

Stone Hill School
Curriculum Plan 20/21
MFL Y7

Intent: For pupils to experience other countries (mainly France) through language, food and culture. Pupils will try foods from France and the country selected in their choice module. Pupils will be able to explore monuments in the selected countries using Google maps.

Term	Week/s	Topic/Theme <i>Key vocabulary</i>	Learning Objective/s Knowledge and Skills To know, to use, to apply...	Links to: Literacy Numeracy SMSC Gatsby Benchmarks
Autumn	1-4	<p>Introduction to France: Fact file, basic language, King/Queen/president/prime minister? Monuments, flag, religion.</p> <p>Vocabulary bonjour – hello, salut –hi, Au revoir – goodbye, oui – yes, non – no, S'il vous plait – please merci – thank you</p>	<ul style="list-style-type: none"> To identify similarities and differences between Great Britain and France. To understand basic greetings in French and continue to develop them throughout the year. 	<p>Literacy <i>Reading</i> – reading with support, reading independently, ask questions, answer questions, comprehend, research, develop vocabulary. <i>Writing</i> – practise spelling, write with support, write independently, act on feedback. <i>GPS/Spoken language</i> – use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language.</p> <p>Mathematics <i>Functional skills/knowledge</i> – recognise coins and understand their value. (euros) Humanities- Links to using an Atlas, identifying flags. SMSC Looking at a different culture and making comparisons to Britain. RE – main religion practised.</p>
	4-8	<p>Classroom commands</p> <p>Vocabulary Silence – silence, Ecrivez – write, Asseyez vous – sit down, ouvrez vos cahiers – open your book, prenez vos stylos – pick up your pens, levez vous – stand up, Répétez – repeat, rangez vos affaires – tidy up your things, regardez – look, écoutez – listen, levez la main – put your hands up</p>	<ul style="list-style-type: none"> To understand classroom commands in French and continue to develop them throughout the year. 	<p>Literacy <i>Reading</i> – reading with support, reading independently, develop vocabulary. <i>Writing</i> – practise spelling, write with support, write independently, act on feedback. <i>GPS/Spoken language</i> – use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language.</p>
	9-15	<p>Dates – days of the week, months of the year, numbers 1-31</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Days of the week. Lundi – Monday, Mardi – Tuesday, Mercredi – Wednesday, Jeudi – Thursday, Vendredi – Friday, Samedi – Saturday, Dimanche – Sunday Months of the year - Janvier – January, Février – February, Mars – March, Avril – April, Mai – May, Juin – June, Juillet – July, Août– August, Septembre –September, Octobre – October, Novembre – November, Décembre – December. 1- un, 2 – deux, 3-trois, 4 – quatre, 5 – cinq, 6- six, 7 – sept, 8 - huit, 9 – neuf, 10 – dix, 11- onze, 12- douze, 13- treize, 14 -quatorze, 15 - quinze, 16 - seize, 17 - dix-sept, 18 - dix-huit, 19 - dix-neuf, 20 - vingt, 21 - vingt-et-un, 22 – vingt-deux. partition number in to tens and units, 30 – trente 	<ul style="list-style-type: none"> To be able to identify days of the weeks, numbers 1-31 and months of the year by reading, writing, speaking and listening tasks. To write the long date using new language. 	<p>Literacy <i>Reading</i> – decoding, reading with support, reading independently, develop vocabulary. <i>Writing</i> – practise spelling, write with support, write independently, act on feedback. <i>GPS/Spoken language</i> – use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language.</p> <p>Mathematics <i>Problem-solving skills</i> – pattern spotting (breaking down the number into tens and units) <i>Functional skills/knowledge</i> – know the days of the week, know the months of the year (seasons).</p> <p><i>French do not capitalise days of the week and months of the year – however due to transference of skills students are reminded to use capital letters when writing the date in French.</i></p>
Spring	1-6	<p>Monuments Look at different monuments in France. Look at Notre Dame fire. Build your own stained glass window.</p> <p>Vocabulary</p>	<ul style="list-style-type: none"> To Identify at least one famous monument from France. To construct a stained glass window piece of artwork. 	<p>Literacy <i>Reading</i> – look at pictures, reading with support, reading independently, talk or write about text/pictures, ask questions, answer questions, develop vocabulary, comprehend, infer information, research. <i>Writing</i> – practise spelling, write with support, write independently, act on feedback. <i>GPS/Spoken language</i> – use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language.</p> <p>Mathematics <i>Measurement skills</i> – record length (of building)</p>

		Monuments, Paris, Eiffel Tower, Louvre, L'arc de Triomphe, Notre Dame, stained glass, steel, iron, feet.		Geometry/position and direction skills – construct shapes, geometry/position and direction knowledge – name/recognise 2D shapes and their properties Steam/art/eco school – creating a stained glass window using quality street wrappers.
	7-12	Pick a different country: Choice of Spain and Italy . Basic language, research task – internet based building on research skills Present presentation – peer assessment and communication. Vocabulary Hello, goodbye, yes, no, please and thank you – in language of choice	<ul style="list-style-type: none"> To be able to recall basic facts about a different country. To begin to use the internet to research information that is accurate and relevant. To use social and communication skills to present new ideas to peers and staff. 	Literacy Reading – reading with support, reading independently, talk or write about text/pictures, ask questions, answer questions, develop vocabulary, comprehend, infer information, research. Writing – practise spelling, write with support, write independently, plan draft edit, write for purpose, present work, correct own work, act on feedback. GPS/Spoken language – start to use punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, present information and opinions, act on feedback for spoken language. Mathematics Functional skills/knowledge – recognise coins and understand their value. (currency from another county). ICT – staying safe online, using the internet to source accurate information. Life Skills/Learning Behaviours - research and communication/peer assessment SMSC Looking at a different culture and making comparisons to Britain. RE – main religion practiced. Humanities - Links to using an atlas
Summer	1-5	Food associated with France. Taste session – croissants and pain au chocolat Allotment trip – plant/grow/pick strawberries (to make a jam for croissants) and grow mange tout Vocabulary Croissant, baguette, butter – du buerre, brie, jam-confiture, du pain – bread, du pain grille – toast, cup of tea - tasse de thé, cup of coffee - tasse de café, cup of hot chocolate - tasse de chocolat chaud, orange juice - jus d'orange.	<ul style="list-style-type: none"> To recall up to 10 items of food and drink in French. To taste new foods from different cultures. To recap the idea of sustainable food and experience the allotment. To make a fruit jam. 	Literacy Reading – decoding, reading with support, reading independently, develop vocabulary. Writing – practise spelling, write with support, write independently, act on feedback. GPS/Spoken language – use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language. Mathematics Measurement skills – measure capacity/mass/temp/time (when making jam). Food Technology - Cooking and tasting French food. Eco school – food sustainability. Gatsby 6 – experiencing the allotment and the responsibilities, health and safety associated with it.
	6-12	Pick a different country: Choice of Germany and Poland Basic fact file Research task – internet based building on research skills Present presentation – peer assessment and communication. Vocabulary Hello, goodbye, yes, no, please and thank you – in language of choice	<ul style="list-style-type: none"> To be able to recall basic facts about a different country. To begin to use the internet to research information that is accurate and relevant. To use social and communication skills to present new ideas to peers and staff. 	Literacy Reading – reading with support, reading independently, talk or write about text/pictures, ask questions, answer questions, develop vocabulary, comprehend, infer information, research. Writing – practise spelling, write with support, write independently, plan draft edit, write for purpose, present work, correct own work, act on feedback. GPS/Spoken language – start to use punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, present information and opinions, act on feedback for spoken language. Mathematics Functional skills/knowledge – recognise coins and understand their value. (currency from another county) ICT – staying safe online, using the internet to source accurate information. Life Skills - research and communication/peer assessment SMSC Looking at a different culture and making comparisons to Britain. RE – main religion practiced. Humanities - Links to using an atlas.

Intended impact:

- Pupils will develop their communication skills (speaking and listening).
- Pupils will be able to use picture word list to work independently and develop to using worded word list and French dictionaries independently.
- Pupils will have a greater awareness of the world around them and how different countries have different languages, food and traditions.
- Pupils will be able to develop their research skills to look at different countries and use new resources in Year 8, such as books.
- Pupils will develop a basic French vocabulary and will be able to add new words and begin looking at verbs and sentence building next year.