A Pet? (I)	What Is The Date? (I)	The Weather (I)	Clothes (I)	Cafe (I) (French Café)	Olympics (I)
	Phonetics 4 & At School (P)	Regular Verbs (P)	The Weekend (P)	Habitats (P)	The Planets (P)	Me In The World (P)
National Curriculum Aims	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - 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. 					
KS2 National Curriculum	<p>Key Stage 2 pupils should be taught to:</p> <ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - 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* - read carefully and show understanding of words, phrases and simple writing 					



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| | <ul style="list-style-type: none">- appreciate stories, songs, poems and rhymes in the language- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary- write phrases from memory, and adapt these to create new sentences, to express ideas clearly- describe people, places, things and actions orally* and in writing- 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. <p>The starred (*) content above will not be applicable to ancient languages.</p> |
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