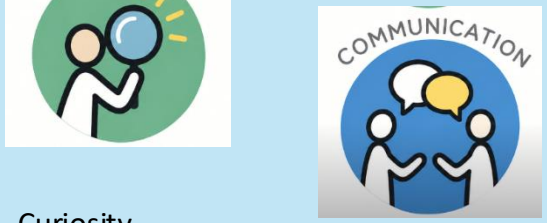
MFL Curriculum Flow

Curriculum Drivers



Curiosity

Communication



Admiration



Worldly









MFL

At Beaminster St Mary's, we want our children to develop a love of languages and an appreciation of different cultures and communities around the world. We believe that learning a foreign language provides an opening to other cultures, broadens pupil's horizons and fosters curiosity, confidence and resilience. Through our MFL curriculum, pupils develop the knowledge, skills and understanding needed to communicate in another language while building awareness of linguistic similarities and differences.

Our curriculum is based on the National Curriculum for Languages at Key Stage 2 and provides children with opportunities to listen, speak, read and write in French. Learning is carefully sequenced to ensure knowledge and vocabulary are revisited and built upon over time.

Aims

The National Curriculum for Computing aims to ensure that all pupils:

- Can understand and respond to spoken and written language from a variety of authentic sources.
- Can speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions.
- Can write at varying for different purposes and audiences, using the variety of grammatical structures they have learnt, and discover and develop an appreciation of a range of writing in the language studied.

Cohesive

In MFL, pupils need their knowledge to be organised around vocabulary, phonics and grammatical structures that are revisited regularly and connected across units of learning. It is the intention of the curriculum to support pupils to:

- Develop an extensive and connected vocabulary bank. New vocabulary is carefully taught and revisited so that pupils can recall and apply language confidently in different contexts.
- Build knowledge progressively through meaningful 'chunks' of language. Vocabulary, phonics and grammar are taught in a logical sequence, enabling pupils to make connections and communicate with increasing accuracy and independence.
- Develop confidence and enjoyment in language learning. Through regular opportunities to listen, speak, read and write in French, pupils become motivated learners who are willing to take risks and communicate with others.
- Understand and appreciate other cultures. Learning a language helps pupils develop respect for different traditions, perspectives and ways of life, preparing them to be active citizens in a diverse world.

The concepts and their links are broadly summarised below and the diagram on the following page:

Substantive Knowledge

Develop a secure understanding of the five key concepts of computing:

- **Communication**: using language to understand and express meaning.
- **Vocabulary**: building and retrieving a growing body of words and phrases.
- **Grammar and Structure**: understanding how words combine to create meaning.
- **Sound and Pronunciation:** recognising, reproducing and interpreting the sounds of a language.
- **Culture and Identity:** understanding the people, places and cultures connected with a language.

Disciplinary Knowledge

Recognising Patterns

- Identifying patterns in word endings and sentence structures.
- Recognising similarities between French and English.
- Applying known spelling-sound patterns to unfamiliar words.
- Using familiar grammatical patterns to construct new phrases.

Interpreting Meaning

- Listening for familiar words in an unfamiliar sentence.
- Using pictures and context to infer meaning.
- Identifying key information in a short text.
- Recognising how word order or a changed word can alter meaning.

Constructing and Communicating Meaning

- Building sentences from familiar words and phrases.
- Adapting a model sentence to communicate a new idea.
- Asking and answering questions.
- Moving from rehearsed responses towards more independent communication.

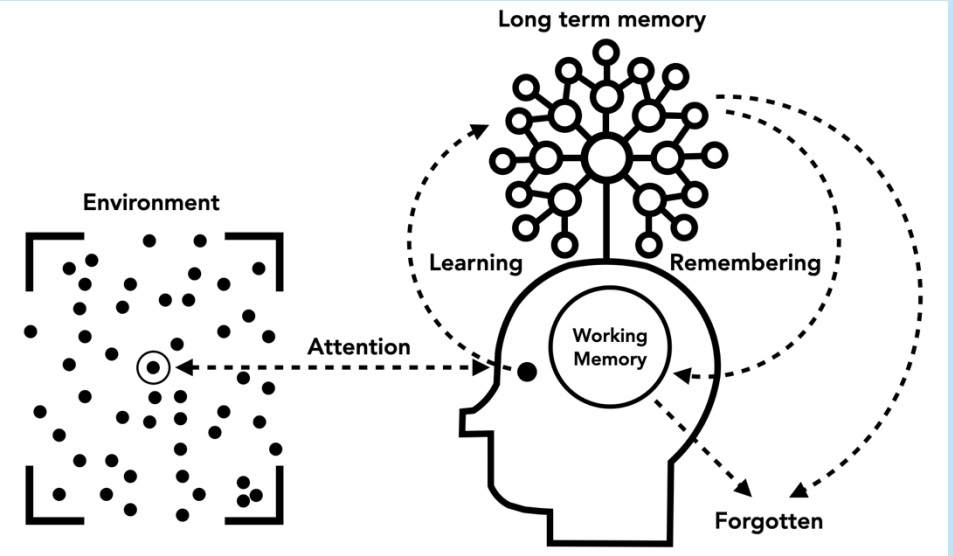
Curriculum Drivers

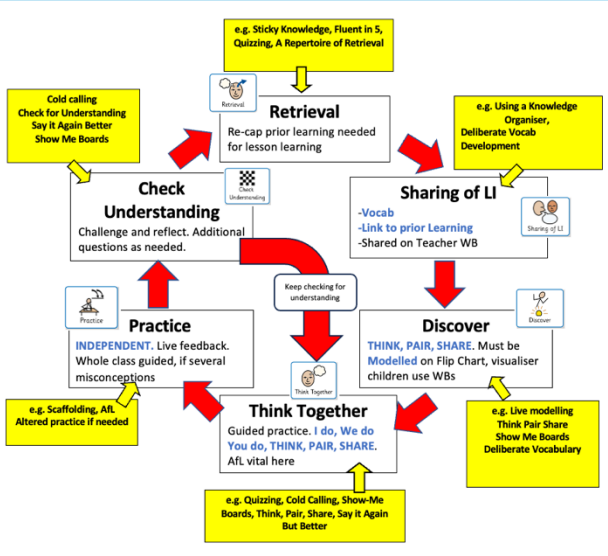
At **Beaminster St Mary's Academy**, we believe that our curriculum should provide children with more than the knowledge and skills set out in the National Curriculum. It should help them to **love each other, learn together and inspire all to succeed**, preparing them not only for the next stage of their education but for life beyond our school.

When designing and developing our curriculum, we consider the **needs of our children and families, our local community, our Christian vision and values, and the distinctive context and opportunities of living and learning in Beaminster and Dorset**. We want every child to develop a strong sense of who they are, their place within their community and their responsibility towards the wider world.

Our curriculum is underpinned by four key drivers: **Curiosity, Admiration, Communication and Worldly**. These drivers help us to identify the experiences, knowledge, skills and opportunities that we want every child to encounter during their time at Beaminster St Mary's. They are woven through our curriculum and wider school life, ensuring that our curriculum is **ambitious, enriching and purposeful**, while reflecting the needs and aspirations of our children.

Learning model and lesson design





Tom Sherrington's learning model underpins our teaching and learning by ensuring that lessons are well-sequenced and structured with clear learning intentions. We prioritise active student engagement, regular retrieval practice and high-quality feedback, allowing students to consolidate and retain knowledge effectively. The model supports teachers in assessing progress through formative assessment and adapting teaching to meet individual needs. A focus on delivering lessons with optimal cognitive load and promoting independent learning, helps students develop a deep understanding of the curriculum and the skills necessary for lifelong learning.

Curiosity



We want our children to be curious about themselves, each other and the world around them. We encourage them to ask questions, investigate, explore and develop a lifelong love of learning.

Communication



We want every child to develop the confidence and skills to express themselves, listen to others and communicate effectively. We place a strong emphasis on vocabulary, reading, speaking and listening, enabling children to participate fully in school, their community and wider society.

Admiration



We want our children to recognise and celebrate excellence, beauty, creativity, courage and achievement in themselves and others. Through our curriculum, children encounter inspiring people, ideas, places, achievements and examples of faith and character.

Worldly



We want our children to understand that they are part of a world much bigger than Beaminster. Our curriculum helps them to appreciate different cultures, communities, places, beliefs and perspectives, while understanding their own responsibilities towards others and the world we share.

MFL at Beaminster St Mary's

National Curriculum

KS2

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing

Our Big Ideas that link the learning: Substantive

- Communication
- Vocabulary
- Grammar and Structure
- Sound and Pronunciation
- Culture and Identity

Second Order Concepts: Disciplinary

- Recognising Patterns
- Interpreting Meaning
- Constructing and Communicating Meaning

Our Big Ideas

1. Communication

Communication is at the heart of language learning. Pupils learn to understand and respond to spoken and written French before developing the confidence to express their own ideas, opinions and information. Through regular opportunities to listen, speak, read and write, children build fluency and learn to communicate for real purposes. Progression moves from single words and simple phrases to asking and answering questions, holding short conversations and presenting information. Communication enables pupils to connect meaningfully with others and use language as a practical tool.

2. Vocabulary

Vocabulary provides the building blocks for language learning. Pupils learn high-frequency words and topic-specific vocabulary that can be recalled and applied in different contexts. New language is carefully introduced, revisited and practised to ensure it moves into long-term memory. As pupils progress, they develop an increasingly broad and connected vocabulary bank, enabling them to understand more complex texts and express themselves with greater precision. Strong vocabulary knowledge underpins success across all areas of the MFL curriculum.

3. Grammar and Structure

Grammar and Structure help pupils understand how language works. Children learn that words and sentences follow patterns and rules, including word order, gender, agreement and verb forms. Beginning with simple sentence construction, pupils gradually learn how to manipulate language by substituting, adapting and generating their own sentences. Understanding grammar enables pupils to communicate accurately and independently while making connections between French and English. This strand develops pupils' ability to apply language creatively rather than simply memorising it.

4. Sound and Pronunciation

Sound and Pronunciation develop pupils' understanding of how French is spoken and heard. Through listening, repetition and phonics teaching, children learn to recognise sound patterns, letter strings and pronunciation rules. They develop increasingly accurate pronunciation and intonation whilst building confidence when speaking aloud. A secure understanding of phonics supports both listening and reading, helping pupils decode unfamiliar language independently. Progression focuses on moving from imitation to increasingly fluent and authentic speech.

5. Culture and Identity

Culture and Identity help pupils understand that language is closely connected to people, places and ways of life. Children explore traditions, celebrations, schools, geography and everyday life within French-speaking communities. Through comparing cultures, pupils develop curiosity, respect and appreciation for diversity while reflecting on their own identity and experiences. This strand broadens pupils' understanding of the world and helps them recognise the value of learning another language in an interconnected global society.

MFL Curriculum Overview

	Autumn		Spring		Summer	
Year 3	French greetings with puppets	French adjectives of colour, size and shape	French playground games – numbers and age	In a French classroom	French transport	A circle of life in French
Year 4	Portraits – describing in French	Clothes – getting dressed in France	French calendars and birthdays	French weather and the water cycle	French food	French and the Eurovision Song Contest
Year 5	French monster pets	Space exploration in French	Shopping in France	French-speaking world	Verbs in a French week	Meet my French family
Year 6	French sport and the Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France	

Communication	Vocabulary	Grammar and Structure	Sound and Pronunciation (throughout)	Culture and Identity

MFL at Beaminster St Mary's

Year 3

- French greeting with puppets
- French adjectives of colour, size and shape
- French playground games – numbers and age
- In a French classroom
- French transport
- A circle of life in French

Year 4

- French and the Eurovision Song Contest
- French food
- French weather and the water cycle
- French calendars and birthdays
- Clothes – getting dressed in France
- Portraits – describing in French

Year 5

- French monster pets
- Space exploration in French
- Shopping in France
- French-speaking world
- Verbs in a French week
- Meet my French family

Year 6

- Visiting a town in France
- Planning a French holiday
- In my French house
- French football champions
- French sport and the Olympics

Phonics Progression

	Year 3	Year 4	Year 5	Year 6
	• To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). • To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. • To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à. • To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound. • To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.	• To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. • To recognise and begin to predict key word patterns and spellings. • To know that 'h' at the start of a word in French is not pronounced.	• To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). • To know that a change in voice intonation can indicate when a question is being asked.	• To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.
Generalisation	Communication begins with understanding and responding to simple spoken and written French using words, phrases and rehearsed sentence patterns.	Communication develops through asking and answering questions and sharing information using short spoken and written sentences.	Communication becomes more purposeful as pupils express opinions, preferences and personal information in a range of familiar contexts.	Communication is increasingly independent, with pupils adapting known language to create and sustain conversations and written texts.

Grammar Progression

	Year 3	Year 4	Year 5	Year 6
	• To understand that every French noun is either masculine or feminine. • To know that the gender affects the form of the indefinite article un or une. • To know that feminine nouns often (but not always) end in 'e' . • To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. • To know that the pronoun ça means 'it'. • To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux. • To know that most adjectives are placed after the noun in French. • To know that adjectives of size such as petit and grand are placed before the noun. • To know that there are high frequency verbs s'appeler, avoir , être and aller which are used to formulate and answer questions. • To know that je/j', and tu are subject pronouns • To know that c'est means ''it is" and is used to describe what something is. • To know that il y a is used to say 'there is/are.' • To know that placing ne...pas around the verb makes it negative: ne + verb + pas. • To know that the word order is sometimes different in French compared to English. • To know that we can use conjunctions such as et (and) and puis (then) to join clauses. • To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'. • To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. • To know that accents in French can change the sound of a letter.	• To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. • To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. • To know that the ending of an adjective changes depending on the gender and number of the noun it describes. • To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. • To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse. • To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe. • To know that the endings of verbs change according to the subject. • To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). • To know that we can use conjunctions to link phrases, such as et/mais. • To know that the verbs avoir and être are used to describe appearance and personality. • To know the meaning of the verb porter (to wear) in the third person singular form : il/elle porte, and aimer in the third person plural form: ils aiment. • To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. • To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est. • To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. • To know that basic sentence structures in English and French have the same pattern: subject + verb + object. • To know that you can make a statement into a question simply by changing the intonation of your voice in French. • To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.	• To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. • To know that a simple metaphor requires two nouns and the verb 'to be' e.g: le soleil est un ballon jaune. • To know that adjectives must agree with the gender and number of the noun being described. • To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison. • To know that when making comparisons, the ending of the adjective may need to change depending on the gender and number of the noun it is describing. • To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. • To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. • To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. • To know that compound sentences join two simple sentences together using connectives such as et and mais. • To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim. • To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père. • To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets - trainers. • To understand that words in French and English will not always have a direct equivalent in the other language	• To know whether to use the pronouns il 'he' or elle 'she' when describing someone. • To know that partitive articles describe where something is placed: le livre est à côté du stylo. • To know a range of prepositions to describe the position of objects. • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). • To conjugate the verbs aller, jouer and faire. • To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports • To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn). • To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin. • To know that parce que (because) can be used to extend a sentence and give a justification.
Generalisation	Vocabulary is built through learning and recalling high-frequency words and phrases	Vocabulary knowledge expands as pupils recognise patterns, make links between topics	Vocabulary becomes increasingly secure and flexible, allowing pupils to understand and	Vocabulary is used independently and purposefully to communicate accurately across a range of

Language Comprehension Progression

	Year 3	Year 4	Year 5	Year 6
	• Listening and responding to single words and short phrases. • Listening and noticing rhyming words when joining in with songs. • Beginning to notice common spelling patterns. • Reading aloud some words from simple songs, stories and rhymes. • Recognising some familiar French words in written form. • Beginning to understand and notice cognates and near cognates. • Becoming familiar with format, layout and simple use of a bilingual dictionary. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary,	• Listening and responding to full sentences. • Listening and noticing rhyming words when joining in with songs. • Beginning to notice common spelling patterns. • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar French words when written in a short phrase. • Identifying and discussing cognates and beginning to explore various language detective strategies. • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using contextual clues and cues to gist and make predictions about meanings.	• Listening and selecting information from short audio passages to give an appropriate response. • Independently identifying rhyming words and spelling patterns when joining in with songs. • Beginning to predict spelling patterns. • Reading and responding to a range of authentic texts. • Identifying key information in simple writing. • Using a range of language detective strategies to decode new vocabulary including context and text type. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	• Listening and gisting information from an extended audio passage using language detective skills. • Independently identifying rhyming words and spelling patterns when joining in with songs. • Beginning to predict spelling patterns. • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
Generalisation	Sentences follow simple language patterns that help pupils understand how French differs from English.	Pupils begin applying grammatical rules such as gender, agreement and word order when constructing sentences.	Pupils manipulate familiar grammatical structures to create increasingly detailed spoken and written language.	Pupils use and adapt grammatical structures confidently to generate original and increasingly accurate language.

Language Production (Speaking and Writing) Progression

	Year 3	Year 4	Year 5	Year 6
	• Asking and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. • Using short phrases to give information. • Recognise and repeat phrases from familiar rhymes and songs. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English • Recognising how intonation and gesture are used to differentiate between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Recalling and writing simple words from memory • Experimenting with simple writing, copying with accuracy. • Recognising and using adjectives of colour and size	• Recognising and answering simple questions which involve giving personal information. • Beginning to form opinion phrases. • Using a variety of conversational phrases. • Using a model to form a spoken sentence • Beginning to adapt phrases from a rhyme/song, • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Rehearsing and performing a short role-play or song. • Selecting and writing short words and phrases. • Making short phrases or sentences using word cards. • Using different adjectives, with correct positioning and agreement. • Choosing appropriate adjectives from a wider range of adjectives.	• Forming a question in order to ask for information • Presenting factual information in extended sentences including justification • Beginning to use conversational phrases for purposeful dialogue. • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. • Creating and presenting a dialogue or role-play • Adapting model sentences to express different ideas. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place. • Using adjectives with correct placement and agreement.	• Planning, asking and answering extended questions. • Developing extended sentences to justify a fact or opinion. • Engaging in conversation and transactional language. • Planning and giving a short oral presentation. • Modifying, expressing and comparing opinions. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. • Giving a presentation drawing upon learning from a number of previous topics. • Using existing knowledge of vocabulary and phrases to create new sentences. • Constructing a short text on a familiar topic. • Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. • Using a wide range of descriptive phrases.
Generalisation	Pupils develop awareness of French sounds and pronunciation through listening, repetition and oral practice.	Understanding of phonics helps pupils recognise patterns between sounds and letters when speaking and reading.	Phonics knowledge enables pupils to decode unfamiliar words and improve pronunciation and fluency.	Pupils apply phonics knowledge independently to read, pronounce and understand unfamiliar language with increasing accuracy.

Cultural Awareness Progression

	Year 3	Year 4	Year 5	Year 6
	• To know that in French there are formal and informal greetings. • To know some playground games played in France. • To know the names and locations of some of the cities in France. • To name some famous paintings by French artists. • To know that French is spoken in different countries around the world. • To identify some French-speaking countries.	• To know that in French there is a formal and informal version of the word for 'you', and when to use which one. • To know that in France the temperature is measured in Celsius. • To know that the currency used in France is euros and to recognise some of the notes and coins. • To know that orders are typically taken at the table in France. • To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War.	• To be able to name French-speaking countries and recognise the flags of those countries. • To be able to explain how climate varies in some French-speaking countries.	• To know the rules for playing French boules. • To know how the maillot jaune is awarded during the Tour de France race. • To know that football is immensely popular in France which is reflected in the support for the national team les Bleus,.
Generalisation	Pupils begin to recognise that people in different countries may speak different languages and have different traditions.	Pupils compare aspects of French and British life, identifying similarities and differences between cultures. .	Pupils develop an understanding that French is spoken in many countries and communities across the world.	Pupils appreciate how language reflects culture, identity and diversity within the wider French-speaking world.