



## Picknalls First School

# Modern Foreign Languages (MFL) Curriculum Statement 2024 - 2025



### Intent

At Picknalls First School our whole curriculum is driven by a commitment to fostering creativity, critical thinking, and a love for lifelong learning. We aim to provide a well-rounded education that nurtures each child's unique talents and prepares them for future challenges. We will teach children at Picknalls to have or be:

**Skillful** - At Picknalls First School we want all children to be skillful, turning new and imaginative ideas into reality through self-expression and a curiosity for learning. Children are encouraged to think creatively in all that they do and explore new ways of solving problems and answering questions.

**Teamwork** - At Picknalls First School we want all children to value and respect all members of the community. Children at Picknalls will be taught the skills for life to empower them to be good citizens and to contribute to the community.

**Aspiration** - At Picknalls First School we want all children to aspire towards greatness. To be productive, aim high and succeed. Expanding their knowledge of the world by nurturing their interests as well as encouraging fearlessness of things that are new or unknown by creating exciting, inspiring opportunities.








**Resilient** - At Picknalls First School we want all children to have the mental and physical resilience to be successful and happy and be confident in tackling all obstacles that come their way.

**Through these curriculum drivers we will encourage ALL children at Picknalls to become the stars of the future and shine bright in our community!**

Our staff are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. Understanding a modern foreign language increases a child's understanding of their own language, and the building blocks which form this. It reinforces fluency and understanding of grammar, syntax, sentence structure and verbal precision. Increased capability in the use of languages can also promote initiative and independent learning and encourages diversity within society.

The teaching of French in Key Stage 2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Middle school. We teach a curriculum that fosters children's curiosity and deepens their understanding of the world. They become effective users of language, and show an understanding and respect of different cultures in our local, national and global communities.

Through the teaching of French at Picknalls First School, we aim to:

-  Deliver teaching informed by the National Curriculum and the skills expressed in this: Listening, Speaking, Reading, Writing and Inter Cultural Understanding
-  Ensure every child has the opportunity, throughout Key Stage 2, to study French as a foreign language; developing their interest in the culture of other nations, communities and beliefs
-  Ensure children in the EYFS and KS1 experience aspects of languages at times to suit their learning
-  Develop children's knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as French, are spoken in the world
-  Ensure children develop a positive attitude to language learning
-  Encourage children to be confident learners, taking risks and showing resilience when faced with difficulties
-  Provide high-quality teaching and learning opportunities.

## Implementation

In Key Stage 2, children have a weekly timetabled lesson of 45 minutes. This may be delivered as one lesson, or staff may prefer to split the lesson into two separate lessons. In addition to this, staff and children use French in daily routines, for example, through answering the register and displaying the French date within the classroom. Staff also play games in the target language to reinforce vocabulary between weekly lessons.

Staff have access to a comprehensive scheme of work which has been developed in consultation with the Innovate2Educate Partnership. This covers all aspects of the MFL curriculum: speaking, listening, reading, writing and cultural understanding, and progresses these skills and knowledge throughout Years 3 and 4. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Non-specialist staff are further supported by the MFL Leader.

Links have been developed within the Uttoxeter Pyramid of schools. The MFL Leader attends termly CELL meetings with First, Middle and High school staff. Benefits include:

- 🔗 In July of each year, children attend a Languages Festival at Thomas Alleyne's High School where Year 9 students disseminate language learning to the children
- 🔗 In the Summer term, all Year 4 children in the Uttoxeter Pyramid enjoy a French transition project. The children's work is then forwarded to the Middle schools to be displayed in September. The project is jointly planned at the Spring term CELL meeting and recent projects include Le Petit Chaperon Rouge, Flotsam and La Chenille Qui Fait des Trous
- 🔗 Consistency in planning, assessment and target-setting across all First Schools, ensuring children have equal opportunities when they transfer to middle schools in Year 5

## Impact

Our MFL curriculum is fun and enjoyed by learners, well-resourced and planned to demonstrate progression through Lower Key Stage 2. There are 5 substantive concepts (core themes and skills) which run throughout the school, and are revisited continuously through the school year. These are: phonics, vocabulary, grammar, intercultural understanding and communication. We measure the impact of our curriculum through:

- 🔗 Pupil discussions about their learning
- 🔗 Lesson observations and learning walks
- 🔗 Book scrutinies
- 🔗 Children applying their knowledge of language to other areas of the curriculum
- 🔗 Children applying their cultural understanding and tolerance across society and cultures

## Cultural Capital in MFL

In the context of MFL, cultural capital can be described as the knowledge, understanding, skills, education and other cultural acquisitions that children gain through learning foreign languages. The study of MFL enhances children's communication skills, opening up opportunities for interactions across different cultures. Learning about the cultures of other countries broadens children's world views and promotes empathy and tolerance. In addition, studying a foreign language opens up opportunities for future study and work abroad. Acquiring a new language can also boost a child's confidence and sense of identity. By focusing on these aspects, MFL education can significantly contribute to a child's cultural capital, providing them with invaluable skills and perspectives that benefit them throughout their lives.

At Picknalls First School, cultural capital is integrated into language learning lessons by: a) exploring the cultures of countries where French is spoken; b) learning about global festivals and celebrations; and c) using multimedia resources

from the target language. For example, in Year 3 when children learn the names of colours in French, they do this by exploring the work of Henri Matisse. In Year 4, children learn about the feast of Saint Nicholas on the 6<sup>th</sup> December and then go on to explore how French people celebrate Christmas.

### **MFL Action Plan 2024 2025**

This year, we will focus on developing phonic knowledge:

- 🗂️ Teach the alphabet explicitly at the start of Year 3
- 🗂️ Incorporate phonic activities into lesson warm ups
- 🗂️ MFL leader to explore the use of native speakers in lessons

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