



St Mary's Catholic Primary School  
**Educate, Protect, Love, Serve**  
*#making a difference together*

### **Our Vision Statement**

With the love of Jesus and the inspiration of Mary at our heart, we will be the best we can be.  
At St. Mary's we provide every member of our school family with the opportunity to achieve academically and thrive spiritually and socially.

## **MFL Curriculum Overview**

*'be a linguist'*

At St Mary's we are committed to ensuring that experience of another language enables children to interpret, create and exchange meaning within and across cultures, through explicit teaching of the National Curriculum.

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high quality languages education should foster children's curiosity and deepen their understanding of the world. It also helps children develop skills that will open further opportunities later in life. The teaching of French in KS2 provides an appropriate balance of the four skills areas (speaking, listening, reading and writing) as well as intercultural understanding, and lays the foundations for further foreign language teaching at KS3.

### **Modern Foreign Languages Curriculum Implementation**

Informal exposure to vocabulary and everyday phrases in other languages, including French, is encouraged in EYFS and Key Stage 1 throughout the day. Children are introduced to regular French lessons from Year 3. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Lessons support the skills of speaking, listening, reading and writing through:

- Children being encouraged to listen attentively to spoken language and respond, joining in with songs, rhymes and games
- The development of an appreciation of a variety of stories, songs, poems and rhymes in French that are delivered through the curriculum content
- Opportunities to orally rehearse new vocabulary and join to form basic sentences
- Applying skills in a written context, such as describing likes/dislikes, describing where they live, who is in their family etc, evidence of which can be found in topic books.
- The use of bi-lingual dictionaries to find and translate vocabulary

The use of cross-curricular links in order to revisit, consolidate and make links with prior learning (e.g. shape and time in maths, grammar and word classes in English)

In order to support the delivery of French at St Mary's, we utilise various online resource banks such as Rachel Hawkes, Lightbulb Languages, BBC Bitesize and Twinkl.

## 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nursery F1	Focus on languages of EAL children in class.	Learn about the Christmas traditions of different cultures from the class.	Topic link - Chinese New Year.  Practise saying Happy New Year in Cantonese: “Gong hei fat choy”	French - listen to some French songs, e.g. Frere Jacques.	Answer the register in greetings from some different languages.	Cornish - learn some key words.
Reception F2	Practise greetings: ‘Hello’ in those languages.	Practise saying ‘Happy Christmas’ in those languages.				
Year 1	Focus on languages of EAL children in class.	Learn about the French Christmas traditions and practise saying: “Joyeux Noel”.	French songs.		Numbers 1-10.	
Year 2	Practise ‘Hello’ and ‘goodbye’ in those languages.					
Year 3	Half-term 1: Describing me and others  Half-term 2: Saying what I and others have  Phonics: the SSC (sound-symbol correspondences) taught this term are:  [a] [o] [e] [i] [u]		Half-term 1: Saying what I and others do  Half-term 2: Saying how many and describing things  Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]		Half-term 1: Describing things and people  Half-term 2: Expressing likes and saying what I and others do  Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]	
Year 4	Silent Final Consonant [SFC] -t, -s, -d  Silent Final E [SFe]		Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to		Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months	

<a href="http://www.rachelhawkes.com/Resouces/PrFrench/Y34.php">rces/PrFrench/Y34.php</a>	<p>[an/en] open and closed [eu] [ch] [au/eau/o/ô] [on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>	<p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p>	<p>Grammar: revisit definite articles &amp; adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer   détester + definite article, revisit intonation questions (including with comment, quand)</p>
<p>Year 5</p> <p><b>Teach Y4 lessons</b></p> <p><a href="http://www.rachelhawkes.com/Resouces/PrFrench/Y34.php">http://www.rachelhawkes.com/Resouces/PrFrench/Y34.php</a></p>	<p>Half-term 1: Describing me and others</p> <p>Half-term 2: Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>[a] [o] [e] [i] [u]</p>	<p>Half-term 1: Saying what I and others do</p> <p>Half-term 2: Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]</p>	<p>Half-term 1: Describing things and people</p> <p>Half-term 2: Expressing likes and saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]</p>
<p>Year 6</p> <p><b>Teach Y4 lessons</b></p> <p><a href="http://www.rachelhawkes.com/Resouces/PrFrench/Y34.php">http://www.rachelhawkes.com/Resouces/PrFrench/Y34.php</a></p>	<p>Silent Final Consonant [SFC] -t, -s, -d</p> <p>Silent Final E [SFe]</p> <p>[an/en] open and closed [eu] [ch] [au/eau/o/ô]</p>	<p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to</p> <p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p>	<p>Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months</p> <p>Grammar: revisit definite articles &amp; adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer   détester + definite article, revisit</p>

	<p>[on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>		intonation questions (including with comment, quand)
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<b>2023 - 2024</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nursery F1	Focus on languages of EAL children in class.	Learn about the Christmas traditions of different cultures from the class.	Topic link - Chinese New Year.	French - listen to some French songs, e.g. Frere Jacques.	Answer the register in greetings from some different languages.	Cornish - learn some key words.
Reception F2	Practise greetings: 'Hello' in those languages.	Practise saying 'Happy Christmas' in those languages.	Practise saying Happy New Year in Cantonese: "Gong hei fat choy"			

Year 1	Focus on languages of EAL children in class.  Practise 'Hello' and 'goodbye' in those languages.	Learn about the French Christmas traditions and practise saying: "Joyeux Noel".	French songs.	Numbers 1-10.
Year 2				
Year 3  <a href="http://www.rachelhawkes.com/Resources/PrFrench/Y34.php">http://www.rachelhawkes.com/Resources/PrFrench/Y34.php</a>	Half-term 1: Describing me and others  Half-term 2: Saying what I and others have  Phonics: the SSC (sound-symbol correspondences) taught this term are:	Half-term 1: Saying what I and others do  Half-term 2: Saying how many and describing things  Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]	Half-term 1: Saying what I and others do  Half-term 2: Saying how many and describing things  Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]	Half-term 1: Describing things and people  Half-term 2: Expressing likes and saying what I and others do  Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]
Year 4  <a href="http://www.rachelhawkes.com/Resources/PrFrench/Y34.php">http://www.rachelhawkes.com/Resources/PrFrench/Y34.php</a>	[a] [o] [e] [i] [u]  Silent Final Consonant [SFC] -t, -s, -d  Silent Final E [SFe]  [an/en]  open and closed [eu]  [ch] [au/eau/o/ô]  [on] [ou]  Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story  Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir	Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to  Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)	Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months  Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer   détester + definite article, revisit intonation questions (including with comment, quand)	

	(singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)		
Year 5 <b>Teach Y5 lessons</b> <a href="http://www.rachelhawkes.com/Resources/PrFrench/Y56.php">http://www.rachelhawkes.com/Resources/PrFrench/Y56.php</a>	Half-term 1: Describing me and others  Half-term 2: Saying what I and others have  Phonics: the SSC (sound-symbol correspondences) revisited and/or introduced this term are:	Half-term 1: Saying what I and others do  Half-term 2: Saying how many and describing things  Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]	Half-term 1: Describing things and people  Half-term 2: Expressing likes and saying what I and others do  Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are:
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## 2024 - 2025

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Nursery F1	Focus on languages of EAL children in class.	Learn about the Christmas traditions of different cultures from the class.	Topic link - Chinese New Year.  Practise saying Happy New Year in Cantonese: “Gong hei fat choy”	French - listen to some French songs, e.g. Frere Jacques.	Answer the register in greetings from some different languages.	Cornish - learn some key words.
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	<p>[an/en] open and closed [eu] [ch] [au/eau/o/ô] [on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>	<p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p>	<p>Grammar: revisit definite articles &amp; adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer   détester + definite article, revisit intonation questions (including with comment, quand)</p>
<p>Year 5</p> <p><b>Teach Y5 lessons</b></p> <p><a href="http://www.rachelhawkes.com/Resources/PrFrench/Y56.php">http://www.rachelhawkes.com/Resources/PrFrench/Y56.php</a></p>	<p>Half-term 1: Describing me and others</p> <p>Half-term 2: Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or introduced this term are:</p>	<p>Half-term 1: Saying what I and others do</p> <p>Half-term 2: Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]</p> <p>We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys</p> <p>Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles</p>	<p>Half-term 1: Describing things and people</p> <p>Half-term 2: Expressing likes and saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are:</p> <p>[SFC]   Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion]</p> <p>We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, home town, requesting food and drink</p>
<p>Year 6</p> <p><b>Teach Y6 lessons</b></p> <p><a href="http://www.rachelhawkes.com/Resources/PrFrench/Y56.php">http://www.rachelhawkes.com/Resources/PrFrench/Y56.php</a></p>	<p>Silent Final Consonant [SFC]   Silent Final E [SFe]</p> <p>[a ] [an/am/en/em] [i] [in/im] [qu] [u] [ou] [on] [au/eau/o/ô] open and closed [eu]</p>	<p>We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys</p> <p>Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles</p>	<p>[SFC]   Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion]</p> <p>We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, home town, requesting food and drink</p>

	<p>We also revisit liaison.</p> <p>Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ?</p> <p>Grammar: être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p>	<p>(le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne ... pas)</p>	<p>Grammar: FAIRE (singular), weather expressions with faire, faire vs. jouer with sports, jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir - singular)</p>
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