

## Intent

At Junior Jam we believe that learning a new language is vital within primary schools because it creates opportunities for pupils and allows them to discover other cultures. Therefore, it's our intent to teach languages so that children gain confidence, knowledge and transferrable skills about languages to help them to progress with languages in their further education.

Our course is designed to teach our language course from Reception to Year 6, ensuring that KS1 and EYFS pupils have the opportunity to learn languages too. We intend to do this by incorporating interactive songs and visual learning into our language lessons as well as written and verbal tasks to ensure that pupils with different learning styles have access to the lessons.

It is our hope that educating pupils in topics such as greetings or food and drink in French or Spanish will develop a new skill for them and that Junior Jam can hone this interest and that this may one day be something they choose to use in their future.

While we want to ensure that pupils within KS2 cover all the national curriculum points necessary by the end of Year 6, as stated above our curriculum spans more than KS2 pupils. To be able to do this, we have set out a curriculum for languages spanning the school career of a child and this can be evidenced in our progression maps.

The language curriculum we have designed should run as follows:

**HT1 - Unit 1:** Greetings & Numbers (KS1 & KS2)

- Unit 1: Numbers (EYFS)

**HT2 - Unit 2:** Colours & Animals (KS1 & KS2)

- Unit 2: Colours (EYFS)

**HT3 - Unit 3:** Days of the Week, Months, Seasons & Fruit (KS1 & KS2)

- Unit 3: Animals (EYFS)

**HT4 - Unit 4:** Food, Drink and Giving (KS1 & KS2)

- Unit 4: Fruit (EYFS)

**HT5 - Unit 5:** Family, Stories and Conversation (KS1 & KS2)

- Unit 5: I Like and I Don't Like (EYFS)

**HT6 - Unit 6:** Cultural Diversity and Revision (KS1 & KS2)

- Unit 6: My Body (EYFS)

To ensure that the curriculum is progressive and differentiated from year group to year group, our curriculum is designed so that each year is placed on a specific level. The EYFS curriculum is much more simplified, and they learn using a range of games and activities. We have written the lesson plans with this intent in mind and targeted the learning at that specific year group.

Achieving our intent hinges upon seeing the same classes every week for a 45 minute to 1 hour session for a full academic year. We will show our intent through the use of progression maps and curriculum link documents that will evidence how each of our activities hit certain national curriculum points.

We do all of this with in hope that any child who has undertaken lessons with Junior Jam will leave with confidence in learning a new language.

## Implementation

We have created a full comprehensive curriculum that we implement across the academic year. As stated in our INTENT, we have created a curriculum that spans from Reception to Year 6. We provide the full framework of our lessons, including concepts, knowledge, skills and objectives to our schools.

Our language lessons benefit from having either a native Spanish/French speaker or a fluent

Spanish/French speaker who teaches between 45 minutes to 1 hour per lesson for KS2 and 30 minutes for KS1. Our instructors are there to deliver engaging lessons, introduce new vocabulary and to work as a good model of pronunciation.

Our instructors use a variety of the following techniques to encourage children to have an active engagement with learning languages:

- **Games**, in order to develop vocabulary through reading, writing, speaking and listening skills. (This is used more in KS1 and EYFS to solidify knowledge).
- **Role play** – asking questions to each other in the taught language relating to a situation the children may find themselves in future.
- **Puppets**, in order to develop communication skills.
- **Counters and dice**, in order to help with counting and learning numbers.
- **Flashcards**, in order to practice the different topics using memory.
- **Reading and writing materials**. The children will have workbooks to use for writing tasks and also use topic related worksheets.
- **Websites** such as YouTube that play interactive songs to develop vocabulary.
- **Praise**, in order to build children's confidence for any contribution they make while learning languages.

We make our lessons as entertaining and engaging as possible to ensure they are enjoyable for children learning a new language. We recognise that this approach will ensure a positive attitude in children learning languages.

## Impact

Within the lessons, our instructors monitor pupils closely to ensure progression is being made and that what we've set out to achieve through our curriculum is being met. Our instructors will do this to gauge the understanding and retention of knowledge.

The impact for those children between Reception and Year 6 learning our language curriculum is as follows:

- Children will have been provided with opportunities to communicate with each other in the taught language.
- Children will have developed their language through speaking, listening, reading and writing.
- Children will have used workbooks at the school and this will be evidence for their class teachers.
- Children will have improved their language learning by developing an understanding of culture.
- Children's progress will be tracked through an assessment which happens at the end of each half term. This can be for higher and lower abilities.

We measure and evidence the impact of our courses through the following methods:

- **Verbal feedback** during lessons.
- **Session Forms** – These are weekly reports on whether the learning objective for the lesson was achieved which are accessible via your school portal.
- **Course Evaluations** – These are half-termly reports for each class, measuring how the class performs against a range of statements specific to the course, allowing our instructors to track how the class performs against national expectations.
- **Reporting and Assessing** – These are individual grades for each child covering attainment, behaviour and progression within the course which will be given should a school choose to opt into our Reporting and Assessing programme.
- **End of HT assessments** – the instructor will give pupils an assessment via worksheets at the end of each half term. The assessment will ask questions relating to what they have been taught.

# Progression Document

## Wild Bank Community School

|          | Reception | Y1 | Y2  | Y3  | Y4  | Y5  | Y6  |
|----------|-----------|----|---|---|---|---|---|
| Autumn 1 |           |    | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 1<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a><br>🟢 Y2 - Y2/3(Y2/3)<br>(Marine Tanguy) | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 1<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a> | <b>Wednesday</b><br><b>French</b><br>L2 - KS2<br>Unit 1<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a><br>🟢 Y4 - Y3/4(Y3/4)<br>(Marine Tanguy) | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 1<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a><br>🟢 Y5 - Y5<br>(Marine Tanguy) | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 1<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a><br>🟢 Y6 - Y6<br>(Marine Tanguy) |
| Autumn 2 |           |    | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 2<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a><br>🟢 Y2 - Y2/3(Y2/3)<br>(Marine Tanguy) | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 2<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a> | <b>Wednesday</b><br><b>French</b><br>L2 - KS2<br>Unit 2<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a><br>🟢 Y4 - Y3/4(Y3/4)<br>(Marine Tanguy) | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 2<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a><br>🟢 Y5 - Y5<br>(Marine Tanguy) | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 2<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a><br>🟢 Y6 - Y6<br>(Marine Tanguy) |
| Spring 1 |           |    | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 3<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>   | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 3<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a> | <b>Wednesday</b><br><b>French</b><br>L2 - KS2<br>Unit 3<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>   | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 3<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>                                 | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 3<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>                                 |
| Spring 2 |           |    | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 4<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>   | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 4<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a> | <b>Wednesday</b><br><b>French</b><br>L2 - KS2<br>Unit 4<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>   | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 4<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>                                 | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 4<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>                                 |
| Summer 1 |           |    | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 5<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>   | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 5<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a> | <b>Wednesday</b><br><b>French</b><br>L2 - KS2<br>Unit 5<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>   | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 5<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>                                 | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 5<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>                                 |
| Summer 2 |           |    | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 6<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>   | <b>Wednesday</b><br><b>French</b><br>L1 - KS2<br>Unit 6<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a> | <b>Wednesday</b><br><b>French</b><br>L2 - KS2<br>Unit 6<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>   | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 6<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>                                 | <b>Wednesday</b><br><b>French</b><br>L3 - KS2<br>Unit 6<br><a href="#">View KS2 - Curriculum Links</a><br><a href="#">View Planning</a><br><a href="#">View Knowledge Organiser</a>                                 |