

### Ancient and Modern Foreign Languages Curriculum – The National Requirements

The legal coverage requirements for Ancient and Modern Foreign Languages are as follows:

EYFS	Key Stage 1 Programme of Study	Key Stage 2 Programme of Study
<p><b>Understanding the World (The Orchard):</b></p> <ol style="list-style-type: none"> <li>1. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ol> <p><b>Understanding the World (Reception):</b></p> <ol style="list-style-type: none"> <li>2. Draw information from a simple map.</li> <li>3. Understand that some places are special to members of their community.</li> <li>4. Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>5. Recognise some similarities and differences between life in this country and life in other countries.</li> <li>6. Recognise some environments that are different to the one in which they live.</li> </ol> <p><b>Understanding the World (end of Reception):</b></p> <ol style="list-style-type: none"> <li>7. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>8. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>9. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ol>	<p><b>Environmental and Contextual Education: *</b></p> <p>At Mayflower Primary School, we recognise that MFL in Key Stage 1 is non-compulsory. Given work that has already been undertaken in EYFS and to prepare our children for the next stage in their education, we seek to ensure that the children in Key Stage 1 have access to the following, which is augmented by the 87% EAL quotient in our school:</p> <ol style="list-style-type: none"> <li>1. The children will encounter a language-rich environment, including common words in French</li> <li>2. The children will gain enrichment opportunities through the school's Language of the Month</li> <li>3. Teachers will embed aspects of the French language into their teaching, where appropriate, enabling the children to listen attentively</li> <li>4. The children will master groups of words in French, which include fruits, vegetables, greetings, numbers, and shapes</li> <li>5. Through our established international links, the children will gain regular opportunities to converse with others in a different language, both in person and online</li> </ol>	<p><b>Pupils should be taught to:</b></p> <ol style="list-style-type: none"> <li>1. Listen attentively to spoken language and show understanding by joining in and responding</li> <li>2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>4. Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>6. Present ideas and information orally to a range of audiences</li> <li>7. Read carefully and show understanding of words, phrases and simple writing</li> <li>8. Appreciate stories, songs, poems and rhymes in the language</li> <li>9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>11. Describe people, places, things and actions orally* and in writing</li> <li>12. 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.</li> </ol>

### Teaching Units at Mayflower Primary School

Taught through PBL		Taught as a Discrete Unit		Assemblies and Curriculum Days	
Year	Autumn Term	Spring Term		Summer Term	
EYFS					
Year 1	Greetings	Numbers		Shapes	
	European Day of Languages (September), Language of the Month, greetings in languages from around the world, stories about people from different cultures	Language of the Month, greetings in languages from around the world, stories about people from different cultures		Language of the Month, greetings in languages from around the world, stories about people from different cultures	
Year 2	Fruits Vegetables			Ice-cream	
	European Day of Languages (September), Language of the Month, greetings in languages from around the world, stories about people from different cultures	Language of the Month, greetings in languages from around the world, stories about people from different cultures		Language of the Month, greetings in languages from around the world, stories about people from different cultures	
Year 3	Phonetics 1 and 2 Animals	Musical instruments Fruits (revision unit)		Ancient Britain I can....	
	European Day of Languages (September), Language of the Month, greetings in languages from around the world, stories about people from different cultures	Language of the Month, greetings in languages from around the world, stories about people from different cultures		Language of the Month, greetings in languages from around the world, stories about people from different cultures	
Year 4	Phonetics 1 and 2 (revision unit) Vegetables (revision unit)	Ancient Britain (revision unit) Presenting myself		Classroom House	
	European Day of Languages (September), Language of the Month, greetings in languages from around the world, stories about people from different cultures	Language of the Month, greetings in languages from around the world, stories about people from different cultures		Language of the Month, greetings in languages from around the world, stories about people from different cultures	
Year 5					
	European Day of Languages (September), Language of the Month, greetings in languages from around the world, stories about people from different cultures	Language of the Month, greetings in languages from around the world, stories about people from different cultures		Language of the Month, greetings in languages from around the world, stories about people from different cultures	
Year 6	Phonetics 1, 2, 3, and 4 Presenting myself (revision unit)	Do you have a pet? What is the date/what is the weather?		My house My school	
	European Day of Languages (September), Language of the Month, greetings in languages from around the world, stories about people from different cultures	Language of the Month, greetings in languages from around the world, stories about people from different cultures		Language of the Month, greetings in languages from around the world, stories about people from different cultures	

### Ancient and Modern Foreign Languages Curriculum – EYFS and Programmes of Study Coverage

This page provides a summary of how the EYFS and the National Curriculum Programmes of Study for Ancient and Modern Foreign Languages have been covered through the teaching units previously disclosed (see page 2). It can also serve as a useful planning aid, ensuring that staff can plan progressive learning experiences for our children, with due regard for their prior learning, which can also be accessed via the Digital Archive. From the planned units, it can be concluded that the curriculum has been covered in full, with a breadth of study in key Stage 2 that embraces all aspects of the Programmes of Study.

Year	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>			
<b>Year 1</b>	Learning environment and key aspects of teaching (1,2 and 3) Unit of work on greetings (4 and 5)	Learning environment and key aspects of teaching (1, 2 and 3) Unit of work on numbers (4 and 5)	Learning environment and key aspects of teaching (1, 2 and 3) Unit of work on shapes (4 and 5)
<b>Year 2</b>	Learning environment and key aspects of teaching (1, 2 and 3) Unit of work on fruit Unit of work on vegetables (4 and 5)	Learning environment and key aspects of teaching (1, 2 and 3)	Learning environment and key aspects of teaching (1, 2 and 3) Unit of work on ice-cream (4 and 5)
<b>Year 3</b>	Learning environment and themed days (1-12) An introduction to the French phonetic system: (1, 5, 7, and 12) Unit of work on animals (1-12)	Learning environment and themed days (1-12) Unit on musical instruments (1-12) Revision unit on fruits (1-12)	Learning environment and themed days (1-12) Unit on Ancient Britain (1-12) Unit on what I can do? (1-12)
<b>Year 4</b>	Learning environment and themed days (1-12) A revision of the French phonetic system (1, 5, 7, and 12) Revision unit on vegetables (1-12)	Learning environment and themed days (1-12) Revision unit on Ancient Britain (1-12) Unit on introducing myself ((1-12)	Learning environment and themed days (1-12) Unit on the classroom (1-12) Unit on the house (1-12)
<b>Year 5</b>	Learning environment and themed days (1-12) Unit teaching to be confirmed	Learning environment and themed days (1-12) Unit teaching to be confirmed	Learning environment and themed days (1-12) Unit teaching to be confirmed
<b>Year 6</b>	Learning environment and themed days (1-12) Revision of the French Phonetic System 1-4 (1-12) Revision of the presenting myself unit (1-12)	Learning environment and themed days (1-12) Unit on do you have a pet? (1-12) Unit on what is the date and what is the weather (1-12)	Learning environment and themed days (1-12) Revision unit on my house (1-12) Unit on my school (1-12)

### Ancient and Modern Foreign Languages Curriculum – Sequencing

Year	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	At the beginning of the new school year, the cultures of all children and families will be celebrated, including mother tongue. The Learning Environment will also celebrate the international character of our school, as well as aspects of vocabulary from the majority of native language. Engagement with EDOL.	Now that the children are more settled within the respective bases, there will be greater opportunities for them to engage with different aspects of language that will be common throughout the setting. Language exposure will also be part of free-flow, with practitioners modelling pronunciation and the shape of words.	To prepare the children for transition to Key Stage 1, elements of spoken language will be embedded in routines of the school day, and the children will be actively encouraged to respond in a different language. This could be mother tongue, or the MFL focus for the school, which is French.
<b>Year 1</b>	Elements of the Learning Environment will be adapted to include words from French, including those that form the basis for the introductory teaching unit. Building on what was taught at the end of EYFS, children will encounter short focused sessions, and there will be opportunities for them to deepen their understanding through free-flow.	In-line with our increased expectations, the Learning Environment will be changed to create more challenge. Elements of the taught units will also be evident, and children will now be given an opportunity to respond on more of a formal basis to the teaching they receive. Responses will remain embedded within free-flow to ensure that inclusion is evident for all pupils.	As with the spring term, the Learning Environment will remain adaptive to the needs of the children, and all children will be given an opportunity to provide a formal response to the teaching they receive. This will serve to prepare them for the increased expectations they will encounter in Year 2. This will also become a feature of the transition process.
<b>Year 2</b>	Now that the children have moved into Year 2, sessions for MFL will be timetabled, and evidence of work they complete will be available for scrutiny, despite this being non-compulsory within the National Curriculum. Aspects of the normal school day will also be underpinned by spoken French.	Given the strong focus on French during the autumn term, environmental aspects of the language will be explored, and the children will continue words in their day-to-day teaching. Language of the Month will also become a core focus, allowing the children to further diversify their language experience.	To embed enjoyment in the teaching of French, and also to motivate the children for transition, some of the fun aspects of language will be explored. Using language in a playful manner will help them to look forward to the more formal provision they will encounter when they move into Year 3 (Key Stage 2).
<b>Year 3</b>	Now that the children have encountered the statutory teaching programmes, and facilitated by what they have encountered in EYFS and Key Stage 1, the children are ready to learn some of the formal aspects of the French phonetic system, which will underpin the teaching they receive as they continue to move through Key Stage 2.	Revision of prior learning becomes a feature in Year 3, but new learning will also be maintained, using some of the principles that were established at the beginning of the year. Metacognitive teaching will also resonate with other aspects of the curriculum, as well as the link with the music curriculum (ukulele teaching through LMS).	As the children move towards the end of their first year in Key Stage 2, links can be established with a previous PBL that was taught at the beginning of the year. This reflects the cross-curricular manner in which the school likes to work, and will also provide a context for the learning that will take place in MFL.
<b>Year 4</b>	To embed formal learning that was introduced at the beginning of Key Stage 2 (Year 3), aspects of the French phonetic system will need to be revised. This will again inform the more challenging teaching that the children will encounter as they move through Year 4. Formal recording will again be expected and subject to scrutiny.	A balance between the revision of prior learning and new units will again characterise what is taught in Year 4. The children will now be used to working in this way, and adaptations to the Learning Environment will provide support for retention and vocabulary. PBL links will again be exemplified by referencing back to the PBL on the Romans.	The teaching of French will now take a more personal focus, which will encourage the children to begin to apply their understanding in a conversational context. Both of the units will have a personal connotation, including the classroom and the house. Again, formal recording will be expected, in-line with broader curriculum expectations.
<b>Year 5</b>	In common with previous years, the Learning Environment will continue to reflect current unit teaching, with targeted sessions for those that have shown an aptitude for French. Unit teaching will be confirmed once the LTP has been updated by the Year 5 team.	In common with previous years, the Learning Environment will continue to reflect current unit teaching, with targeted sessions for those that have shown an aptitude for French. Unit teaching will be confirmed once the LTP has been updated by the Year 5 team.	In common with previous years, the Learning Environment will continue to reflect current unit teaching, with targeted sessions for those that have shown an aptitude for French. Unit teaching will be confirmed once the LTP has been updated by the Year 5 team.
<b>Year 6</b>	To prepare the children for transition to secondary, the phonetic system in French will be thoroughly revised, which will form the basis for the teaching they receive at the beginning of Key Stage 3. Unit teaching will remain a feature of provision, allowing the children to continue to develop their vocabulary and confidence within a conversational context.	Now that the phonetic system has been fully revised, the pace of unit teaching can again increase, with a dual focus of new learning during the spring term. Teachers will expect the children to rapidly take on board the key aspects of teaching, based on prior learning, secure vocabulary, and confidence around the conversational components.	As this will be the final term of Key Stage 2 provision, elements of the Key Stage 3 curriculum will be included in provision, with an expectation this will give the children the confidence they need to fully engage with the curriculum offer in the secondary sector. Celebration of learning will also be evident through the work they have produced since the beginning of Y3.

