



Creativity



Challenge



Community

St Mary's Subject Intent Document

Our Curriculum Intent at St Mary's CE School:

To develop a carefully designed, **sequential** curriculum, underpinned by **progressive knowledge and understanding**, equipping our children for their future lives. It is **aspirational**, providing **problem solving**, challenge and **creativity** whilst developing character including **responsibility, reliability and perseverance**. The curriculum ensures the children are able to **celebrate uniqueness and diversity** and apply their **learning to positively impact the local, national and global community**.

In order to achieve our Curriculum Intent, we have designed our curriculum around the following **Principles of design**:

- **Core and Progressive knowledge** – a minimum entitlement that all pupils will be required to know, grounded in the National Curriculum



Creativity

We design our curriculum to be as creative as possible, inspiring through first hand experiences which are inclusive and meeting the needs of the individual. We aim to learn and think creatively through a broad curriculum which enables all learners to discover, celebrate and nurture their talents.



Challenge

Inclusively, we aim to challenge all pupils through high expectations of behaviour and academic success. Working collectively, supporting one another, our curriculum broadens children's life experiences and enables children to take risks in a supportive environment. Central to this, is building self esteem and encouraging deep thinking, valuing pupil voice and providing rich learning experiences.



Community

Not only do we engage the community in learning, but we encourage sharing learning with the community. We aim to provide a curriculum which establishes a good foundation to enable our children to be inspired to make a difference in the world. Outdoor learning and taking responsibility for the environment is central to this as well as contributing meaningfully to our local, national and global community.

End points of our curriculum:

Principles of design					
Aspiration	PP / SEND / HAPS / EAL	Extended experiences	Subject related careers e.g. how learning is applicable / related to real world situation		
Core Knowledge	Subject based				
Procedural / Powerful Knowledge (skills)	Literacy / numeracy reinforcing opportunities within subjects	Debate / oracy skills and confidence	Opportunities to grapple with big concepts / ideas	1. Communication 2. Problem solving 3. Resilience 4. Initiative 5. Organisation 6. Teamwork 7. Digital literacy 8. Creativity	
Developing Cultural capital	Student Entitlements (e.g. trips / out of school clubs / residential)	Vocabulary extension and aspiration	Wider reading (stretch & challenge texts)	Engaging with inspirational visits and visiting speakers	School Values: Trust Responsibility Respect Honesty Perseverance
Developing Character	Values being lived out in practice	Excellent behaviour for learning	Attendance and punctuality	Independent study skills	
Creativity					
Identifying and addressing Context specific need Community	Healthy lifestyles (Healthy relationships)	Rural Engagement with Yorkshire Dales and Lake District	Developing Understanding of Diversity within the country and world		
Learning is Sequential	Key themes enhanced by Rosenshine's Principles of Instruction				



Modern Foreign Languages Subject Intent:

Our intent is comprised of the following 3 sections:

1. Our vision for the subject and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

1. Our vision

Using a range of scaffolds, give confidence to children in speaking aloud in French. Children will build on prior knowledge and benefit from continuity, ensuring progression in knowledge and understanding. To ensure a sequential curriculum, embracing Rosenshine principles; by providing real life contexts and questioning to develop understanding of new vocabulary. To enable the children to feel confident in contributing in a multi-cultural and language diverse global world.

2. Our key concepts and core domains of knowledge

Curriculum Intent

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Lessons and resources help children to build on prior knowledge alongside the introduction of new skills. An insight into the culture of French-speaking countries and communities is offered. The intention is to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

Curriculum Implementation

Pupils are taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

5. present ideas and information orally to a range of audiences
6. read carefully and show understanding of words, phrases and simple writing
7. appreciate stories, songs, poems and rhymes in the language
8. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
9. write phrases from memory, and adapt these to create new sentences, to express ideas clear
10. describe people, places, things and actions orally and in writing
11. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Curriculum Impact

Opportunities to monitor the children's progress in French are built into our programmes of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. Pupil Voice is also used to further develop the MFL curriculum, through questioning of pupils' views and attitudes to learning a language.

At Key Stage EYFS and Key Stage 1, learners will participate in European Languages Day and focus on one European country.

At Key Stage 2, learners will study French in the Modern Foreign Languages curriculum.

Over the life of their learning, learners will study:

In Lower KS2: acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

3. The end points of our curriculum

Our learners will be able to:

- Speak confidently with good intonation and pronunciation.
- Become fluent in reading.
- Have a strong awareness of the culture of the countries where the language is spoken.
- Have a passion for languages and a commitment to the subject.
- Be independent in their studies and have the ability to draw upon a wide range of resources

By the end of each year our learners will be able to:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	N/A	N/A	<ul style="list-style-type: none"> ● Getting to Know you By the end of this unit, year 3 will know about the basics of the French language. The class will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are. ● All About Me Understand and follow instructions, name parts of the body, identify colours and say what they are wearing. ● Food Glorious Food This 'food' themed unit uses a story as its inspiration and is designed to pick up and develop your class's learning from the previous Year 3 French units. By joining in with the story, the class will learn the vocabulary for a range of food, to express likes and dislikes and to count and use plural nouns. ● Family and Friends This unit will teach the class how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home. ● Our School 	<ul style="list-style-type: none"> ● All Around Town In this 'All Around Town' unit, the class will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French. ● On the Move Children will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context. ● Going Shopping The class will learn about the shopping experience in France. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when going shopping. ● Where in the World? Key vocabulary related to countries/continents and animals will be taught. The class will learn specific vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator. They will learn key phrases connected to the themes. 	<ul style="list-style-type: none"> ● Getting to Know You Apply previous skills and knowledge of topic areas such as spellings and jobs and they will have a chance to recap their prior knowledge from Y3 and Y4. They will learn to express their emotions and to talk about the future, using two different tenses. ● All about Ourselves Children will apply previous knowledge of topic areas such as clothes and the body, developing their vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. ● That's Tasty The class will learn key vocabulary related to food and drink. They will learn specific vocabulary related to what they want to drink; eat for breakfast; pizza toppings and snacks. Opening and closing of shops. ● Family and Friends In this unit, the class will apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including 	<ul style="list-style-type: none"> ● Let's visit a French Town By the end of this unit the children will be able to talk about the various places in a town, give helpful directions and speak about maths and numbers. The children will also gain a better understanding for grammatical structures and features of the French language. ● Let's Go Shopping This unit will teach the children key vocabulary and phrases to do with shopping, colours and clothes. They will also gain a deeper understanding for French culture by acting out a shopping role-play activity. ● This is France One major benefit of learning a language is being able to appreciate different cultures and countries. So, with this unit the children will be able to put their KS2 French to good use as they learn about France's capital city, French landmarks and French people. They will also be able to talk about their own country and nationality in French.

			<p>This 'Our School' unit will teach the class key vocabulary and phrases around the theme of school. Children will learn vocabulary of school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences.</p> <ul style="list-style-type: none"> <p>Time</p> <p>In this unit, the class will learn to say the days of the week, months and dates and also count from 11 to 31.</p> 	<ul style="list-style-type: none"> <p>What's the Time?</p> <p>Children will learn how to tell the time: o'clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these.</p> <p>Holidays and Hobbies</p> <p>The class will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies. They will learn key phrases connected to the themes.</p> 	<p>subjective descriptions. They will learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. They will find out more about possessive adjectives.</p> <ul style="list-style-type: none"> <p>School Life</p> <p>The class will learn key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes They will learn key phrases connected to the themes.</p> <p>Time Travelling</p> <p>In this unit, the class will apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history. They will be introduced to one of the common past tenses in the French language, learning to give dates of birth/death for famous French people and begin to use grammatical terms such as conjugation, auxiliary and infinitive verbs.</p> 	<ul style="list-style-type: none"> <p>All in a Day</p> <p>This unit is all to do with telling the time and talking about what you do during the day. Children will learn how to read a timetable in French and discuss their school schedule.</p>
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Our curriculum is designed to be easily adaptable by professional teachers to ensure appropriate challenge and differentiation to meet the needs of all children, including higher attaining pupils as well as scaffolding those who need it, including those with SEND. Teachers ensure the prior learning of all children is assessed in order to adapt planning to fit the individual needs of the children in each class. For children with SEND, this is done in accordance with their IEP/EHCP.