



## MFL CURRICULUM INTENT, IMPLEMENTATION & IMPACT

### CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills





### MFL CURRICULUM INTENT

It is our intention that all children will develop an awareness, appreciation and respect for modern foreign languages and cultures, plus develop an appropriate level of competence in French, so that they become children who:

Have positive attitudes towards other countries & cultures	Can communicate their thoughts and feelings in French, including for practical purposes	Develop grammatical knowledge, which also improves their understanding of English vocabulary and etymology	Listen, understand & respond to simple French	Enjoy their own and other cultures, reflecting their place in local, national & global society
Develop fluency in speaking French, with correct pronunciation & intonation	Participate in creative experiences of other languages and cultures, including music, literature and art	Can read and write simple sentences in French	Can compare and appreciate the similarities and differences between different cultures and languages	Develop an appropriate French vocabulary

## MFL CURRICULUM IMPLEMENTATION

We design our MFL curriculum so that it reflects our individual school context and the needs of our children, as well as delivering the statutory requirements of the National Curriculum. We have made deliberate curriculum choices driven by our MFL curriculum intent.

Learning will be planned and delivered through:	<b>MFL Vision Statement</b> which outlines the MFL intent, implementation and impact and identify our chosen approaches and resources	<b>French Overview</b> which identifies when planned units of work should be taught across the school	<b>A Progression of Skills document</b> for French, identifying key knowledge and skills in a carefully planned sequence	<b>Medium Term Plans</b> with well-sequenced learning journeys carefully matched to clear learning objectives	<b>Rich, memorable learning experiences</b> with engaging hooks, carefully planned enrichment and purposeful outcomes	<b>Quality First Teaching (QFT)</b> with appropriate challenge and support
Learning will be organised through:	<b>National Curriculum (Years 3 to 6)</b> <b>Chosen Language: FRENCH</b>					
School specific components reflect the context of our school:	<b>Listening</b>	<b>Speaking</b>	<b>Writing</b>	<b>Reading</b>		
	<b>PLANIT SCHEME</b> 	<b>Y6 FRENCH DAY / FRENCH CAFÉ</b> 	<p style="text-align: center;"><b>Global Education</b></p> <p>Including the 'Global Neighbours' resource: encouraging a deeper understanding of global injustice and equipping children to become courageous advocates for change</p> <p style="text-align: center;"></p> <p>and the 'Global Dimension' resource: a global learning platform – 'The World in your classroom'</p> <p style="text-align: center;"> Global Dimension</p>			
<b>MFL CURRICULUM IMPACT</b>						
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and elements as outlined in our curriculum intent. These include:						
Foundation Subject Assessment Sheets		Work Sampling		External validation and inspection reports		
Governor monitoring evidence		Learning Walks & Lesson Observations		Pupil Conferencing		