



## Glen Hills Primary School S.M.S.C. Curriculum Map – French with Route to Resilience links

Year Group	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning willingness to reflect on their experiences.</li> </ul>	<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>understanding of the consequences of their behaviour and actions</li> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>ability to recognise, and value, the things we share in common across</li> <li>cultural, religious, ethnic and socio-economic communities</li> <li>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>
EYFS	Not applicable in EYFS/KS1			
Year 1				
Year 2				
Year 3	<p>Singing songs in another language. <b>Good humour/Bravery</b> Thinking about autumn and relating this to language. <b>Curiosity/Good thinking</b></p>	<p>Understanding the importance of learning to speak other languages. <b>Respect</b></p>	<p>Finding out what languages are spoken by members of the class. <b>Empathy</b> Being immersed in and listening to native French speakers. <b>Listening</b> Having short conversations with a partner. <b>Respect/Listening/Co-operation/Bravery</b></p>	<p>Recognising that people may speak different languages at home and not English. <b>Respect</b> Understanding where France is compared to the U.K. and in relation to the rest of the world. <b>Curiosity</b> Beginning to consider similarities between English and French. <b>Good thinking</b></p>

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				Finding out how Christmas/Easter or cultural and religious festivals are celebrated in another country. <b>Curiosity</b>
Year 4	Listening to a play about the weather spoken in French. <b>Listening/Curiosity</b> Describing themselves in another language both verbally and in writing. <b>Self-esteem/Perseverance/Resilience</b>	Understanding the value of other languages. <b>Respect</b>	Listening to stories read by native speakers. <b>Respect/Listening/Focus/Empathy</b> Writing words in French. <b>Perseverance/Resilience</b> Researching Bastille day and recognising the social significance of it for French people. <b>Empathy/Curiosity/Good thinking</b>	Using a French/English dictionary. <b>Curiosity</b> Celebrating International Day of Languages <b>Empathy/Respect</b> Finding European countries and their capitals on maps. <b>On Fire/Curiosity</b> Finding out how Christmas/Easter or cultural and religious festivals are celebrated in another country. <b>Curiosity</b> Researching Bastille day and recognising the cultural significance of it for French people. <b>Empathy/Curiosity/Good thinking</b>
Year 5	Learning about their birthday date in French. <b>Self-esteem.</b>	Recognising and understanding the value of other languages. <b>Respect</b>	Writing sentences in French. <b>Perseverance/Resilience</b>	Using a French/English dictionary with some level of confidence. <b>Curiosity</b> Knowing that the calendar is a universal way of recording time for many people around the world. <b>Curiosity</b>
Year 6	Describing themselves in another language both verbally and in writing using adverbs. <b>Self-esteem/Perseverance/Resilience</b>	Recognising and understanding the value of other languages and why it is a positive skill to have. <b>Respect</b>	Retelling well-known stories to each other in French. <b>Listening/Focus/Optimism/Self-esteem/Perseverance</b> Writing their own version of a fairy tale. <b>Focus/Optimism/Self-esteem/Perseverance/Resilience</b> Expressing likes and dislikes in French and recognising that people's likes and dislikes are different. <b>Respect/Listening/Perseverance/Resilience</b> Learning how to talk about families in	Using a French/English dictionary confidently. <b>Curiosity</b> Comparing verbs in French and English. <b>Perseverance/Resilience</b> Comparing Leicester and Marseille and identifying similarities and differences between these cities. <b>Curiosity/Respect</b> Using a fairy tale to support language manipulation. <b>Good thinking/On Fire</b>

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			French. <b>Respect/Listening/ Perseverance/ Resilience/Empathy</b>	
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