**Modern Foreign Languages: Subject pathway overview**

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| **Early years and Key Stage 1**  *Sapling and Sycamore*  Students in early years will have the opportunity to take part in MFL themed events during each academic year, with one activity event taking place each term, looking to increase this to one per half term.  Activities will be planned by class teachers in order for appropriate differentiation. Activities delivered during these MFL events may include sampling traditional foods, as well as learning through play and sensory based activities, including music, cooking and songs. | |
| **Where will Early years and KS1 students be at the start of the year?** | **Where would we like these students to be by the end of the year?** |
| To be starting to develop basic speaking and listening skills. | To have made further progress with their listening and concentration skills through small group work. To have experienced some foods/drinks and entertainment (dancing/music) from other countries. |

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| **Key Stage 2**  *Willow, Beech, Oak and Rowan*  Students in Key Stage 2 will have the opportunity to take part in MFL themed events during each academic year, with one activity event taking place each term, looking to increase this to one per half term.  Activities will be planned by class teachers in order for appropriate differentiation. Activities delivered during these MFL events may include sampling traditional foods, as well as learning through play and sensory based activities, including music, cooking and songs. Some students in KS2 may begin to be introduced to new language skills and encouraged to take part in repetitive song/rhyme to support foreign language development. | |
| **Where will Key Stage 2 students be at the start of the year?** | **Where would we like these students to be by the end of the year?** |
| To be further developing basic speaking, listening and concentration skills. | To have made further progress with their speaking, listening and concentration skills through small group work. Students will be becoming more aware of language, sounds and tastes from other countries. Students will have observed/participated in some Spanish themed dancing/music. |

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| **SLD and Complex Needs**  *Chestnut Centre and 3.4*  Students in our Chestnut Centre and class 3.4 will have the opportunity to take part in MFL themed events during each academic year, with one activity event taking place each term, looking to increase this to one per half term.  Activities will be planned by class teachers in order for appropriate differentiation. Activities delivered during these MFL events may include sampling traditional foods, as well as learning through play and sensory based activities, including music, cooking and songs. Some students in our SLD and Complex Needs classes may begin to be introduced to some basic MFL skills and encouraged to take part in repetitive song/rhyme to support some foreign language development, such as greetings. | |
| **Where will SLD and complex needs students be at the start of the year?** | **Where would we like these students to be by the end of the year?** |
| To be developing basic communication skills, including the use of Signalong and symbols. | To have developed listening, concentration and social skills through partnership and group work. To become more aware of language, sounds, smells, tastes and images from other countries and cultures. |

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| **Key Stage 3**  *3.1, 3.2 and 3.3*  Students in Key Stage 3 have MFL lessons as part of their timetabled curriculum that are progressive as they move through the key stage. Students in Key Stage 3 will also participate in MFL themed events during each academic year, with one activity event taking place each term, looking to increase this to one per half term.  Topics covered throughout the year may include research into the country’s location and landmarks greetings, and food/drink. Students are also encouraged to develop their learning beyond the classroom through research tasks and practical activities. | |
| **Where will Key Stage 3 students be at the start of the year?** | **Where would we like these students to be by the end of the year?** |
| To be aware of some basic greetings/words in French (possibly with correct pronunciation) and to be able to name some aspects of French culture, including food and/or landmarks.  To demonstrate good listening and concentration skills. Some students may also demonstrate effective speaking skills. | To independently name some famous landmarks in France, Germany, Italy and Spain.  To develop and extend new language and communication skills (including speaking and listening skills), including some basic greetings and words in these languages to recall some words independently.  To become more aware of themselves as citizens of a diverse world. |

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| **Key Stage 4**  *4.1 and 4.2*  Students in Key Stage 4 will have the opportunity to take part in MFL themed events during each academic year, with one activity event taking place each term, looking to increase this to one per half term.  Activities will be planned by class teachers in order for appropriate differentiation. Activities delivered during these MFL events may include sampling traditional foods as well as the introduction to new language skills. Students should be encouraged to take part in repetitive song/rhyme to support foreign language development. | |
| **Where will Key Stage 4 students be at the start of the year?** | **Where would we like these students to be by the end of the year?** |
| To become more aware of themselves as citizens of the wider world. To demonstrate listening and concentration skills. Some students may also demonstrate effective speaking skills. | To name some famous landmarks in Germany, Italy and Spain and to begin to use some basic greetings in these languages independently.  To be more aware, and share experiences of, a range of language, sounds, smells, tastes and images from other countries/cultures (Italy, Spain and Germany). |

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| **Post 16**  Students in Post 16 will have the opportunity to take part in MFL themed events during each academic year, with one activity event taking place each term, looking to increase this to one per half term.  Activities will be planned by class teachers in order for appropriate differentiation. Activities delivered during these MFL events may include sampling traditional foods as well as the introduction to new language skills. Students should be encouraged to take part in repetitive song/rhyme to support foreign language development. | |
| **Where will Post 16 students be at the start of the year?** | **Where would we like these students to be by the end of the year?** |
| To be aware of themselves as citizens of the wider world as well as in their own immediate environment and society. To demonstrate good listening and concentration skills. Some students may also demonstrate effective speaking skills. | To name some famous landmarks in Germany, Italy and Spain and to begin to use some basic greetings in these languages independently.  To be more aware, and share experiences of, a range of language, sounds, smells, tastes and images from other countries/cultures (Italy, Spain and Germany). |