

Introduction

Literacy, Numeracy and Citizenship through MFL is designed to give MFL departments the opportunity to show where and how they have already contributed to the KS3 National Strategies for Literacy and Numeracy and the QCA Key Stage 3 schemes of work for Citizenship. This pack contains audits for the key objectives in these areas, along with suggestions for simple, effective activities to cover the requirements. The material is divided into three sections: Literacy, Numeracy and Citizenship.

Literacy

The key objectives for Literacy are taken from the *Framework for teaching English: Years 7, 8 and 9*. If your school does not have a copy of this, it can be found at <http://www.standards.dfes.gov.uk/keystage3/strands/?strand=english>. This specifies teaching objectives at Word level, Sentence level, Reading, Writing, and Speaking and Listening. Of these, some are marked as key objectives, to be addressed across the curriculum. This pack deals with only these key objectives. The audit and activity sheets are divided into Years 7, 8 and 9. There are very few key objectives for Literacy which would not be undertaken as part of the normal MFL curriculum, and teachers may well find that they have already covered the majority of the objectives listed. The audits will give you the opportunity to record this. The sample activities will help to plug the gaps where necessary.

Numeracy

The key objectives for Numeracy are taken from the *Numeracy across the curriculum objectives* (available from <http://www.standards.dfes.gov.uk/keystage3/NumXcurricobjectives.PDF>). These objectives are divided into 13 sections, which remain the same across Years 7, 8 and 9, with one or more different objectives for each of these sections, according to the year group. They have been extracted from the *Framework for teaching Mathematics: Years 7, 8 and 9*, and include those aspects most suited to coverage in subjects other than Mathematics. Start of Year 7 objectives have also been included here, to demonstrate where students are expected to have reached by the time they are in Year 7. These correspond to the full *Framework for teaching Mathematics* at Year 6. The sample activities included in this pack provide many opportunities for integrating the objectives seamlessly into MFL lessons. Simple target language number practice can be adapted to fulfil many of these objectives, and almost all the activities can be used for games and quizzes.

Citizenship

The learning objectives for Citizenship are taken from the QCA Key Stage 3 schemes of work for Citizenship (available from <http://www.standards.dfes.gov.uk/schemes2/citizenship/?view=Units>). These consist of 21 exemplar teaching units, 18 of which are chosen here. The schemes of work states that these units can be '*combined in different ways and supplemented with materials from other subjects*'. Indeed, there are many learning objectives in these units which lend themselves very well to MFL. The Citizenship curriculum encourages students to appreciate similarities and differences between different communities, and in this respect runs parallel with the MFL curriculum. At least one, and sometimes several, learning objectives have been selected from each unit, along with suggestions for activities. Again, teachers should find that they are already covering many of the learning objectives within the normal course of MFL teaching. These units may be used in any order throughout Key Stage 3, and are not divided into year groups. A class or year group, therefore, may 'carry' its audit sheet from Year 7 through to Year 9. It is suggested that teachers plan activities to fit in with suitable topics in the MFL curriculum.

Numeracy

This section contains audit sheets and sample activities for the *Numeracy across the curriculum objectives*, based on the *Framework for teaching Mathematics: Years 7, 8 and 9*. It includes those key objectives which are appropriate to MFL. The following objectives have few links with MFL, and so have been omitted:

- Year 8 – *Use the unitary method to solve simple word problems involving ratio and direct proportion; Use formulae for the area of a triangle, parallelogram and trapezium; Use the formula for the volume of a cuboid.*
- Year 9 – *Use simple instances of the index laws.*

Some activities are designed to cover more than one objective. Where this is the case, the objectives have been placed close together. Alternative audit sheets for numeracy (called Class Records) are available on the National Strategy section of The Standards Site Web site at http://www.standards.dfes.gov.uk/keystage3/strands/publications/?template=down&pub_id=1486&strand=maths.

Start of Year 7/Year 7

Most of the sample activities on pages 32 to 38 are designed for use as games, quizzes or races. They can be used with any topic of vocabulary, although some examples are provided. Many constitute good listening exercises in the target language, and others can help make number practice more fun. A great many can be completed quickly and provide excellent opportunities for practising numbers at the end of a largely non-numerical project. The calculation activities, eg *Calculator methods* (page 36) can be used as fillers, or as routine number practice at the end of lessons.

Year 8

It may help to liaise with the Maths department as numeracy becomes more complex. The Maths department can provide mini-tests – with answers! – which can be used in MFL lessons. *KS3 Maths Packs A–F* and *KS3 Maths Homework Packs A–F* (both published by Pearson Publishing) may provide suitable material. Collect a bank of these for future use. It also helps if the students have just learned and practised the Maths required in discrete Maths lessons. Ask the Maths department to mark on the audit sheet when this material is being taught during the school year.

Year 9

During Year 9, the objectives become more complex and often require calculations which are normally not appropriate to the MFL classroom. In many cases, however, these objectives can be exploited for advanced number practice. In others, simply handling complex data lends itself to mathematical analysis. Some involve wider research projects in which numeracy plays only a small part.

Liaison with the Maths department

Teachers should be familiar with most terms used in the key objectives, but it may be worth checking with the Maths department if you are unsure. For example, it is worth bearing in mind that the ‘mean’ is the average: add up all the figures and divide by the number of figures; the ‘median’ is the middle statistic in the set of results; the ‘mode’ is the most popular result, and the ‘range’ is the highest result minus the lowest. A useful glossary of terms is provided on the National Strategy section of The Standards Site Web site, as Appendix 3 of the *Numeracy across the curriculum* document, at http://www.standards.dfes.gov.uk/midbins/keystage3/A3_appendix_3.PDF.

Year 8 audit

Class Date

When this class has covered each key objective, write the date in the left-hand column. Use the right-hand column to add brief notes about when and how the objective was fulfilled.

Number system

.... / /	Place value, ordering and rounding <i>Round decimals to the nearest whole number</i>	
.... / /	Integers, powers and roots <i>Use squares, square roots, cubes and cube roots, index notation</i>	

Mathematical facts/calculation strategies

.... / /	Calculations with whole numbers and decimals <i>Order of operations for complex calculations</i>	
.... / /	<i>Column procedures for multiplication/division</i>	

Fractions, decimals and percentages

.... / /	Fractions, decimals, percentages, ratio and proportion <i>Add/subtract fractions</i>	
.... / /	<i>Calculate percentages, percentage increase or decrease</i>	
.... / /	<i>Reduce a ratio to its simplest form</i>	

Use calculators appropriately

.... / /	Calculator methods <i>Use sign change, powers, roots and fraction, brackets and memory</i>	
.... / /	<i>Enter numbers/interpret the display (negative numbers, fractions, decimals, percentages, money, metric measures, time)</i>	

Use simple formulae

.... / /	Equations, formulae and identities <i>Substitute integers into simple formulae</i>	
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Year 9 sample activities

Number system

<p>Place value, ordering and rounding <i>Multiply and divide by any integer power of 10.</i></p>	<p>Students can become familiar with very large numbers in the target language by using integer powers of ten in games. For example, <i>Zehn hoch fünf dividiert durch zehn hoch zwei gleich zehn hoch drei.</i></p>
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Mathematical facts/calculation strategies

<p>Calculations with whole numbers and decimals <i>Understand the effects of multiplying and dividing by numbers between 0 and 1.</i></p>	<p>Calculations using different exchange rates between zero and one will provide practice in this objective.</p>
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Fractions, decimals and percentages

<p>Fractions, decimals, percentages, ratio and proportion <i>Add, subtract, multiply and divide fractions; cancel common factors before multiplying or dividing.</i></p> <p><i>Compare two ratios; interpret and use ratio in a range of contexts.</i></p> <p><i>Use proportional reasoning to solve a problem, choosing the correct numbers to take as 100%, or as a whole.</i></p>	<p>Use as more advanced numbers practice in games, competitions or races. Read out the problem. Students write it down and solve it on paper. Ask the Maths department for simple questions (with answers).</p> <p>Use the data from any target language survey or research where the results are expressed as ratios. Discuss in simple terms the implications of different ratios.</p> <p>Students use proportional reasoning to work out the marks to percentages in a test in which the highest number of marks obtainable is not 100. For example, if the highest number of marks obtainable is 84, this is 100%, a score of 42 marks represents 50%, etc.</p>
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Use calculators appropriately

<p>Calculator methods <i>Use a calculator efficiently and appropriately to perform complex calculations with numbers of any size, knowing not to round during intermediate steps of a calculation.</i></p>	<p>Use as an advanced numbers listening and speaking exercise. The teacher dictates a problem in the target language as a listening exercise, and students work out the problem using calculators. Ask the Maths department for questions with answers which can be read out in the target language. Students feed back their answers in the target language.</p>
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KS3 audit

Class Date

When this class has covered each key objective, write the date in the left-hand column. Use the right-hand column to add brief notes about when and how the objective was fulfilled.

Introduction to citizenship

.... / /	1 Citizenship – what’s it all about?	
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Discrete citizenship provision that may be linked with other subjects

.... / /	2 Crime	
.... / /	3 Human rights	
.... / /	4 Britain – a diverse society?	
.... / /	5 How the law protects animals – a local-to-global study	
.... / /	6 Government, elections and voting	
.... / /	7 Local democracy	
.... / /	8 Leisure and sport in the local community	
.... / /	9 The significance of the media in society	