




# OCL Primary Curriculum Modern Foreign Languages Oasis Academy Temple





The MFL curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	<p><b>Character:</b> Languages provide students with the compassion to listen and consider the opinions of others, the forgiveness to accept mistakes, the honesty and confidence to support others in their learning and the determination to find joy and hope in communicating in another language.</p>
	<p><b>Competence:</b> Languages are a gateway to new opportunities and experiences. A language inspires new ways thinking and develops key communication skills</p>
	<p><b>Community:</b> A language inspires curiosity and deepens our understanding of the world. Through language learning we become curious about the world, experience new cultures, widen our horizons and overcome communication barriers.</p>

## Implementation

The core concepts for MFL:

Core Concepts in MFL			
Speak confidently and spontaneously	Write imaginatively	Read fluently and listen effectively	Be respectful and curious about the culture

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

## MFL Delivery

Lesson Timings	Type of delivery
MFL is taught weekly in KS2 for 30minutes per lesson.	<p>The MFL lessons are predominantly discrete to enable focus on development of language. In MFL the areas covered link to themes each half term to provide rich and meaningful links to learning outside of subject lessons.</p> <p>Within the Oasis curriculum there are choices of Target Language (TL) - German, Spanish and French - lessons to follow and NLPs are also working with academies individually where other languages have been chosen for contextual purposes.</p>

## Annual Organisation per year group

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5
Autumn 1	Culture: Introduction to TL Greetings	Greetings recap Saying and asking your name	How are you?	Classroom Language Instructions	Days of the Week
Autumn 2	Culture: TL speaking countries Saying where you live	Countries	Countries Saying where you come from	Weather	Weather Reports
Spring 1	Culture: Traditional TL Food	Ice cream flavours	Ice cream parlour and menus	Opinions on ice cream	Ordering in an ice cream cafe
Spring 2	Colours	Describing the colour of objects (Culture: bring in some TL places / buildings etc)	Saying what your favourite colour is	Culture: TL artist	Designing a picture in the style of the TL artist
Summer 1	Numbers	Pencil Case items	Pencil case and colours	Culture: TL classroom	My classroom – interleave numbers / counting things in the classroom / key classroom vocab.



Summer 2	Performance Poetry				
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Year 4	Week 1	Week 2	Week 3	Week 4	Week 5
Autumn 1	Brothers and sisters	Family tree	Recap numbers 1-20 Brother and sister age	Culture – description of a person from TL country	My family celebration – creative task
Autumn 2	Recap weather. Verb = 2 <sup>nd</sup> idea	Key environmental problems	Culture: TL country – attitudes to the environment	Things to do to improve the environment	My promise to the environment.
Spring 1	Culture: TL Festivals	Recap colours	Clothes	Describing clothes	Design an outfit for the celebrations
Spring 2	Recap numbers	Big numbers Describing someone else's age	Culture: TL country: famous scientists	Science: The greatest scientific discovery was....	
Summer 1	TL school subjects	Describe a school subject	Opinions on school subjects	Culture: TL school	Describing your favourite teacher
Summer 2	Performance Song				

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5
Autumn 1	My favourite things	Sports	Describing Sports	Hobbies and opinion words	TL workout – recap numbers / left and right / Imperative instructions
Autumn 2	Places in the town	Describing your town - adjectives	Comparing your town now and then – Imperfect tense	Culture: TL town	Designing an ideal town(conditional)
Spring 1	Clothes	Months and seasons – what clothes you wear	Colours recap and clothes adjectives	Adjective endings	Ideal school uniform
Spring 2	Social media hobbies	How often you do the social media hobby	Dangers of social media	Modal verbs – safe use of social media	Future tense – staying safe online in the future
Summer 1	Describing hair and eyes	Personality	Describing myself (hair eyes / personal description)	Describing your friend	Wanted Poster
Summer 2	TL Story performance				

Year 6	Week 1	Week 2	Week 3	Week 4	Week 5
Autumn 1	Body Parts	Body aches	Time	Daily Routine	Time + Daily Routine
Autumn 2	Recap countries – past tense where went on holiday	Transport – how travelled	How was the weather	Culture: TL holiday destination – new vocab what can do there	Writing a holiday postcard
Spring 1	Shops in the town	Souvenirs	Big numbers	Recap colours / descriptions	Role Play – buying a souvenir
Spring 2	Food	Food adjectives	Opinions on food	Comparing food	Cooking a traditional dish – following the recipe
Summer 1	Buildings in the town	Directions	Treasure Hunt – using directions	Saying what you can do in your town	
Summer 2	TL Film Study (Tense focus)				



## Impact

We need to be able to fluidly use ‘checking for understanding’ techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through Socratic quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, end of unit assessment quizzes and Student Portfolios in Showbie.

## MFL Specific Impact Measures

In MFL quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Pop tasks at the end of the year pull together the learning for the subject under the core concept areas to consolidate learning and to prepare children to make links to the future learning in subsequent years.

## Progression Points against the Core Concepts

Core Concepts	Progression Point 1 (Y3)	Progression Point 2 (Y4)	Progression Point 3 (Y5)	Progression Point 4 (Y6)
Speak confidently and spontaneously	<ul style="list-style-type: none"> <li>• Use Phonics knowledge to develop appropriate pronunciation.</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Ask and answer familiar questions</li> </ul>	<ul style="list-style-type: none"> <li>• Use Phonics knowledge to develop appropriate pronunciation.</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Ask and answer familiar questions</li> </ul>	<ul style="list-style-type: none"> <li>• Develop appropriate pronunciation</li> <li>• Use simple language and be understood</li> <li>• Engage in conversations and express opinions.</li> <li>• Present ideas and information orally</li> <li>• Speak confidently and spontaneously</li> <li>• Refer to 2 tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Develop appropriate pronunciation</li> <li>• Use simple language and be understood</li> <li>• Engage in conversations and express opinions.</li> <li>• Present ideas and information orally</li> <li>• Speak confidently and spontaneously</li> <li>• Refer to past, present and future events</li> </ul>
Write imaginatively	<ul style="list-style-type: none"> <li>• Write in simple sentences</li> <li>• Express opinions</li> <li>• Write short phrases from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Write in simple sentences</li> <li>• Express opinions</li> <li>• Write short phrases from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt known language to create new ideas</li> <li>• Describe people, places and things</li> <li>• Understand basic grammar</li> <li>• Express opinions</li> <li>• Write imaginatively</li> <li>• Refer to 2 tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt known language to create new ideas</li> <li>• Describe people, places and things</li> <li>• Understand basic grammar</li> <li>• Express extended opinions</li> <li>• Write imaginatively with adventurous word choices</li> <li>• Refer to past, present and future tenses</li> </ul>
Read fluently and listen effectively	<ul style="list-style-type: none"> <li>• Listen and engage</li> <li>• Show understanding of words and ideas</li> <li>• Broaden vocabulary</li> <li>• Appreciate, poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and engage</li> <li>• Show understanding of words and ideas</li> <li>• Broaden vocabulary</li> <li>• Appreciate stories, songs, poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of words in simple texts.</li> <li>• Understand basic grammar</li> <li>• Recognise words in an unfamiliar context</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of words and phrases in simple texts.</li> <li>• Understand basic grammar</li> <li>• Recognise words in an unfamiliar context</li> </ul>
Understand and respect the culture of the TL country	<ul style="list-style-type: none"> <li>• Appreciate, poems and rhymes</li> <li>• Develop an awareness for the culture, traditions and key festivals in the TL country</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate stories, songs, poems and rhymes</li> <li>• Develop an awareness for the culture, traditions and key festivals in the TL country</li> </ul>	<ul style="list-style-type: none"> <li>• Compare key festivals and celebrations in the TL country and UK</li> </ul>	<ul style="list-style-type: none"> <li>• Compare key festivals and celebrations in the TL country and UK</li> </ul>



(Grasp key grammar concepts)

- Recognise different genders
- Recognise 2 tenses

- Recognise 3 tenses
- Understand word order rules
- Understand adjective rules
- Use grammar and linguistic knowledge to change the meaning of phrases

### Approach to Recording

The pupils use a variety of recording methods in French. They either record their jottings on Showbie, on paper, type new vocabulary or do voice recordings/videos of their spoken work.

1. I am wearing a green dress  
Je porte une robe verte

2. I am wearing a blue skirt.  
Je porte une jupe bleue

3. I am wearing a yellow t shirt.  
Je porte un t-shirt jaune

4. I am wearing a brown coat.  
Je porte un manteau marron

5. I am wearing a pink jacket.  
Je porte une veste rose

6. I am wearing a black tie.  
Je porte une cravate noire

7. I am wearing orange trainers.  
Je porte des baskets orange

8. I am wearing purple socks.  
Je porte des chaussettes violettes

9. I am wearing green trousers.  
Je porte des pantalons verts

1. Je porte un manteau marron. I am wearing a brown coat.

2. Je porte une jupe violette. I am wearing a purple skirt.

3. Je porte un pantalon noir. I am wearing black trousers.

4. Je porte une cravate bleue. I am wearing a blue tie.

5. Je porte une chemise grise. I am wearing a grey blouse/shirt.

6. Je porte des chaussures pink. I am wearing pink shoes.

Cops and robbers - French words for clothes

Your ideas and own knowledge		Ideas and information you have 'stolen' from others	
Mantalon	Baskets		Manteau
Jupe	Chemisier		Cravate
Tee-shirt	Chemise		
Costume	Chaussettes		
Robe			

9 [Cops character] 2 [Robbers character]

Can you work out what these birthdays are in English?

1. Mon anniversaire, c'est le vingt-deux <sup>22nd</sup> novembre. <sup>November</sup>
2. Mon anniversaire, c'est le dix-huit juillet. <sup>18th</sup> <sup>July</sup>
3. Mon anniversaire, c'est le trois mars. <sup>3rd</sup> <sup>march</sup>
4. Mon anniversaire, c'est le quinze août. <sup>15th</sup> <sup>April</sup>
5. Mon anniversaire, c'est le premier juin. <sup>June</sup>

### Approach to Inclusion

## PRACTICES TO SUPPORT ACADEMIC PROGRESS For SEND PUPILS – SUBJECT SPECIFIC

The research underpinning the EEF’s guidance report ‘Special Educational Needs in Mainstream Schools’ indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the ‘Five-a-day’ indicated below—are particularly well-evidenced as having a positive impact. At OATs, we develop a repertoire of these strategies, which can use daily and flexibly in response to individual needs. These are used as the starting point for classroom teaching for all pupils, including those with SEND.



At OATS, we incorporate the ‘Five a day’ principle within our pedagogical model of teaching. The “I do, we do, you do” is a teaching strategy that involves a gradual release of responsibility from the teacher to the students. The three phases are:

**I do:** In this phase, the teacher models how to complete a task or solve a problem. The teacher may use think-alouds, demonstrations, or other methods to show the students how to do the task.

**We do:** In this phase, the teacher and the students work together to complete the same task or solve the same problem. The teacher provides support and guidance as needed, but the students actively participate in the task.

**You do:** In this phase, the students work independently to complete a similar task or solve a similar problem. The teacher provides feedback and support as needed, but the students are responsible for completing the task independently.

The goal of the “I do, we do, you do” strategy is to gradually shift the responsibility for learning from the teacher to the students. Students can build their skills and confidence over time by starting with explicit instruction and modelling, moving to guided practice, and finally to independent practice.

	I Do	We DO	You DO
Area of SEND			
<b>Physical/Sensory</b>	<ul style="list-style-type: none"> <li>*Enlarged pictures on the screen or on own ipad.</li> <li>*Adaptive equipment as advised by MSSS</li> <li>*Considered seating arrangements.</li> <li>*Ensuring space is appropriate for resources or equipment.</li> <li>*Use of visualiser with child exploring a map or</li> </ul>	Explore physical artefacts Physical copies of activities for discussion (showbie) Considered seating Ensuring space is appropriate	Explore physical aritfacts Pictures on showbie to enable zooming to enlarge Voice noting (teacher/TA) Voice recording learning (child)



	<p>photographs linked to language learning.</p> <ul style="list-style-type: none"><li>*Repeating key vocabulary with gesture/actions.</li><li>*Have visual vocabulary widget sheet to use for I do or in resources on Showbie for children to access.</li></ul>		
<b>SEMH</b>	<p>Visual timetable Clear instructions Clear expectations Small steps Use of choices to support understanding</p>		
<b>Cognition and Learning</b>	<p>Use of communication in print Colourful semantics (colour coding) Use of mixed ability pairs Visual vocab using actions Recall questioning focusing on who/what/where/when</p>	<p>Repetition of vocab Opportunities for partner talk with word banks and sentence stems Additional time to explore key historical questions/artifacts Transcripts available for video stimulus with highlighted/widget key vocab</p>	<p>Writing frames using backwards fading Word banks with carefully selected visual vocabulary Audio recording or acting out learning</p>
<b>Speech, Language and communication need</b>  <b>Pre-teaching vocabulary prior to lesson</b>  <b>Mr Word</b>	<p>Colour coding vocabulary Using the same name/word for objects consistently Offering simple vocabulary to support understanding and exposing children to ambitious vocabulary to stretch Colour coding brain dumps/ mind-maps</p>	<p>Reference to colour coded vocab throughout Carefully considered adapted video use Repeated instructions/modelling as required Range of activities to enable access (picture stimulus, audio stimulus etc) Use AAC</p>	<p>Use of colourful semantics sentences Clearly worded questions Voice noting Word banks Use of AAC</p>