



Respect, Motivation, Cooperation, Kindness, Pride, Perseverance

## **Bromesberrow St. Mary's Modern Foreign Languages (MFL) Curriculum**

### **Intent**

At Bromesberrow St. Mary's school our intent for MFL is (as for the whole curriculum) to build knowledge 'cumulatively', so that children build on their knowledge of and skills in language learning. We have chosen to teach our children French at Bromesberrow as we believe it is a language synonymous with literary works, cooking, visual arts, dance, fashion, architecture and holidays - all exciting motivators for our children. The Secondary School that most of our children attend offer a French trip abroad for the students in their first couple of years there, again a wonderful incentive and motivator! Our curriculum is built using the Kapow French curriculum. Our aim is for children to build their knowledge as they progress through school, reaching for the stars with Hope and Aspiration. We chose Kapow as our curriculum resource as it develops children as linguists; developing their language comprehension and production and well as their cultural capital. Our core drivers for MFL are to ensure children:

- Develop a lifelong love of language learning and an awareness and appreciation of other cultures
- Are learning to become confident communicators in French, both in spoken and written forms
- Develop a strong foundation in language learning, so that they feel motivated and empowered to learn languages (including English) in the future
- Have opportunities to work in other countries in the future through engagement, commitment and competency in language learning

### **Implementation**

The Kapow curriculum is a spiral curriculum, revisiting skills with increasing complexity. It has is built around 3 core strands (golden substantive knowledge threads) and 2 skills strands (golden disciplinary knowledge threads) with Cultural Awareness running alongside:



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### Illustration

Three Core Strands:

Phonics

Vocabulary

Grammar

Two Skills Strands:

Language Comprehension

(Listening and Reading)

Language Production

(Speaking and Writing)

Cultural Awareness

We use Kapow's MFL Curriculum and have adapted the structure to ensure that this works for our unique mixed class organisation.

We have adopted Kapow's Progression of Knowledge, Skills and Vocabulary to ensure that children learn what they need at the right time in their development.



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Due to the unique nature of our mixed age classes, we have chosen units based on the interest of our children and where we feel they would benefit and 'grow' the most in terms of cultural capital.

### Inclusion for all learners

To ensure all learners are included in and able to access our art curriculum we:

- Adapt learning e.g. using small group or 1:1 support or additional modelling
- Adapt resources e.g. using technology such as Clicker software to include images to support access, understanding and learning

### Our Rolling Long Term Plan:

	Class Two Year 2/3	Class 3 Year 4/5/6
Autumn	<p><b>Cycle A</b></p> <p>Greetings- 4 weeks</p> <p>Adjectives of colour, size and shape- 5 weeks</p> <p><b>Cycle B</b></p> <p>A Circle of Life in French- 5 weeks (links to nouns works and science plants)</p>	<p><b>Cycle A</b></p> <p>Portraits- 5 weeks(builds on adjectives of colour, size and shape)</p> <p>Verbs in a French Week-2 weeks (re-visitation)</p> <p><b>Cycle B</b></p> <p>French numbers, calendars and birthdays- 5 weeks (builds on French playground games, numbers and age)</p> <p>Verbs in a French week- 2 weeks (re-visitation)</p> <p><b>Cycle C:</b></p> <p>Planning a French holiday</p> <p>Verbs in a French Week- 2 weeks (re-visitation)</p>
Spring	<b>Cycle A</b>	<b>Cycle A</b>



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	<p>French Playground games, numbers and age- 5 weeks (uses and builds upon skills from Autumn term)</p> <p><b>Cycle B</b></p> <p>In a French classroom -5 weeks (uses and builds upon skills from Autumn term)</p>	<p>Meet My French family</p> <p><b>Cycle B</b> Shopping in France (builds on French numbers)</p> <p><b>Cycle C</b> In my French house</p>
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## Impact

One of the strengths and reasons we chose Kapow as a Curriculum is that it worked to build children's skills of discussion, evaluation and decision making; effectively engendering metacognition and promoting independence and ownership of learning. When children leave us, we want them ready for the next stage in their art education. We want them to:

- Be able to engage in purposeful dialogue in practical situations and be able to express an opinion
- Speak and read aloud with accuracy and competence in pronunciation
- Demonstrate an understanding of spoken language by listening and responding appropriately
- Be able to use a bilingual dictionary, alongside online applications to support
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages (e.g. musique and music)
- Be able to construct short texts on familiar topics.