



An Daras Multi Academy Trust  
Windmill Hill Academy, Launceston  
**KS 2**

Integrated Curriculum Scheme of Work - 2015	
Domain of Learning:	<i>Modern Foreign Languages</i>
National Curriculum Subjects:	<i>Modern Foreign Languages</i>
Domain Leader:	<i>Mrs Lemar</i>
Agreed and Approved:	
Leader In Year Review Dates:	
Related Documents and Guidance:	National Curriculum 14 Dimensions Skill Ladders 14 WHA Non-Negotiable 14 WHA MFL Curriculum Statement 15

## Windmill Hill Academy

### Modern Foreign Languages (MFL) Scheme of Work – 2015

#### Curriculum Statement

At Windmill Hill Community Academy we focus on French in KS2. We believe that it is important that the children gain experiences of other languages and we offer both languages in order to prepare our pupils for transition to secondary school. We aim to heighten their awareness of these through the teaching of various topics throughout the school year.

**Aims** The national curriculum for languages aims to ensure that all pupils:

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

#### **Key Stage 2 Objectives**

Pupils should be taught to:

- 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

3	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1 and 2
Unit Title	Greetings Introducing yourself	Games and songs	Celebrations	Parts of the Body
<b>A. National Curriculum 2014</b>	P194			
<b>B. Academy Aims Link</b>	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of the children	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of the children	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of the children	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of the children
<b>C. School Aims Link</b>	Challenge and creativity	Challenge and creativity	Challenge and creativity	Challenge and creativity
<b>D. Key Knowledge</b>	Simple greetings Making simple statements (about name and age) Asking simple questions (about name and age) Numbers 1-10	Numbers 11-20 Simple questions Expressing preference	Making simple statements (about activities) Expressing praise Months of the year Writing an invitation Playing games (following instructions)	Making simple statements (about appearance) Giving a simple description of a person
<b>E. Key Skills and Understanding</b>	<b>Grammar</b> <ul style="list-style-type: none"> <li>S'appeler : je and tu forms</li> <li>Questions : inversion of verb and subject</li> <li>Possessive adjectives : mon, ma</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>Bonjour! Salut ! Aurevoir !</li> <li>Je m'appelle</li> <li>ça va ?</li> <li>ça va bien merci</li> <li>Comme ci ,comme ça</li> <li>Ça va mal.Et toi ?</li> <li>Comment t'appelles-tu ?</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Singular and plural nouns</li> <li>Awareness of gender</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>Onze,douze,treize,quatorze,quinze,seize,dix-sept,dix-huit,dix-neuf,vingt.</li> <li>Combien de..?</li> <li>Je préfère</li> <li>Tu préfères...?</li> <li>Qui préfère..?</li> <li>Le football</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Regular er verbs:</li> <li>Je form</li> <li>Simple adverbs</li> <li>Position of Simple adverbs</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>bien,très bien,mal</li> <li>je joue bien au football</li> <li>je nage bien</li> <li>je danse mal</li> <li>je chante</li> <li>je lis</li> <li>bravo,fantastique</li> <li>super,chouette!</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Adjectives:agreement and position</li> <li>avoir:j'ai,il/elle a</li> <li>être :ke suis,il/elle est</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>Les couleurs</li> <li>Rouge,rose,orange,jaune,bleu(e),vert(e),noir(e),blanc(he),violet(te),marron,bruns,roux,blonds</li> <li>Les parties du corps</li> <li>la tête,la bouche,la main,lajambe,le bras,le nez,lesépaules,les genoux,les pieds,lesoreilles,les yeux,les</li> </ul>

	<ul style="list-style-type: none"> <li>Bonsoir</li> <li>Bonne nuit</li> <li>A tout-à l'heure</li> <li>Voici</li> <li>Ma mère</li> <li>Mon père</li> <li>Ma sœur</li> <li>Mon frère</li> <li>Un,deux,trois,quatre,cinq,six,sept,huit,neuf,dix</li> <li>Quel âge as-tu ?</li> <li>J'ai sept/huit ans</li> </ul> <b>Phonics</b> on, u, je, ère	<ul style="list-style-type: none"> <li>Le cache cache</li> <li>Le saut à la corde</li> <li>Le chat perché</li> <li>La marelle</li> </ul> <b>Phonics</b> é.er,ère silent – s on,oi	<ul style="list-style-type: none"> <li>janvier,février,mars.avril,mai,juin,juillet,a oût,septembre,octobre,novembre,décem bre</li> <li>mon anniversaire est en.....</li> </ul> <b>Phonics</b> j/ge ère/aire é/er/ez oi/j/è/é,on,u	<ul style="list-style-type: none"> <li>cheveux</li> <li>j'ai...</li> <li>il/elle a</li> <li>je suis.....</li> <li>il/elle est...</li> <li>grand(e) petit(e)</li> </ul> <b>Phonics</b> Ou, eu		
<b>F. Cross Curricular Links (Core non-negotiable standards)</b>						
<b>G. Assessment Pathway</b>	Formative assessment against key skills and understanding. End of unit assessment tasks	Formative assessment against key skills and understanding. End of unit assessment tasks	Formative assessment against key skills and understanding. End of unit assessment tasks	Formative assessment against key skills and understanding. End of unit assessment tasks	Formative assessment against key skills and understanding. End of unit assessment tasks"	Formative assessment against key skills and understanding. End of unit assessment tasks
<b>4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit Title</b>	<b>Travel and Weather</b>		<b>Pocket Money</b>	<b>Sport</b>	<b>Les Quatres Amis</b>	<b>Carnaval des animaux</b>
<b>A. National Curriculum 2014</b>	<b>P194</b>					
<b>B. Academy Aims Link</b>	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of the children	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for the next phase of learning. Creating an enjoyable and creative curriculum that	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for the next phase of learning. Creating an	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for the next phase of learning. Creating an enjoyable	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for	Accelerating and sustaining children's progress towards higher achievement. Ensuring children are equipped for

		meets the learning needs of the children	enjoyable and creative curriculum that meets the learning needs of the children	and creative curriculum that meets the learning needs of the children	the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of the children	the next phase of learning. Creating an enjoyable and creative curriculum that meets the learning needs of the children
<b>C. School Aims Link</b>	Challenge and creativity	Challenge and creativity	Challenge and creativity	Challenge and creativity	Challenge and creativity	Challenge and creativity
<b>D. Key Knowledge</b>	Making statements (about travel) Describing the weather Days of the week		expressing likes and dislikes about toys justification of opinions numbers 21-39 simple prices	making simple statements about activities and diet	Give a simple description ( of an animal)  Making simple statements about movement	Give a simple description ( of an animals and habitats)
<b>E. Key Skills and Understanding</b>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• en/à+ transport</li> <li>• à+ place</li> <li>• aller : je vais,tu vas</li> <li>• en+ country</li> <li>• Question word( comment ? Où ?) + inversion of verb and subject</li> <li>• Faire : il fait</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>• Comment vas-tu à l'école</li> <li>• Je vais à l'école</li> <li>• à pied/à moto</li> <li>• en voiture/vélo/bus/taxi/train/bateau/avion</li> <li>• Je vais</li> <li>• En Belgique/France</li> <li>• Il fait chaud/froid/beau/mauvais</li> <li>• Il fait du soleil/du vent/du brouillard/des nuages</li> <li>• Il pleut/il neige</li> <li>• lundi,mardi,mercredi,jeudi,vendredi samedi,dimanche</li> </ul> <b>Phonics</b> <i>au/eau, qu, i, un, Rhyming patterns</i>		<b>Grammar</b> <ul style="list-style-type: none"> <li>• c'est+ adjective</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>• J'aime</li> <li>• je n'aime pas</li> <li>• j'adore</li> <li>• je déteste</li> <li>• ça</li> <li>• vingt-et-un, vingt-deux, vingt-trois, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, etc</li> <li>• c'est combien?</li> <li>• un euro</li> <li>• c'est super, magnifique, fantastique, hyper-cool, génial</li> </ul> <b>Phonics</b>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Questions with qu'est-ce que....?</li> <li>• Faire:je fais, tu fais</li> <li>• Jouer au + sport</li> <li>• Faire du/dela(+sport)</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>• Qu'est-ce que tu fais(lundi)?</li> <li>• Je joue au tennis/au cricket/au rugby /au football</li> <li>• Je fais du skate / du vélo</li> <li>• De la danse/de la notation</li> <li>• Le jus d'orange,le yaourt, le poisson, une</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Regular -er verbs :il/elle</li> <li>• Courir(irregular)il/elle court</li> <li>• Pronouns il/elle used for it</li> <li>• Negatives(ne ...pas)</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>• Le cheval,le mouton,le lapin, la souris</li> <li>• Galope,court, sautille,trotte</li> <li>• Il / elle est...</li> </ul> <b>Phonics</b> <i>On, ch,ou,</i>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Adverbs:formation with ment</li> <li>• Use of l' before a vowel</li> <li>• Plural -les</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>• <b>Phonics</b> Le lion, le kangourou, le coucou, l'oiseau, l'éléphant, le poisson, l'âne, le cygnet, la tortue, la poule Timide,féroce,grand,petit,rapide,fort</li> </ul> Rapidement,lentement,doucement,

			<i>in revision of nasal sounds</i>	pomme, les carottes, le chocolat, le coca, les pommes frites, <ul style="list-style-type: none"><li>• Oui c'est bon pour la santé</li><li>• Non, c'est mauvais pour la santé</li></ul> <b>Phonics</b> on/om compared with onn/omm		fort  Il/elle habite dans
<b>F. Cross Curricular Links</b> (Core non-negotiable standards)						
<b>G. Assessment Pathway</b>	Formative assessment against key skills and understanding. End of unit assessment tasks	Formative assessment against key skills and understanding. End of unit assessment tasks	Formative assessment against key skills and understanding. End of unit assessment tasks	Formative assessment against key skills and understanding. End of unit assessment tasks	Formative assessment against key skills and understanding. End of unit assessment tasks"	Formative assessment against key skills and understanding. End of unit assessment tasks
<b>5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit Title</b>	<b>On the way to school</b>	<b>Bon Appetit</b>	<b>The Planets</b>		<b>The Four Seasons</b>	<b>Beach Scene</b>
<b>A. National Curriculum 2014</b>	<b>P194</b>					
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			that meets the learning needs of the children	meets the learning needs of the children	an enjoyable and creative curriculum that meets the learning needs of the children	an enjoyable and creative curriculum that meets the learning needs of the children
C. School Aims Link	Challenge and creativity	Challenge and creativity	Challenge and creativity	Challenge and creativity	Challenge and creativity	Challenge and creativity
D. Key Knowledge	describing a journey to school simple directions using repair strategies to keep a conversation going	Talking about what has been eaten and drunk Expressing likes , dislikes and preferences Following and writing instructions(as in a recipe)	Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs	Making simple Simple statements ( about seasons) Describing the weather Using adjectives as antonyms	Giving a simple description(Of a scene or place) Using adjectives to add interest and detail to a description Writing instructions	
E. Key Skills and Understanding	<b>Grammar</b> <ul style="list-style-type: none"><li>alphabet</li></ul> <b>Core Language</b> <ul style="list-style-type: none"><li>Quand je vais à l'école</li><li>Je passe devant</li><li>Cinq minutes plus tard</li><li>Finalement</li><li>Vrai</li><li>Faux</li><li>à droite</li><li>à gauche</li><li>tout droit</li><li>je ne comprends pas</li><li>répétez s'il vous plaît</li></ul> <b>Phonics</b> Using knowledge of phoneme-grapheme correspondence to synthesise words	<b>Grammar</b> <ul style="list-style-type: none"><li>Perfect tense: manger, boire</li><li>Use of du, dela, del', des</li><li>Plural nouns with les and des</li><li>Compound sentences with connectives et and mais</li><li>Imperatives: vous form of some regular and irregular verbs</li></ul> <b>Core Language</b> <ul style="list-style-type: none"><li>j'ai mangé</li><li>j'ai bu</li><li>et</li><li>mais</li><li>un sandwich</li><li>un gateau</li><li>une pomme</li><li>une orange</li><li>une banane</li></ul>	<b>Grammar</b> <ul style="list-style-type: none"><li>qualifier:</li><li>assez trop</li><li>prepositions: près de, loin de</li><li>Compound sentences with parce que</li></ul> <b>Core Language</b> <ul style="list-style-type: none"><li>La terre</li><li>La lune</li><li>Un nom</li><li>Un nom propre</li><li>Un adjective</li><li>Parce que</li><li>Elle</li><li>Près de</li><li>Loin de</li><li>Assez</li><li>trop</li></ul> <b>Phonics</b> Revision of common phonemes Hearing individual phonemes in words and using this to aid writing	<b>Grammar</b> <ul style="list-style-type: none"><li>Prepositions en, au (with seasons)</li><li>*Adjectives:</li><li>Agreements and position(revision)</li></ul> <b>Core Language</b> <ul style="list-style-type: none"><li>L'hiver(m)</li><li>Le printemps</li><li>L'été(m)</li><li>L'automne(m)</li><li>Au printemps</li><li>En été/automne /hiver</li><li>Il fait beau etc</li><li>Clair</li><li>Sombre</li></ul>	<b>Grammar</b> <ul style="list-style-type: none"><li>Regular er</li><li>Verbs(present tense):third person singular</li><li>*Dormir (irregular):il/elle dort</li><li>*imperatives: tu form of some irregular and irregular verbs</li></ul> <b>Core Language</b> <ul style="list-style-type: none"><li>(le chien)regarde</li><li>(le bateau) glisse</li><li>(la petite fille)dort</li><li>(la</li></ul>	

		<ul style="list-style-type: none"><li>• du fromage</li><li>• de l'eau</li><li>• de la salade</li><li>• des chips (pl)</li></ul> <b>Phonics</b> revision of an/en and au/eau			<ul style="list-style-type: none"><li>• Heureux</li><li>• triste</li><li>• Joli</li><li>• Laid</li><li>• Fade</li><li>• Coloré</li><li>• Calme</li><li>• agité</li></ul> <b>Phonics</b> Using knowledge of phoneme-grapheme correspondence to aid writing	dame)brosse ( les cheveux de la petite fille) <ul style="list-style-type: none"><li>• Il y a</li><li>• C'est</li><li>• Prends</li><li>• Ajoute</li><li>• Mélange</li><li>• Décore</li><li>• laisse</li></ul> <b>Phonics</b> Revision of au/eau Il and elle
<b>F. Cross Curricular Links</b> (Core non-negotiable standards)						
<b>6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit Title</b>	<b>Our School</b>		<b>Then and Now</b>		<b>Creating a café</b>	
<b>A. National Curriculum 2014</b>	<b>P194</b>					
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					the children	the children
<b>C. School Aims Link</b>	Challenge and creativity	Challenge and creativity	Challenge and creativity	Challenge and creativity	Challenge and creativity	Challenge and creativity
<b>D. Key Knowledge</b>	Places around school School subjects Telling the time Making statements about the school environment Telling time using half-hours, quarter hours and 24hr clock notation.		Comparison of modern day settlements With those from a period in the past. Writing a guide for tourists Making statements (about places in a town) Asking questions (about places in town) Saying the year (eg mille neuf cent quarante huit)		Drinks snacks and ice-creams Quantities of food Transactional language for a café Seeking clarification of meaning	
<b>E. Key Skills and Understanding</b>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Definite and indefinite articles: le/la un/une</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>Il est midi/minuit</li> <li>Il est une heure et demie/il est deux heures et demie etc</li> <li>Il est deux heures et quart</li> <li>le terrain de sport</li> <li>la salle de classe</li> <li>la cour</li> <li>les toilettes</li> <li>la cantine</li> <li>le parking</li> <li>la bibliothèque</li> <li>l'entrée</li> <li>la grande salle</li> <li>le dessin</li> <li>le sport</li> <li>le français</li> <li>la géographie</li> <li>la technologie</li> <li>l'anglais(m)</li> <li>l'informatique(f)</li> <li>l'histoire(f)</li> <li>les sciences (f pl)</li> <li>les maths (fpl)</li> </ul> <b>Phonics</b> qu		<b>Grammar</b> <ul style="list-style-type: none"> <li>Antonyms</li> <li>Imperfect tense of avoir(avait) and être (était)</li> <li>Beaucoup de....</li> <li>Peu de.....</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>le/une supermarché</li> <li>la/une boulangerie</li> <li>la/une boucherie</li> <li>la /une pâtisserie</li> <li>la/une poissonnerie</li> <li>il y avait</li> <li>c'était</li> <li>aujourd'hui</li> <li>soixante-et-onze,etc</li> <li>quatre-vingt-un, etc</li> <li>mille</li> <li>beaucoup de</li> <li>peu de</li> </ul>		<b>Grammar</b> <ul style="list-style-type: none"> <li>prepositions : au/ à la</li> </ul> <b>Core Language</b> <ul style="list-style-type: none"> <li>Un coca</li> <li>Un milkshake</li> <li>Un chocolat chaud</li> <li>Un café</li> <li>Un café au lait</li> <li>Un paquet de chips</li> <li>Une lemonade</li> <li>Une eau minérale</li> <li>Une tasse de thé</li> <li>Une portion de frites</li> <li>Une pizza</li> <li>Une glace au chocolat/à la fraise/à la vanille</li> <li>Répétez, s'il vous plaît</li> </ul> <b>Phonics</b> Using knowledge of phoneme-grapheme correspondence to work out pronunciation of new words Revision of ill-	

<b>F. Cross Curricular Links (Core non- negotiable standards)</b>						
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