





Curriculum Overview and Statement of Intent, Implementation and Impact.

	<p style="text-align: center;"><u>Vision</u></p> <p style="text-align: center;">‘We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God’s love they can make a difference to the world around them.’</p>	<p style="text-align: center;"><u>Values</u></p> <p style="text-align: center;">Compassion</p> <p style="text-align: center;">Courage</p> <p style="text-align: center;">Community</p>
<p style="text-align: center;"><u>Motto</u></p> <p style="text-align: center;">Learning to make a difference through God’s love. <i>Jesus said, ‘Love one another as I have loved you’ John 13:34</i></p>		
<p style="text-align: center;"><u>Mission</u></p> <ul style="list-style-type: none">• Ensure that children are safe and demonstrate compassion for others.• The school and its community work together to promote mental health and wellbeing and ensure that everyone feels respected.• Unify the school family enabling it to flourish through collective worship, inclusive extra curricular provision and a broad, balanced curriculum.• Encourage inclusively high expectations enabling children to personally and academically thrive.<ul style="list-style-type: none">• Deliver an inspirational, creative curriculum to meet the needs of our aspirational children.• Ensure that children and adults acquire and apply knowledge that gives them the courage to fulfil their aspirations.<ul style="list-style-type: none">• Create an environment that builds confidence for the school family to grow resilience.• Enable children to persevere on a journey of social, moral, cultural and spiritual growth.		



Curriculum Subject: Modern Foreign Languages

Subject Leader: Nicholas Parker



<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>The MFL curriculum at NJS intends to ensure that all pupils:</p> <ul style="list-style-type: none"> • We will provide a rich and varied MFL Curriculum that ignites our imaginations. • become successful learners who enjoy learning, empower their Christian values make progress and achieve. • 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 rich and varied grammatical structures that they have learnt. • discover and develop a love and an appreciation of a range of writing in the language studied. <p>Through the teaching of a wide variety of topics and grammar the MFL curriculum intends to support the wider school curriculum in areas like: Science, Maths, DT, Art, History, etc by allowing students to transfer skills from a classroom to another.</p> <p>Our curriculum intention is to allow students to maximise their potential in a foreign language, culture and tradition, so that they have every opportunity available when they leave school- professional, personal and aspirational.</p>	<p>The curriculum is regularly reviewed and revised to ensure that it engages and challenges all our children.</p> <p>MFL is implemented to ensure:</p> <ul style="list-style-type: none"> • the environment is secure, stable and stimulating. • all staff and pupils are clear about what it is that they are supposed to learn. • all staff and pupils are provided with well-planned and stimulating learning opportunities that are matched to their abilities. • all their self-esteem is high. • they understand the purpose of the learning and see relevance to their own experience. • they understand the ways in which learning takes place and given opportunities to reflect on this. • the learning builds on prior knowledge and understanding. • success criteria are explicit and models are provided. • the learning is active and collaborative. • student questioning, reflection, and discussion are promoted, encouraged and praised. • independent learning and thinking is facilitated and encouraged • there are opportunities for creativity, utilising different learning styles as well as personalised learning opportunities. • pupils can self-assess, know what they need to do to improve and are able to set appropriate targets. • they have opportunities to transfer skills, knowledge and understanding to other contexts. (Cross-curricular learning) • they are challenged effectively to extend their own learning. 	<p>The impact of our MFL curriculum is that children will know the relevance of what they are learning in languages and how it relates to their future careers, everyday life and travel. They are aware of how it could help them when they are in another country or when talking to a French speaker.</p> <p>Teachers show an enjoyment of languages through a variety of lessons including interactive resources with a recorded native speaker, green screen, acting, singing and outdoor lessons.</p> <p>Progression through a topic will be evident in the development of key skills and acquisition of main vocabulary, this is demonstrated through pupil voice.</p> <p>Evidence of children's work is kept in books, through video recordings (kept on iPads) and photos (PicCollages of which can be seen in books). This evidence is stored and organised clearly.</p> <p>Verbal feedback and written CTGs are found in books. Also pupil interviews are completed to ensure there is an impact on children's outcomes and that children feel positive about languages.</p> <p>Data is monitored and moderated annually on OTrack and through looking at evidence of work twice annually. NP, LS and governors to look at data also.</p>

Half Term/ Stage	Stage 1 <u>LTP</u>	Stage 2 <u>LTP</u>	Stage 3 <u>LTP</u>	Stage 4 <u>LTP</u>
Autumn 1	A new start (Greetings, feelings, numbers, colours)	Welcome to school (Recap core language, rooms in a school, classroom objects)	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	My town, your town (Commands, shops, asking and giving directions)	Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café roleplay)
Summer 2	Going on a picnic (Picnic story, food items, polite request) Aliens in France (Explore France, ask and answer 'where do you live?') Language Puzzle*	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*