

Core Values

Readiness Resilience Respect

Responsibility

Collaboration

Independence

Aspiration

Kindness

Confidence

Courage

Honesty

Compassion

Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

RE

Faith and Belief
Belonging/community
The natural world
Being a good citizen
Philosophy

Music

Singing
Listening
Composing
Performing
Musicianships
Pulse beat
Rhythm
Pitch
Instruments and playing techniques

Art

Design and make
Draw
Paint
Sculpt
Generating ideas
Making links
Exploring artists
Sketchbooks
Evaluate

History

Time lines and Chronology
Artefacts
Interpretation, enquiry, analysis
Cause and consequence
Change and continuity
Past and Present
Fact and Fiction

English

Speaking and Listening
Vocabulary
Phonics
Handwriting
Reading
Spelling
Punctuation
Grammar
Writing
Composition
Transcription

Science

Working scientifically
Materials
Animals including humans
Plants
Everyday materials
Investigations

PE

Games
Gymnastics
Dance
Yoga
Swimming
Athletics
Orienteering

Kender Curriculum 2022-23



Computing

E-safety
Programming
Handling data
Multimedia
Technology in our lives

MFL (KS2) French

Speaking and listening
Vocabulary
Reading
Writing
Grammar

PSHE/RSE/MHWP/CZS/BV

Relationships and health education (RHE)
Drug, alcohol and tobacco education (DATE)
Keeping safe and managing risk
Mental health and emotional wellbeing
Physical health and wellbeing
Identity, society and equality

DT

Using technology
Construction/joining
Practical skills
Designing skills
Textiles
Cooking and nutrition
Evaluating n

Geography

Map and Atlas work
Place and locational knowledge
Humans and physical geography
Geographical skills and field work
Impact of humans on the environment
Economy

Maths

Fluency
Reasoning
Problem solving
Number - Place Value
Addition and subtraction, multiplication and division, fractions
Measurements
Geometry

Wider Curriculum

We offer a wide range of sporting opportunities including:

- Swimming lessons;
- Dance and gymnastic lessons;
- PE lessons led by sports coaches, which ensure progression in sports skills across the school;

We have a specialist Art teacher who enhances children's creativity through different media enhanced by local art community projects and in partnership with the South London Gallery, Bold Tendencies and British Council.

We contribute to children's life skills and Social, Moral, Spiritual and Cultural Development through experiences within the classroom and beyond. These opportunities include: Forest School, residential trips, making links with businesses, participating in sporting events and educational visits - including to places of worship.

Our involvement with the Opal Play Project – recognised nationally - and our school play philosophy encourages creativity, emotional and social development, independence and risk taking amongst our pupils.

Through a positive and caring ethos and meaningful curriculum, we provide the opportunity for every child strive to reach their full potential, becoming successful citizens.

SUBJECT: MFL

Intent - We aim to...

The purpose of education is to impart knowledge and inspire a love of learning in young people. Modern Foreign Languages (MFL) is an essential part of this. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. MFL aims to foster pupil's curiosity and deepen their understanding of the world. The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers; both in speech and in writing. It also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and provide the foundation for learning further languages; equipping pupils to study and work in other countries.

Impact - How will we know we have achieved our aims?



Children are actively engaged and thoughtful in lessons

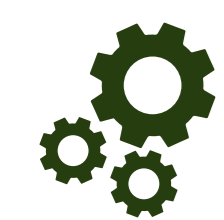
Teachers will have high expectations and quality evidence will be presented in a range of forms.

Children will use digital and technological vocabulary accurately.

Children are confident using a range of hardware and software - producing high-quality products.

Children understand that the 'digital world' is a part of their world and extends beyond the school

They will be confident and respectful digital citizens.



Implementation - How do we achieve our aims?

	EYFS / Key Stage 1		Year Three	Year Four	Year Five	Year Six
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

To ensure all of the above skills progression points are covered, the following units must be taught (as a minimum) in each year group and in this order. **Units can be added in between**

Nursery Rhymes	Colours & Numbers	Phonics & Pronunciation Lesson 1	Phonics & Pronunciation Lesson 2	Phonics & Pronunciation Lesson 3	Phonics & Pronunciation Lesson 4
Greetings	In My Town	I Am Learning . . .	Presenting Myself	Do You Have a Pet?	At School
In the Jungle	Superheroes	Instruments/ Animals	My Family	The Date	The Weekend
Under the Sea	Seasons	Fruits/ Vegetables/ Ice-Creams	My Home / In the Classroom	Clothes	Me In The World/ Vikings
		I Am Able . . . (F) – I Know How . . . (S & I)	At The Tea Room / Café / Restaurant		

Academic Teaching Year 1								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term								
Half Term 1	Greetings (SO)	Greetings (SO)	Greetings (SO)	Greetings (SO)	Phonics 1 (X) I Am Learning (E)	Phonics 2 (X) What Is The Weather? (I)	Phonics 3 (X) Do You Have A Pet? (I)	Phonics 4 (X) At School (P)
Half Term 2				Colours & Numbers (SO)	Animals (E)	Instruments (E)	Animals (E)	Fruits or Vegetables (E)
Spring Term								
Half Term 1	Colours & Numbers (SO)	Colours & Numbers (SO)	Colours & Numbers (SO)	Transport (SO)	Instruments (E)	Fruits or Vegetables (E)	I Am Able...(E)	Presenting Myself (I)
Half Term 2				Under The Sea (SO)	I Am Able (E)	Ice-Creams (E)	Presenting Myself (I)	My Family (I)
Summer Term								
Half Term 1	Under the Sea (SO)	Transport (SO)	In the Jungle	In the Jungle	Fruits (E)	Presenting Myself (I)	My Family (I)	What is the Date? (I)
Half Term 2			Under the Sea	Superhero's or In My Town (MO)	Ice-Creams (E)	My Family (I)	In the Classroom (I)	My Home (I)

Academic Teaching Year 2								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term								
Half Term 1	Greetings (SO)	Greetings (SO)	Under the Sea (SO)	Transport (SO)	Phonics 1 (X) I Am Learning (E)	Phonics 1&2 (X) Vegetables (E)	Phonics 3 (X) Do You Have A Pet? (I)	Phonics 3&4 (X) The Date (I)
Half Term 2				Nursery Rhymes (SO)	Animals (E)	Little Red Riding Hood (E)	What is the Weather? (I)	What is the Weather? (I)
Spring Term								
Half Term 1	Colours & Numbers (SO)	Transport (SO)	In My Town (MO)	Superheroes (MO)	Instruments (E)	Presenting Myself (I)	My Home (I)	Do You Have a Pet? (I)
Half Term 2			Superheroes (MO)	In My Town (MO)	Shapes (E)	My Family (I)	Olympics (I)	My Home (I)
Summer Term								
Half Term 1	Under the Sea (SO)	Nursery Rhymes (SO)	Teddy Bear Picnic (MO)	Minibeasts (MO)	Seasons (E)	The Date (I)	Clothes (I)	At School (P)
Half Term 2			Minibeasts (MO)	Teddy Bear Picnic (MO)	Ice-Creams (E)	In the Classroom (I)	Habitats or Romans (I)	At the Weekend (P)

Academic Teaching Year 3								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term								
Half Term 1	Greetings (SO)	Nursery Rhymes (SO)	Minibeasts (MO)	Shapes (E)	Phonics 1 (X) I Am Learning (E)	Phonics 1&2 (X) What is the Weather? (I)	Phonics 3 (X) Do You Have A Pet? (I)	Phonics 4 (X) At School (P)
Half Term 2				Seasons (E)	Vegetables (E)	The Date (I)	Me Home (I)	The Weekend? (P)
Spring Term								
Half Term 1	Colours & Numbers (SO)	Transport (SO)	In My Town (MO)	Animals (E)	Fruits (E)	In the Classroom (I)	Olympics (I)	Healthy Lifestyles (P)
Half Term 2				Instruments (E)	Ice-Creams (E)	At the Tea Room (I)	Habitats or Romas (I)	WWII or Habitats (P)
Summer Term								
Half Term 1	Under the Sea (SO)	In the Jungle (SO)	Superheroes (MO)	I Am Able... (E)	Present Myself (I)	Do You Have a Pet? (I)	Clothes (I)	Me In the World (P)
Half Term 2			Teddy Bear Picnic (MO)	Little Red Riding Hood (E)	My Family (I)	Goldilocks or Tudors or Habitats (I)	The Planets (P)	Vikings (P)

Key	SO	Starting Off
	MO	Moving On
	MU	Moving Up
	E	Early Language
	I	Intermediate
	P	Progressive
	X	Extra Teaching