




Moss Valley's Modern Foreign Languages Curriculum



Curriculum Overview



Key	SO	Starting Off
	MO	Moving On
	MU	Moving Up
	E	Early Language
	I	Intermediate
	P	Progressive
	X	Extra Teaching

Starting off/Moving on:

Little Angels units are designed for the very first stages of language learning and aimed at very young learners in the first years of Nursery, Reception and primary phase. The focus is on interactive, immersive teaching with a focus on the spoken and auditory skills. Lessons feel less structured and are pupil centred with implicit learning at the core. Lots of physical movement and music to ensure pupils are fully engaged as they may be still learning their first language. Lessons will not be desk based. No assessment is offered at this stage and the units are designed to start to build a bank of vocabulary based on the world that they see and experience around them. Designed to support speech, language and communication alongside the pupils' physical development. Units will tie in with numeracy, literacy and the personal and social development as much as possible.

Moving up/Early language:

These units are aimed at classes that are just starting out on their language learning journey and Moving Up and Early Language are of a similar level. They are not reliant on Starting Off and Moving On units having been taught first. The lessons work mostly on vocabulary, on single nouns (with article/determiner), building up memory skills and formulating very short simple sentences by the end of a unit, from memory. Lessons are more structured with a clear and equal focus on all four skills.(speaking, listening, reading and writing).

Intermediate:

These units build on Early Learning and work at phrase level. More grammar is incorporated into the lessons and starts to be more explicit in the terminology and explanations. Longer reading and listening exercises and more is expected in their oral responses and written work. Pupils will know more and learn more.

Progressive:

These units are the most challenging. The lessons contain more content and the pace is faster as there is more language presented to the children. This teaching type encourages the children to produce written paragraphs and speak more fluently and accurately from memory. Recalling and recycling the language learnt in the previous teaching types. We aim to reach Progressive units by the end of primary phase when there has been a minimum of four years sustained and regular foreign language teaching.

Extra teaching:

There are extra units that can be taught in between core units if teachers wish to. The focus of these units may be cultural (celebrations) or may have a specific focus to consolidate previous units (numbers/phonics) They are not full units but mini units of 2 or 3 lessons.

Curriculum Overview Teaching 2023-2024

		Autumn		Spring		Summer	
EYFS	Nursery	Greetings (SO)		Colours and numbers (SO)		Under the sea (SO)	
	Reception	Greetings (SO)		Colours and numbers (SO)		Transport (SO)	
KS1	Year 1	Greetings (SO)		Colours and numbers (SO)		In the jungle (SO)	Under the sea (SO)
	Year 2	Greetings (SO)	Colours and numbers (SO)	Transport (SO)	Under the sea (SO)	In the jungle (SO)	Superheroes in my town (MO)
Lower KS2	Year 3	Phonics 1(X)	Animals (E)	Instruments (E)	I know how to.. (E)	Fruits (E)	Ice-creams (E)
		I am learning (E)					
	Year 4	Phonics 1&2 (X)	Instruments (E)	Fruits or vegetables (E)	Ice-creams (E)	Presenting myself (I)	My family (I)
		I am learning (E)					
Upper KS2	Year 5	Phonics 1&2 (X)	Animals (E)	I know how to.. (E)	Presenting myself (I)	My family (I)	In the classroom (I)
		I am learning (E)					
	Year 6	Phonics 1&2 (X)	Fruits or vegetables (E)	Presenting myself (I)	My family (I)	What is the date? (I)	My home (I)
		I am learning (E)					

Nursery – What do we want the children to know?

	Speaking	Listening	
	-Learn to repeat and reproduce the language they hear with some accuracy.	Appreciate and actively participate in songs and rhymes.	
Content coverage	Greetings (SO) Colours and numbers (SO) Under the sea (SO)		
Key vocabulary taught	<u>Greetings</u> Bonjour Au revoir Je m'appelle	<u>Colours and numbers</u> Un Deux Trois Rouge Jaune bleu	<u>Under the sea</u> Le poisson Le crabe Le dauphan

Reception – What do we want the children to know?

	Speaking	Listening	
	-Learn to articulate key words introduced in the unit.	-start to understand some of the familiar words they hear. -Appreciate and actively participate in songs and rhymes.	
Content coverage	Greetings (SO) Colours and numbers (SO) Transport (SO)		
Key vocabulary taught	<u>Greetings</u> Bonjour Salut Au revoir À plus tard	<u>Colours and numbers</u> un deux trois	<u>Transport</u> La voiture Le bus Le train

	Je m'appelle	quatre cinq rouge jaune bleu orange vert violet	
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Year 1 – What do we want the children to know?

	Speaking	Listening		
	<ul style="list-style-type: none"> -Learn to articulate key words introduced in the unit with increased accuracy. - Pronounce some French phonic sounds accurately (on, oi). 	<ul style="list-style-type: none"> -start to understand some of the familiar words they hear and their meanings. -Appreciate and actively participate in songs and rhymes. -Understand that phonic sounds in French may sound different to English sounds. 		
Content coverage	Greetings (SO) Colours and numbers (SO) In the jungle (SO) Under the sea (SO)			
Key vocabulary taught	<u>Greetings</u> Bonjour Salut Au revoir À plus tard Je m'appelle Ça va?	<u>Colours and numbers</u> un deux trois quatre cinq Six sept huit neuf dix rouge jaune bleu orange vert violet blanc noir	<u>In the jungle</u> L'éléphant La girafe Le lion	<u>Under the sea</u> Le poisson Le crabe Le dauphin Le poulpe L'étoile de mer

Year 2 – What do we want the children to know?

	Speaking	Listening			Reading	
	-Learn to articulate key words introduced in the unit with accuracy. - Pronounce some French phonic sounds accurately (on, oi). -Pronounce French words with silent letters accurately.	-start to understand some of the familiar words they hear and their meanings. -Understand that phonic sounds in French may sound different to English sounds. -Identify when a letter is silent in a French word.			-Identify written versions of the words they hear.	
Content coverage	Greetings (SO) Colours and numbers (SO) Transport Under the sea (SO) In the jungle (SO) Superheroes/In my town (MO)					
Key vocabulary taught	<u>Greetings</u> Bonjour Salut Au revoir À plus tard Je m'appelle Ça va? Ça va bien Ça va mal Comme ça ç i comme ça	<u>Colours and numbers</u> un deux trois quatre cinq Six sept huit neuf dix rouge jaune bleu orange vert violet blanc noir gris marron	<u>Transport</u> La voiture Le bus Le train L'avion Le bateau Le moto La camion	<u>Under the sea</u> Le poisson Le crabe Le dauphin Le poulpe L'étoile de mer L'hippocampe Le morse	<u>In the jungle</u> L'éléphant La girafe Le lion Le singe Le leopard L'hippopotame Le serpent	<u>In my town</u> Une boulangerie Un stade Une école Un cinema Un parc Un café Un patinoire

Year 3 – What do we want the children to know?

	Speaking	Listening	Reading	Writing	Grammar	
	Communicate with others using simple words and short phrases covered in the units. Use correct pronunciation when speaking and start to see the link between the words and spellings.	Listen to and enjoy short stories. Recognise familiar words and short phrases covered in the units taught. Develop understanding of the sounds of individual letters and groups of letters.	Read familiar words and short phrases accurately by applying knowledge Phonics. Understand the meaning in English of short words read in the foreign language.	Write some familiar simple words from memory or using supported written materials. Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Start to understand the concept of noun gender and the use of articles. - Use the first person singular version of high frequency verbs e.g. 'I like...' 'I play...' 'I am called...'	
Content coverage	Phonics 1 (X) I am learning (E) Animals (E) Instruments (E) I know how to... (E) Fruits (E) Ice-creams (E)					
Key vocabulary taught	<u>I am learning</u> Key vocabulary from greetings and colours and numbers 1-10	<u>Animals</u> Un cheval Une souris Un cochon Un lion Un lapin	<u>Instruments</u> La trompette La guitare La batterie Le violon	<u>I know how to...</u> Danser Chanter Sauter Cuisiner Faire de vélo	<u>Fruits</u> Une pomme Une cerise Une prune Une banane Une poire Une fraise Une pêche Une orange Un abricot Un kiwi	<u>Ice-creams</u> Une glace La vanille La fraise La banane La menthe au chocolat au café au citron

Year 4 – What do we want the children to know?

	Speaking	Listening	Reading	Writing	Grammar	
	Ask and answer a wider range of questions. Present short pieces of information to another person. Apply phonic knowledge when speaking to pronounce words and phrases accurately.	Listen for and identify key words and phrases in instructions, stories and songs. Follow a text accurately while listening to it being read.	Accurately read familiar words, phrases and short sentences and understand their meaning. Accurately read aloud a wider range of familiar words, phrases and short sentences.	Write some familiar simple words, phrases and simple sentences from memory or using supported written materials. Write some short phrases and begin to use conjunctions.	Understand the concept of gender (masculine /feminine). Identify and use the negative form.	
Content coverage	Phonics 1&2(X) I am learning (E) Instruments (E) Fruit or vegetables (E) Ice-creams (E) Presenting myself (I) My family (I)					
Key vocabulary taught	<u>I am learning</u> Key vocabulary from greetings and colours and numbers 1-15	<u>Instruments</u> La trompette La guitar La batterie Le violon La clarinette La harpe Le piano Les cymbals La flûte à bec	<u>Fruit or vegetable</u> s Key vocabulary from fruits Les tomates Les courgettes Les petits pois Les	<u>Ice-creams</u> Une glace La vanille La fraise La banane La menthe au chocolat au café au citron	<u>Presenting myself</u> Key vocabulary from greetings Numbers 1-20	<u>My family</u> La mère Le père Le frère La soeur

			champignons Les pommes de terres	La pistache Boule Petit pot cornet		
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Year 5 – What do we want the children to know?

	Speaking	Listening	Reading	Writing	Grammar	
	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Express opinions on familiar topics.	Undertake longer listening exercises and be able to identify key words and phrases. Use decoding skills to listen and understand unfamiliar phrases. Listen attentively and understand more complex words and phrases.	Read a variety of simple texts in different formats e.g. stories, song lyrics etc. Read aloud short pieces of text applying phonic knowledge. Read and understand a foreign language text when it is based on a familiar one.	Write some sentences and short paragraphs from memory or using supported written materials. Use verbs in the correct form e.g. first person, third person. Check spellings with a dictionary.	Understand possessive adjectives. Use the negative form, possessive and connective Identify and understand personal pronouns.	
Content coverage	Phonics 1&2(X) I am learning (E) Animals (E) I know how to...(E) Presenting myself (I) My family (I) In the classroom (I)					
Key vocabulary taught	<u>I am learning</u> Key vocabulary from greetings and colours and numbers 1-20	<u>Animals</u> Un cheval Une souris Un cochon Un lion Un lapin Un oiseau Un canard	<u>I know how to...</u> Danser Chanter Sauter Cuisiner Faire de vélo	<u>Presenting myself</u> Key vocabulary from greetings Numbers 1-20	<u>My family</u> La mère Le père Le frère La soeur La grand-mère Le grand-	<u>In the classroom</u> Un livre Un cahier Un crayon Un stylo Un taille-crayon

		Un mouton Un vache Un singe	Jouer d'un instru- ment Patiner Dessiner Nager Parle en français	Masculine /feminine nationaliti es.	père La tante L'oncle	Une règle Une trousse Une gomme Des ciseaux
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Year 6 – What do we want the children to know?

	Speaking	Listening	Reading	Writing	Grammar	
	Use spoken language to initiate and sustain simple conversations about familiar topics. Use connectives to link together their ideas. Present a familiar topic to an audience.	Understand the main points in a passage spoken with authentic pronunciation and at authentic speed. Understand and identify more complex phrases in listening exercises. Answer questions about what they hear.	Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific information in a range of texts.	Write longer sentences and short paragraphs from memory or using supported written materials. Use verbs in the correct form e.g. first and third person, gender, plurals. Identify and correctly use adjectives and connective	Understand the concept of gender and use correctly with different nouns. Understand a verb stem and different endings. Identify and correctly use adjectives.	
Content coverage	Phonics 1&2(X) I am learning (E) Fruits or vegetables (E) Presenting myself(I) My family (I) What is the date? (I) My home (I)					
Key vocabulary	<u>I am learning</u> Key vocabulary	<u>Fruits or vegetables</u>	<u>Presentin g myself</u>	<u>My family</u> La mère	<u>What is the date?</u>	<u>My home</u> Une maison

taught	from greetings and colours and numbers 1-50.	Key vocabulary from fruits Les tomates Les courgettes Les petit pois Les champignons Les pommes de terres Les carots Les haricots verts Les oignons Les épinards	Key vocabulary from greetings Numbers 1-20 Masculine /feminine nationalities.	Le père Le frère La soeur La grand-mère Le grand-père La tante L'oncle Numbers 1-50.	Days of the week. Months of the year. Numbers 1-31.	Un appartement Un salon Un bureau Un garage Un jardin Une salle à manger Une chambre Une cuisine
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