



## INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

| Subject  |  |  | Relevant Curriculum Statements  |  | Related Vocabulary   |
|--|--|--|---|--|--|
| <b>MODERN FOREIGN LANGUAGES<br/>– French - Speaking</b>  |  |  |   |  |  |
|  |  |  |   |  |  |
|  |  |  | KS2   | “Pupils should be taught to speak in sentences... and (increasingly) engage in conversations.” | Repetition (T2)<br>Pronunciation (T3)<br>Articulation (T3) |
| <b>SCHOOL AIMS</b><br>Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a 'big difference'. <ul style="list-style-type: none"> <li>✓ <b>Respect</b></li> <li>✓ <b>Responsibility</b></li> <li>✓ <b>Resilience</b></li> </ul>   |  |  | <b>BRITISH VALUES</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Democracy.</li> <li><input type="checkbox"/> The rule of law.</li> <li><input type="checkbox"/> Individual liberty.</li> <li>✓ Mutual respect.</li> <li>✓ Tolerance of those of different faiths and beliefs</li> </ul> |  |  |
| <b>CULTURAL CAPITAL</b><br>Children may demonstrate knowledge of some key points in French history, as well as modern French culture, buildings, landmarks, the arts and food. They may be able to talk about different traditions in France, and how they differ to British traditions. They may be able to name other French speaking countries and demonstrate some understanding of the opportunities available when able to speak and read a modern foreign language. |  |  |   |  |  |
| <b>IMPLEMENTATION AND SEQUENCING</b>   |  |  |   |  |  |
| <b>What will be made, produced, performed, or published?</b>   |  |  |   |  |  |
| Children will develop their speaking, listening and writing skills throughout their KS2 career. They will engage in regular speaking activities <b>culminating each half term in a morning of spoken and written French.</b>   |  |  |   |  |  |
| <b>What sequence of activity and pedagogy will be undertaken?</b>  |  |  |   |  |  |
| <b>Year 3:</b> Pupils can communicate with others using simple words, phrases and short sentences.<br><b>Year 4:</b> Pupils can communicate by asking and answering a wider range of questions.<br><b>Year 5:</b> Pupils can join in a short conversation.<br><b>Year 6:</b> Pupils can converse briefly without prompts.  |  |  |   |  |  |
| <b>IMPACT</b>  |  |  |   |  |  |
| <b>What knowledge will the children have embedded?</b>   |  |  |   |  |  |
| Children will be able to speak with increasing confidence and complexity in French. Through careful listening and repetition, their pronunciation and articulation will improve. The children will recall French speaking countries. They will identify some aspects of French traditional culture and important dates in the French calendar.   |  |  |   |  |  |
| <b>What retention may be demonstrated?</b>   |  |  |   |  |  |
| <i>Here are some example questions that may be used to assess children's understanding.</i>  |  |  |   |  |  |
| <b>KS2:</b> Can you remember some words associated with your current French topic? Can you put some of these words into a sentence?  |  |  |   |  |  |