




















French Curriculum





Ankermoor Primary Academy Curriculum



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| <p>Aim</p> | <p>Learn together, achieve together At Ankermoor Primary Academy we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life. We aim to ‘inspire all to excellence’</p> | | | | | | | | |
| <p>Trust Vision</p> | <p>Inspiring all to excellence</p> | | | | | | | | |
| <p>Trust Values</p> | <p>We care</p>  | <p>We leave no-one behind</p>  | <p>We celebrate individuality</p>  | <p>We are brave</p>  | | | | | |
| <p>Fundamental values</p> | <p>High Expectations</p>  | <p>Perseverance</p>  | <p>Enjoyment</p>  | <p>Respect</p>  | <p>Trust</p>  | <p>Responsibility</p>  | | | |
| <p>Big ideas</p> | <p>A Adventure</p> | <p>N Nature</p> | <p>K Knowledge</p> | <p>E Enterprise</p> | <p>R Relationships</p> | <p>M Movement</p> | <p>O Observe Critically (evaluating)</p> | <p>O Observe Thoughtfully (empathising)</p> | <p>R Respect</p> |
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Curriculum Intent



Builds on our fundamental values of 'High Expectations, Perseverance, Enjoyment, Respect, Trust and Responsibility'.

Promotes a life-long love of learning.

Enables children to offer opinions and reason articulately, whilst also being able to debate and disagree respectfully.

Raises aspirations and open's their eyes to a world beyond their immediate surroundings.

Promotes practical everyday life skills that prepares our children for the future.

Enables children to become active learners who are positively engaged in the acquisition of skills and knowledge.

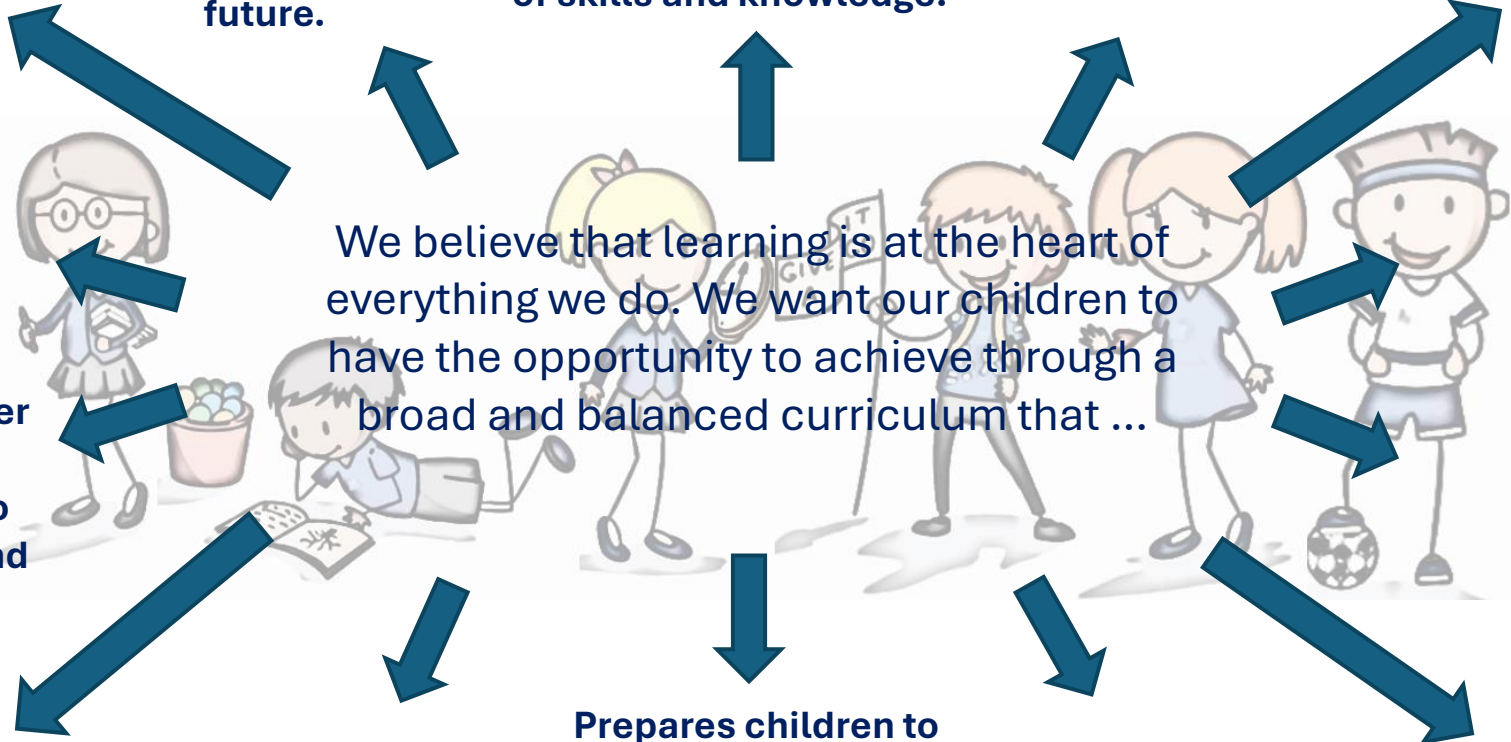
Promotes creativity, curiosity, and confidence.

Allows children to be able to reflect on their learning and to improve their own work.

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge.

Builds character, resilience, self-motivation, and a will to succeed.

To provide opportunities for our children to learn in different ways and to have a wide variety of learning experiences.



We believe that learning is at the heart of everything we do. We want our children to have the opportunity to achieve through a broad and balanced curriculum that ...

Develops a hunger for knowledge and to have the resilience necessary to tackle challenges and problems.









Prepares children to take risks and learn from their mistakes.

To enable children to develop as independent learners as well as being able to work collaboratively.

Subject Specific Sequencing and Key Concepts: Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See Science long term plan with key concepts)







Big Ideas:

These are the overarching ‘*Anker Moor*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘Observing Critically’; making observation in Science, identifying main ideas within a text in English, observing and critiquing artwork, analysing data sets in maths, evaluating historical sources, observing local ecosystems within Geography, self reflection and critical thinking in PSHE.










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Character Virtues:

These are the underpinning qualities and character traits that we desire all of our children, and staff, to demonstrate.

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|---|--|---|---|---|--|
| High Expectations  | Perseverance  | Enjoyment  | Respect  | Trust  | Responsibility  |
|---|--|---|---|---|--|

IMPLEMENTATION – Our approach

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French at Anker Primary Academy, is taught by following the scheme of work from Kapow. We chose Kapow for our pupils as we believe that it supports our aim to build citizens of the world, our intrinsic values, virtues and ‘Big Ideas’.

‘*Kapow’s* French scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. We aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future. (*Kapow*)’

IMPLEMENTATION – Our approach

The French scheme of work is designed with three knowledge strands that run throughout our units with knowledge building cumulatively. These are: Phonics, Vocabulary and Grammar.

This knowledge can then be applied within our skills strands, which also run throughout each unit in the scheme:

- Language comprehension (Listening and reading)
- Language production (Speaking and writing)

Through the French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French.

Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. There is a focus on developing 'language detective skills' and developing an understanding of French grammar, key vocabulary and pronunciation.

Staff at Ankermoor Primary Academy create a positive attitude towards French learning both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice are key facilitators used to support all children in their learning. Key vocabulary is an integral part of each unit of work, enabling children to have a greater understanding of important key concepts, '*Golden Threads*', thus enabling them to communicate linguistic information.



Key Stage National Curriculum Expectations: French

Key stage 2:

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- 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*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

IMPACT– Our approach

At Ankermoor Primary Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays.

Impact is also measured at the end of a unit of work through:

- the use of subject specific Assessment One Notes
- Internal and external picture building

