

BEING A LINGUIST AT THE WEALD

A space to learn; a space to grow.

At The Weald, we support all members of our school community – our children, our staff and our families—to make and keep this pledge so that our children learn, grow and achieve their very best.



Our curriculum:

- Puts the mental and physical wellbeing of our children at the heart of all that we do;
- Connects our learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens of the future;
- Applies National Curriculum content through real world contexts;
- Encourages our learners to be curious, ask probing questions and be brave in finding solutions;
- Enacts the core Christian values of our school '*Respect, Responsibility, Love, Trust and Forgiveness*', which promote respect for others, responsibility for ourselves and mutual trust.
- Promotes diversity and inclusion;
- Is enriched by well-planned, outdoor learning opportunities, off-site experience days and immersive workshops.

At The Weald, our intention is to create a culture of enquiry, curiosity and challenge that runs through our whole curriculum. Our school is developing a local, bespoke version of the Curious-city™ framework which supports our teachers to create contextually relevant, enquiry-led experiences. This enquiry-led approach is enabling The Weald to create a bespoke, locally focused curriculum for our learners that goes beyond the current National Curriculum.

How is the curriculum taught at The Weald?

Our enquiry-led curriculum supports our pupils to explore subjects through a sequence of 'key questions' which build up children's knowledge and skills over time. Through our curriculum, our children see themselves as different states of being, for example, as Authors, Mathematicians and Artists – rather than simply learning about English, Mathematics or Art. Author (English) and Mathematicians (Maths) lessons are explicitly taught daily. Enquiries are planned to ensure a broad and balanced range of learning across each phase. The curriculum is enhanced by locally rich and relevant experiences, which weaves in faith, community, and culture.

We support learners to master both the *know of* and *know-how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. It is also important to make logical links between subjects. We want our learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. You will see these around our school buildings, on visual timetables, on school displays and our online learning platform. It is important that the children see the connection between the subjects they are learning and how this knowledge can be applied.

At The Weald our excellent outdoor environment and the local community are an opportunity for active learning for all our pupils. The school grounds are evolving to enrich different curriculum areas, and outdoor learning is actively promoted and planned for. We ensure in-school learning is enhanced by relevant educational visits and visitors, overnight residential visits which take place in Year 4 and 6, assemblies, charity days and responding to events in the news. A range of clubs and enrichment activities such as concerts, sports matches, gardening competitions, arts assemblies, music, and dance festivals are a regular occurrence in our school. These are a vital part of the children's development as lifelong learners and ensure individual talents are nurtured and celebrated.

How is the impact of our curriculum measured?

The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Real learning can be seen through the children's books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as on our website and newsletters.

Being a Linguist at The Weald

Our Vision

At The Weald, KS2 children are taught French which aims to pique their curiosity about other languages and cultures. We explicitly link MFL to other areas of the curriculum such as: numbers [Mathematicians], colours [Artists] and festivals [Philosophers].

It is important that learning another language makes children ask questions about why different languages are spoken across the world, the definition of 'culture' and being able to compare and contrast another language to English – how it sounds, its patterns and structures.

By the end of Year 6, children will understand spoken and written French at simple sentence level; they will have the confidence to hold a short conversation in French, expressing their opinions and asking questions.

Knowing another language – even at basic level opens many doors. When children transition to secondary school, it is our ultimate aim that they will feel well-equipped and keen to continue studying languages.

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." Nelson Mandela

How we teach French

The four skills of listening, speaking, reading and writing are taught weekly from Yr 3, with children shown how French words sound different to English and the importance of pronunciation and intonation. However, most important is that children have a go! We use a range of games, songs, stories and rhymes to allow children to become familiar and confident with new words and phrases. To support planning and delivery, we use a programme called Language Angels alongside other resources. Children learn to use and re-use simple words like colours and opinions across different topics. Their bank of vocabulary will develop gradually but we recognise the importance of doing a lot with a few words.

Children will have the opportunity to spot differences between the sentence structure of English and French and grapple with more challenging concepts such as gender. *Did you know that English language is the odd one out? The vast majority of languages across the world have a gender for nouns.*

In addition, we value the promotion of different cultures and explore other areas of the world where French is spoken such as Canada, Algeria and Sierra Leone. Promoting and celebrating cultural difference is key – and of course, we always enjoy sampling some traditional French food and giving our opinions *C'est absolument délicieux!*

How we know pupils are learning well in French

In Yr 3 and 4, children will understand, say, read, write and remember words and short sentences. They will be increasingly comfortable with the teacher talking to them in French. In Yrs 5 and 6, children will be confident to start and continue a short conversation in pairs in French, asking each other questions and giving answers. They will be reasonably accurate when writing simple grammatical structures and will be able to use word lists to find their own choice of word. We know children have made very good progress in French when they know how to spell, respond and say sentences spontaneously, off by heart.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower KS2 CYCLE A 2022/23	<p>Short study of France. What do the children already know? Map work. French speaking countries.</p> <p>Outcome: Poster or Postcard</p> <p>Link: Geographer</p>	<p>Greetings Saying hello, goodbye, good morning and good night. Asking someone how they are and saying how you are; asking someone's name and saying yours</p> <p>Learn simple Christmas Song French Christmas traditions. Christmas cards.</p> <p>Link - Philosopher</p>	<p>Numbers 1-30; counting in and out of sequence and in multiples.</p> <p>Number songs.</p> <p>Colours</p>	<p>Days of the Week and Months of the year When my birthday is; joining in with a song</p> <p>Recap numbers</p>	<p>Likes and dislikes; fruits and vegetables; saying what I like and don't like; understanding the idea of gender; plurals;</p> <p>A simple role play at the market, saying what you would like and understanding the price; understanding the importance of local produce in France</p>	<p>At the café; understanding drinks and snacks; saying what I would like, understanding the bill, taking part in a French café role play;</p> <p>Children should incorporate learning from the year within their role play.</p>
Lower KS2 CYCLE B 2023/24	<p>Greetings Saying hello, goodbye, good morning and good night. Asking someone how they are and saying how you are; asking someone's name and saying yours</p>	<p>My family; saying who is in my family, understanding possessive adjectives; giving a description of a family member</p> <p>Learn simple Christmas Song French Christmas traditions. Christmas cards.</p>	<p>Where I live (In my town); what there is in my local area; asking where something is</p> <p>Link to Twin Town Gouvieux France</p>	<p>At school; saying what facilities there are and aren't; giving an opinion and a description; understanding what a French primary school is like</p>	<p>Likes and dislikes; sports and hobbies; saying what I like to do and what I don't, understanding the idea of gender;</p> <p>In the shoes of a French-speaking sportsman/woman – introducing myself and giving an interview</p>	<p>Animals Pets and other animals</p> <p>Saint-Saens Carnival des Animaux (selected aspects); describing the key animals – slow, fast, quiet, noisy, heavy, light; colour and size using adverbs, conjunctions and 'est'</p>
Upper KS2 CYCLE A 2022/23	<p>Greetings How are you? How old are you? My name is... What is your name? Role play short conversation.</p>	<p>Seasons and weather What weather do we get and when?</p> <p>Learn simple Christmas Song French Christmas traditions. Christmas cards.</p> <p>Link: Geographer</p>	<p>Healthy choices Include healthy food and drinks.</p> <p>Exercise/ hobbies that support healthy life style.</p> <p>Include mental wellbeing.</p> <p>Link: Scientist and Philosopher</p>	<p>Habitats (Recap animals from LKS2)</p> <p>What do animals and plants need to survive?</p> <p>To be able to identify different habitats and the animals that live there.</p> <p>Link - Scientist</p>	<p>At the restaurant (Going out to eat); understanding the menu, ordering food, asking for the bill, taking part in a role play; taking part in a food tasting and giving an opinion</p> <p>Reflect on the year's learning as a linguist and create a role play performance.</p> <p>Guide to support new linguists (Y3).</p>	

Upper KS2 CYCLE B 2023/24	Polite Please, thank you, review hello, goodbye, how are you, what is your name, my name is.	The planets ; saying the names of planets in French; describing how near / far they are from the sun; describing their colour and size; using negatives and adverbial phrases December: Christmas Carol How do they celebrate Christmas in France? Link: Scientist	French-speaking Citizens through history (explorers, musicians, artists, footballers) saying their names, their job and a brief description, including negatives and adverbial phrases Present to the class.	In the classroom ; naming items; saying what there is and what there isn't; saying what items I have and don't have What is my favourite lesson?	Reflect on the year's learning as a linguist and create a role play performance. Guide to support new linguists (Y3).
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National Curriculum Expectation

By the end of Key Stage 2, 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

The units chosen ensure full coverage and progression of the KS2 National Curriculum.

Please refer to the following:

<https://www.languageangels.com/schools/index.php/home>

https://www.languageangels.com/schools/images/teaching-material/ks2_programme_of_study_curriculum_compliance_grid.pdf

https://www.languageangels.com/schools/images/teaching-material/targetmapping/DfE_PoS_Attainment_Targets_Unit_Mapping_EARLY_LANGUAGE_UNITS.pdf

https://www.languageangels.com/schools/images/teaching-material/targetmapping/DfE_PoS_Attainment_Targets_Unit_Mapping_INTERMEDIATE%20UNITS.pdf

<https://www.languageangels.com/schools/images/teaching-material/targetmapping/DfE PoS Attainment Targets Unit Mapping PROGRESSIVE UNITS.pdf>