rocket
CAUTION!
ASTRONAUTS
ONLY

Planning for a World Class Curriculum

Areas of Learning

Languages

English and MFL

Mathematics

Mathematics

Science and Technology

Science, Design Technology and Computing

Humanities

RE, History and Geography

The Arts

Music and Art & Design

Physical Education

Physical Education

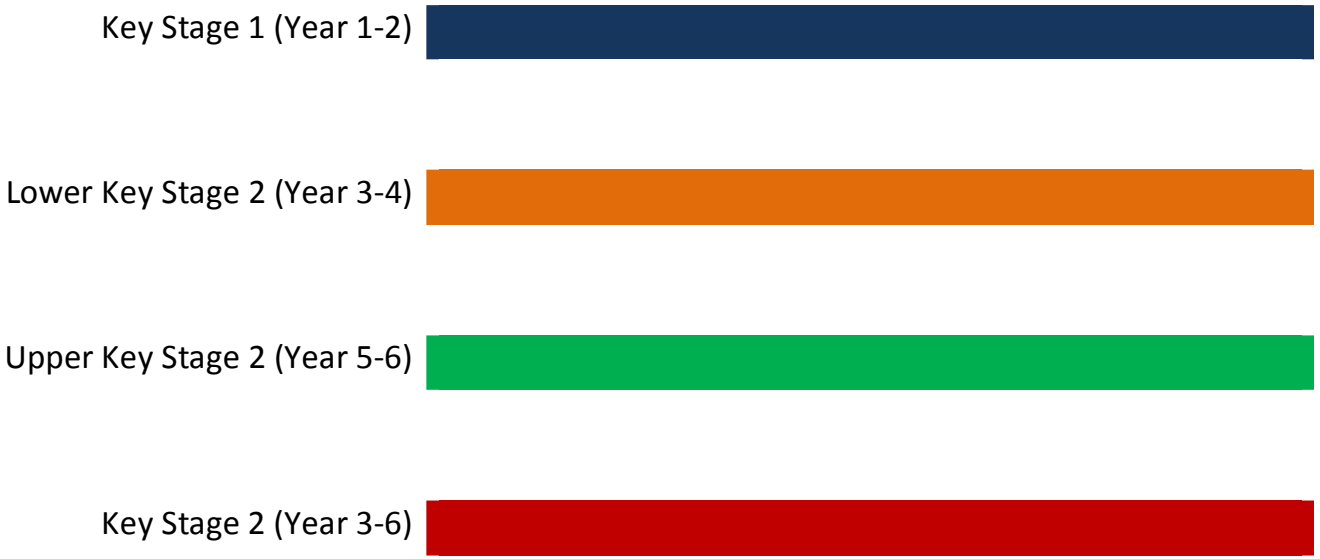
British Values

Social, Thinking, Democracy, Rule of Law , Independence, Tolerance and respect (Moral, Cultural and Spiritual Development)

Appendix – *Engagement Activities, Curriculum Enrichment, Narrative and Learning Environment planning templates*

Planning for a World Class Curriculum

National Curriculum 2014 Programmes of Study KEY



Languages MFL	Skills					Teaching and learning
	EYFS (40-60 months)	KS1	LKS2	UKS2	KS3	
• to listen attentively to spoken language and show understanding by joining in and responding • to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • to speak in sentences, using familiar vocabulary, phrases and basic language structures • to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • to present ideas and information orally to a range of audiences • to read carefully and show understanding of words, phrases and simple writing • to appreciate stories, songs, poems and rhymes in the language • to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • to write phrases from memory, and adapt these to create new sentences, to express ideas clearly • to describe people, places, things and actions orally and in writing • to understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	***Listening and attention*** • I maintain attention, concentrate and sit quietly during appropriate activity **Early Learning Goal** • I listen attentively in a range of situations ***Speaking*** • I extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	**Listening and responding** • I can understand a range of familiar statements and questions • I can understand short sentences if they are repeated. • I can name and describe people, places and objects • I can use set phrases • I can give hesitant but clear responses **Reading** • I can read short phrases presented in a familiar context. • I can use books or glossaries to find out the meanings of new words. **Writing** • I can copy familiar short phrases correctly • I can write simple phrases used regularly in class • My spelling is usually good enough to be read accurately	**Listening and responding** • I can understand short passages (instructions, messages and dialogues) spoken at normal speed • I can identify and note main points from a passage, for example, likes, dislikes and feelings • I can take part in brief exchanges, using visual or other cues to help me • I can use short phrases to give a personal response I mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements **Reading** • I can read and understand short texts and dialogues independently • I can identify the main points of a short text and respond • I can select appropriate texts independently **Writing** • I can write two or three short sentences on familiar topics • I can write about my likes dislikes and feelings • I can write short phrases from memory • My good spelling makes my work easy to read	**Speaking and Listening** • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • I can hold a simple conversation with more than 4 exchanges • I can use my knowledge of grammar to adapt single words and phrases. • My pronunciation is generally accurate and consistent **Reading** • I can read and understand longer passages of stories and factual texts • I can identify the main points and finer details **Writing** • I can write individual paragraphs of three or four simple sentences, mainly using memorised language. • I am beginning to use my knowledge of grammar to substitute words for effect • I am beginning to use dictionaries or glossaries to check words I have learnt.	**Reading** • I can use the context of a text to work out unfamiliar words mean. • I can read extended factual texts and short stories **Writing** • I can write complete texts on a familiar subject • I experiment with new, unfamiliar vocabulary • I confidently use my knowledge of grammar to substitute words to good effect • I confidently use dictionaries or glossaries to check words I have learnt.	