

MFL in the OCL Primary Curriculum

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The MFL curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	<p>Character: Languages provide students with the compassion to listen and consider the opinions of others, the forgiveness to accept mistakes, the honesty and confidence to support others in their learning and the determination to find joy and hope in communicating in another language.</p>
	<p>Competence: Languages are a gateway to new opportunities and experiences. A language inspires new ways thinking and develops key communication skills</p>
	<p>Community: A language inspires curiosity and deepens our understanding of the world. Through language learning we become curious about the world, experience new cultures, widen our horizons and overcome communication barriers.</p>

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the curriculum is implemented effectively through

a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for MFL:

Core Concepts in MFL			
Speak confidently and spontaneously	Write imaginatively	Read fluently and listen effectively	Be respectful and curious about the culture

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

MFL Delivery

Lesson Timings	Type of delivery
MFL is taught weekly in KS2 for 30minutes per lesson.	<p>The MFL lessons are predominantly discrete to enable focus on development of language. In MFL the areas covered link to themes each half term to provide rich and meaningful links to learning outside of subject lessons.</p> <p>Within the Oasis curriculum there are choices of Target Language (TL) - German, Spanish and French - lessons to follow and NLPs are also working with academies individually where other languages have been chosen for contextual purposes.</p>

Annual Organisation per year group

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5
Autumn 1	Culture: Introduction to TL Greetings	Greetings recap Saying and asking your name	How are you?	Classroom Language Instructions	Days of the Week
Autumn 2	Culture: TL speaking countries Saying where you live	Countries	Countries Saying where you come from	Weather	Weather Reports
Spring 1	Culture: Traditional TL Food	Ice cream flavours	Eiscafe and menus	Opinions on ice cream	Ordering in an ice cream cafe
Spring 2	Colours	Describing the colour of objects (Culture: bring in some TL places / buildings etc)	Saying what your favourite colour is	Culture: TL artist	Designing a picture in the style of the TL artist
Summer 1	Numbers	Pencil Case items	Pencil case and colours	Culture: TL classroom	My classroom – interleave numbers / counting things in the classroom / key classroom vocab.
Summer 2	Performance Poetry				

Year 4	Week 1	Week 2	Week 3	Week 4	Week 5
Autumn 1	Brothers and sisters	Family tree	Recap numbers 1-20 Brother and sister age	Culture – description of a person from TL country	My family celebration – creative task
Autumn 2	Recap weather. Verb = 2 nd idea	Key environmental problems	Culture: TL country – attitudes to the environment	Things to do to improve the environment	My promise to the environment.
Spring 1	Culture: TL Festivals	Recap colours	Clothes	Describing clothes	Design an outfit for the celebrations
Spring 2	Recap numbers	Big numbers Describing someone else's age	Culture: TL country: famous scientists	Science: The greatest scientific discovery was....	
Summer 1	TL school subjects	Describe a school subject	Opinions on school subjects	Culture: TL school	Describing your favourite teacher
Summer 2	Performance Song				

Year 5	Week 1	Week 2	Week 3	Week 4	Week 5
Autumn 1	My favourite things	Sports	Describing Sports	Hobbies and opinion words	TL workout – recap numbers / left and right / Imperative instructions
Autumn 2	Places in the town	Describing your town - adjectives	Comparing your town now and then – Imperfect tense	Culture: TL town	Designing an ideal town(conditional)
Spring 1	Clothes	Months and seasons – what clothes you wear	Colours recap and clothes adjectives	Adjective endings	Ideal school uniform
Spring 2	Social media hobbies	How often you do the social media hobby	Dangers of social media	Modal verbs – safe use of social media	Future tense – staying safe online in the future
Summer 1	Describing hair and eyes	Personality	Describing myself (hair eyes / personal description)	Describing your friend	Wanted Poster
Summer 2	TL Story performance				

Year 6	Week 1	Week 2	Week 3	Week 4	Week 5
Autumn 1	Body Parts	Body aches	Time	Daily Routine	Time + Daily Routine
Autumn 2	Recap countries – past tense where went on holiday	Transport – how travelled	How was the weather	Culture: TL holiday destination – new vocab what can do there	Writing a holiday postcard
Spring 1	Shops in the town	Souvenirs	Big numbers	Recap colours / descriptions	Role Play – buying a souvenir
Spring 2	Food	Food adjectives	Opinions on food	Comparing food	Cooking a traditional dish – following the recipe
Summer 1	Buildings in the town	Directions	Treasure Hunt – using directions	Saying what you can do in your town	
Summer 2	TL Film Study (Tense focus)				

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for MFL in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through **Socratic** quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, **end of unit assessment quizzes** and Student Portfolios in Showbie.

MFL Specific Impact Measures

In MFL quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Pop tasks at the end of the year pull together the learning for the subject under the core concept areas to consolidate learning and to prepare children to make links to the future learning in subsequent years.

Progression Points against the Core Concepts

Core Concepts	Progression Point 1 (Y3)	Progression Point 2 (Y4)	Progression Point 3 (Y5)	Progression Point 4 (Y6)
Speak confidently and spontaneously	<ul style="list-style-type: none"> • Use Phonics knowledge to develop appropriate pronunciation. • Speak in sentences using familiar vocabulary • Ask and answer familiar questions 	<ul style="list-style-type: none"> • Use Phonics knowledge to develop appropriate pronunciation. • Speak in sentences using familiar vocabulary • Ask and answer familiar questions 	<ul style="list-style-type: none"> • Develop appropriate pronunciation • Use simple language and be understood • Engage in conversations and express opinions. • Present ideas and information orally • Speak confidently and spontaneously • Refer to 2 tenses 	<ul style="list-style-type: none"> • Develop appropriate pronunciation • Use simple language and be understood • Engage in conversations and express opinions. • Present ideas and information orally • Speak confidently and spontaneously • Refer to past, present and future events
Write imaginatively	<ul style="list-style-type: none"> • Write in simple sentences • Express opinions • Write short phrases from memory 	<ul style="list-style-type: none"> • Write in simple sentences • Express opinions • Write short phrases from memory 	<ul style="list-style-type: none"> • Adapt known language to create new ideas • Describe people, places and things • Understand basic grammar • Express opinions • Write imaginatively • Refer to 2 tenses 	<ul style="list-style-type: none"> • Adapt known language to create new ideas • Describe people, places and things • Understand basic grammar • Express extended opinions • Write imaginatively with adventurous word choices • Refer to past, present and future tenses
Read fluently and listen effectively	<ul style="list-style-type: none"> • Listen and engage • Show understanding of words and ideas • Broaden vocabulary • Appreciate, poems and rhymes 	<ul style="list-style-type: none"> • Listen and engage • Show understanding of words and ideas • Broaden vocabulary • Appreciate stories, songs, poems and rhymes 	<ul style="list-style-type: none"> • Show understanding of words in simple texts. • Understand basic grammar • Recognise words in an unfamiliar context 	<ul style="list-style-type: none"> • Show understanding of words and phrases in simple texts. • Understand basic grammar • Recognise words in an unfamiliar context
Understand and respect the culture of the TL country	<ul style="list-style-type: none"> • Appreciate, poems and rhymes • Develop an awareness for the culture, traditions and key festivals in the TL country 	<ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes • Develop an awareness for the culture, traditions and key festivals in the TL country 	<ul style="list-style-type: none"> • Compare key festivals and celebrations in the TL country and UK 	<ul style="list-style-type: none"> • Compare key festivals and celebrations in the TL country and UK
(Grasp key grammar concepts)	<ul style="list-style-type: none"> • <i>Recognise different genders</i> • <i>Recognise 2 tenses</i> 		<ul style="list-style-type: none"> • <i>Recognise 3 tenses</i> • <i>Understand word order rules</i> • <i>Understand adjective rules</i> • <i>Use grammar and linguistic knowledge to change the meaning of phrases</i> 	