Gothic Mede Academy MFL Curriculum 2025-2026

At Gothic Mede Academy all children in key stage 2 have weekly French lessons. For our French curriculum we use the scheme called *"Primary Languages Network".* It follows the *National Curriculum Programmes of Study*. It is taught via the following units:

	Autumn term	**Spring term**	**Summer term**
Year 3	Ask and answer name; Ask and answer simple feelings; Count 0-11; 6 colours; Commands; Days Months; Asking the day / month; Ask birthday month; Celebrating Christmas	Celebrating Epiphany; Names of domestic animals; Ask and answer a like/dislike; Colours; Ask what colour something is; Likes and dislikes; Celebrating Easter	Fruit and vegetables; Breakfast foods; Ask for a food item politely Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)
Year 4	Asking who someone is; Asking someone's age; Have you ...?; I have; Numbers 0-31; Classroom objects; Where is ….?(+ shops); Here is (+shops); Left/ right/ straight ahead; There is / there are	Asking who someone is?; This is ..... mum/ brother / sister/ dad / grandma / granddad / friend; Who are you?; Parts of the face; I have ;Giving hair and eye colour; Parts of the body and simple descriptions colour/small / big etc); Asking: Have you ...? I have; There is / there are	How are you feeling?; Simple everyday illnesses; statements; Jungle animals; Using body part nouns and colours in simple sentences (noun, verb adjective); Asking /answering simple weather phrases; Ice creams- asking for a flavour; Asking the price; Asking politely for an item; Instructions to make a fantastical ice cream

MFL is promoted throughout the school as part of Arts Around the World week; European languages day; singing songs in different languages in Singing Assemblies; taking the register in a variety of languages.

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

There is no statutory requirement for schools to teach MFL at key stage one.

Key stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and

communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- 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
- 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