

Nettleham Church of England (Voluntary Aided) Junior School

Curriculum

Our School Vision

As a Christian school we believe that every member of our community should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop skills to be lifelong learners. Our school values are: Trust, Humility, Thankfulness, Koinonia, Friendship and Endurance.

Our Curriculum Vision

Our curriculum is rooted in our school's Christian identity and reflects our values and vision. Thorough academic learning is balanced and enriched by a wide variety of creative, sporting and musical experiences. We aspire to give all our pupils the opportunities, skills and knowledge to have the best possible chance in life.



Rationale

Intent

The Church family is at the heart of our curriculum and our curriculum is taught in such a way as to reflect our values and vision. Our curriculum is based on the principles of balance, coherence and relevance. The curriculum is infused with a well thought-out variety of academic challenges balanced with an array of creative, musical and sporting enrichment opportunities whilst also nurturing personal development. Spiritual, moral, social, cultural development, along with physical and mental wellbeing, underpins all our work. These elements have been carefully considered in designing a broad, balanced and ambitious curriculum for all, which gives children the knowledge to succeed and the skills to become lifelong learners, whichever path they take. We have an aspiration for our children to be successful, independent, resilient, proactive learners, well rounded, passionate pupils so they develop the skills, knowledge and understanding that will set them in good stead for future learning and to give them the best possible chance in life. This is provided in a safe atmosphere of mutual trust, respect and support. We strive to be an inspiring learning community for all which reflect the school and village locality, heritage and community.

Implementation

Pupils learn best when they are happy, confident and interested. They are supported and challenged by staff through a variety of teaching methods to make connections between different subjects and link this to their own life experiences and prior knowledge. In this way knowledge is retained and learning becomes secure and embedded. Misconceptions are closely monitored and children receive effective and timely feedback. Children are encouraged to take responsibility for their own learning and identify their own mistakes, rectifying them where possible and appropriate.

Staff have excellent subject knowledge, which is constantly being developed, and they use this effectively to motivate all children. They ensure that the learning environment is attractive, stimulating and conducive to the development of knowledge, skills and concepts.

The curriculum is thoroughly enriched with a broad range and variety of trips, visitors and engaging experiences both within lessons, throughout the day and extra-curricular activities to enhance pupil provision. Pupils are regularly encouraged to explore their creativity and imagination through diverse music, sports and art projects and experiences.

Formative and summative assessment are regularly used to inform teacher judgements of attainment and progress allowing staff to identify any gaps and provide suitable levels of intervention, support and challenge. Results are tracked and monitored through our own assessment system and then analysed by subject leaders and senior leaders. All subjects have clearly mapped out skills and knowledge progressions, so prior knowledge is effectively built upon. Marking and feedback is used effectively to further learning, set targets, praise, inform planning, correct misunderstanding, assess, recognise success and showing children next steps to improve through reflecting on comments and personal goal setting.

The whole school family work hard to motivate and inspire our pupils to prepare them for the world they live in today and for life.










Impact









As a result of our broad and rich curriculum, pupils develop detailed knowledge and skills across a range of subjects, recalling and retaining facts and ideas appropriately, and, as a result, achieve well. Where relevant, this is reflected in national test results, where children meet government age related expectations. All pupils read competently and fluently to gain knowledge, understanding and for pleasure. Pupils are given the necessary skills and values to be ready for both the next stage of their education and for their future lives in the wider world. We instil all our pupils with good morals and values to enable them to become tolerant and compassionate individuals.



The effectiveness of our curriculum design is regularly monitored and evaluated by leaders, and adjusted if necessary to ensure the best possible outcomes for all our pupils.



French

<p>Year 3 Overview</p>	<p>Bonjour</p> 	<p>Les animaux</p> 	<p>Dans ma classe</p> 	<p>Ma famille</p> 	<p>Ma maison</p> 	<p>Matisse</p> 
<p>Theme</p>	<p>Simple greetings</p> <p>All about me</p> <p>questions about name and age</p> <p>Classroom routines and instructions</p>	<p>Names of animals</p> <p>Questions about pets</p> <p>Likes and dislikes</p>	<p>Names of classroom objects</p> <p>Numbers 1-30</p> <p>Position words</p>	<p>Naming family members</p> <p>Introducing family members</p>	<p>Naming the rooms in the house</p> <p>Furniture</p>	<p>Colours</p> <p>Shapes</p>
<p>Core Grammar</p>	<p>Letter strings -oi, eu.</p> <p>Links between some sounds and spellings.</p> <p>Understand that the final consonant is rarely pronounced.</p> <p>Understanding intonation patterns.</p> <p>Recognise a question form.</p> <p>Recognise a key word in a question.</p> <p>Recognise nouns and verbs in French.</p> <p>Write a simple sentence : 'J'ai un chat'.</p>	<p>Auditory discrimination between indefinite articles 'un/une/des'.</p> <p>Auditory discrimination between definite articles 'la/le/l'/ les.</p> <p>Understanding simple rules for converting singular to plural.</p>	<p>Use mental associations to help remember words.</p> <p>Introduce prepositions : 'dans, derriere, sur, devant'.</p> <p>Recognise an adjective in French.</p>			
<p>Culture and traditions</p>	<p>Animals in France</p>	<p>Family spirit in France</p>	<p>French Art Le Louvre</p>			
<p>Year 4 Overview</p>	<p>Le corps</p> 	<p>Les vêtements</p>  <p><small>shutterstock.com • 572183974</small></p>	<p>La nourriture et la boisson</p> 			
<p>Theme</p>	<p>Name parts of the body</p> <p>Describing ailments and illnesses</p>	<p>Items of clothing</p> <p>Colours</p> <p>Numbers 1- 100 (prices)</p>	<p>Naming foods</p> <p>Asking for food and drink</p> <p>Names of meals</p> <p>Crockery and cutlery</p>			

Core Grammar	Identify nouns, adjectives and verbs in a sentence. Understand that all nouns have a gender. Working on singular words becoming irregular when plural (un oeil - des yeux).	Understand that adjectives can change spellings depending on genders.	Understanding negation in French. Introduction of 'polite' verbs Using partitive articles in French accordingly.				
Culture and tradition	Epiphany		Holidays French traditions				
Year 5 Overview	Ma ville Where's the...? 	Les transports 	La date 				
Theme	Where you live Places in the local area Simple directions Names of shops Numbers beyond 100	Means of transport Saying where you are going	Today's date Days of the week Months of the year				
Core grammar	Learning interrogative pronouns: 'où , quand, pourquoi'	Introducing verb conjugation with 'aller' Learning personal pronouns.	Ordinal and cardinal numbers. Link with Latin. No capital letters with months/days of the week.				
Culture and traditions	NHS in France	La mode et les uniformes en école Establish a link with French correspondents in Le Mans (letters/Skype)	Traditional French meals and eating habits				
Year 6 Overview	La date 	Le temps 	Sports et loisirs 	Ma journée 	A l'école 	Ma planète	Spanish / German The importance

							
Theme	Dates and names of festivals Birthdays Number revision	Describing the weather Types of clothing Seasons Points of the compass	Sports Leisure Likes and dislikes	Asking and saying the time Daily routines	School subjects Expressing opinions	Solar system Our earth	Greetings Numbers
Core grammar	Preposition: 'avant/après'. Link with Latin. Translation of 'il fait'.		Introducing of the verb 'aimer' and the conjugation. Introduce 'moins/et' for the time making the link with maths. Reflexive verbs : 'se lever' etc.	Introducing opinion verbs. Introducing comparative and superlative.	Link with Latin and other languages. Key pronunciation.		
Culture and traditions	French history key dates (French Revolution 1789) French Festivals key dates (1er mai – Lily of the valley). Map of France.		Compare English / French Schooling (timetable etc.) Continue our Franco – English link with our correspondents in Le Mans (letters/skype)	Family French breakfast Introduce the French 'goûter' at 4 pm. French traditional games during playtime. French leisure for children.	The importance of learning any foreign language.		

Christmas – New Year:

For each year group Christmas / New Year celebrations in France, Spain and Germany will be introduced to the children (food tasting, songs, craft activities).



Progression of Skills	Year 3	Year 4	Year 5	Year 6
Curiosity and cultural awareness Understand and respond to spoken and written language from a variety of authentic sources	Being accustomed to the concept of a foreign culture/s. Diversity – how do different cultures compare to ours? Foster pupil’s curiosity and deepen their understanding of the world.	‘Learning another way to think about things’ Culture differences and resemblance between English / French speaking countries Diversity – how do different cultures compare to ours?	Establish a strong link with our French pen pals Compare traditions in France and England Introduce some traditions in other countries (Spain / Germany) Diversity – how do different traditions compare to ours?	Carry on with our connection with our French correspondents Study in depth different traditions in France Introduce traditions in other countries (Spain / Germany) Diversity – how do different traditions compare to ours?
Linking languages Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned	Understand basic grammar appropriate to the language being studied.	Continuing understanding basic grammar appropriate to the language being studied. Understand where relevant feminine, masculine forms.	Recognise patterns when building sentences and apply knowledge of grammatical rules.	Understand how grammar differ from or are similar to English
Expression of ideas Discover and develop an appreciation of a range of writing in the language studied Understand and respond to spoken and written language from a variety of authentic sources	Write some familiar simple words using a model of and from memory Ex : familiar nouns , adjectives	Write some familiar words, phrases and simple sentences Read and understand familiar written words, phrase and short text made of simple sentences Ex: in familiar stories, character descriptions, poems and rhymes.	Write simple sentences and short texts using a model and dictionary to check the spelling of words.	Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure.
Confidence in communicating 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	Communicate with others using simple words, phrases and short sentences Ex: greetings, simple personal information. Use correct pronunciation when speaking and show awareness of sound spelling links.	Communicate by asking and answering a wider range of questions and presenting short pieces of information. Apply phonic knowledge	Take part in short conversations using familiar structures and vocabulary and present information to others. Understand and express simple opinions.	Understand the main points and simple opinions in spoken sources Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience Express and justify opinion.

