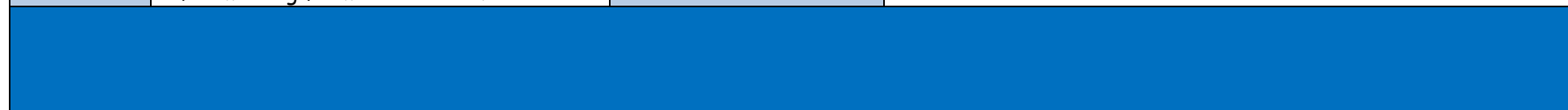


Curriculum Drivers	Aspiration	Community	Key Vocabulary	
National Curriculum	Pupils should be given the opportunity to be taught a modern or ancient foreign language which should focus on enabling pupils to make substantial progress in one language. The teaching will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It will enable pupils to understand and communicate ideas, facts and feelings in speech and writing.			(language specific) Using the verb 'avoir', using the indefinite articles 'un', 'une', 'des', using 'il y a' to mean 'there is' or 'there are', using the verb 'aimer', using possessive adjectives: mon, ma, mes, using a range of verbs to express opinions: aimer, adorer, detester.
Intent	As linguists we will have the opportunity - <ul style="list-style-type: none"> <li>○ To confidently speak with good intonation and pronunciation</li> <li>○ To read fluently</li> <li>○ To demonstrate fluency and imagination in writing</li> <li>○ To develop a strong awareness of the culture of the country where the language is spoken</li> <li>○ To develop a passion for languages and commitment to the subject</li> </ul>		Cross Curricular Links and wider influences	English Opportunities - <ul style="list-style-type: none"> <li>○ Develop understanding of grammar - sentence structure and word classes</li> <li>○ Common dictionary skills</li> </ul> Geographical Links - <ul style="list-style-type: none"> <li>○ Learning about another country and the cultural differences - feeding the children wider experiences of the world they live in</li> </ul>

Curriculum Driver Links	We will discover the <b>aspirations</b> of pupils to explore new countries and cultures, developing that passion to learn about the wider world. We will explore links in our <b>community</b> of native language speakers.	Links to prior learning	Children will have had the opportunity to write and copy everyday key vocabulary, labelling items and writing a few short sentences using familiar expressions. They will be familiar with expressing their personal experiences.
Concept Thread	<b>Write imaginatively</b> Children will develop using key vocabulary and phrases to write ideas. <b>Understand the culture of the countries in which the language is spoken</b> Children will develop the background knowledge and cultural capital needed to infer meaning from interactions.	Links to future learning	Children will build the foundations for developing their language skills at Key Stage 3.



Lesson Intent	Links to Prior Knowledge	Skills	Implementation/Intent
Assessing prior knowledge  Describing the classroom	Revisit previously learnt key vocabulary and phrases that were used to verbally communicate ideas	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> </ul>	<p>Elicitation Task - Ask children if they can remember any other phrases/vocabulary from previous unit.</p> <p>New vocabulary Children will be given opportunity to speak about their classroom before recording it appropriately.</p>

Describing the classroom	Revisit previously learnt key vocabulary and phrases that were used to verbally communicate ideas	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> </ul>	<p>New vocabulary</p> <p>Children will be given opportunity to speak about their classroom before recording it appropriately.</p>
Describing the classroom	Revisit previously learnt key vocabulary and phrases that were used to verbally communicate ideas	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> </ul>	<p>New vocabulary</p> <p>Children will be given opportunity to speak about their classroom before recording it appropriately.</p>
Describing hobbies/sport they like	Revisit previously learnt key vocabulary and phrases that were used to verbally communicate ideas	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Include imaginative and adventurous word choices.</li> </ul>	<p>New vocabulary</p> <p>Children will be given opportunity to speak about their hobbies before recording it appropriately.</p>

Describing hobbies/sport they like	Revisit previously learnt key vocabulary and phrases that were used to verbally communicate ideas	<ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Include imaginative and adventurous word choices.</li> </ul>	<p>New vocabulary</p> <p>Children will be given opportunity to speak about their hobbies before recording it appropriately.</p>
What is France like? (Two weeks)	Revisit previously learnt key vocabulary and phrases that were used to verbally communicate ideas	<ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> </ul>	France research project.

MFL - is a carryover from last term due to the 'learn ready' based activities once schools fully reopened in March