

MfL Curriculum at Launde

Intent

At our primary school, we believe that learning a foreign language is an essential part of a well-rounded education. We have carefully designed our Spanish curriculum to provide our pupils with a solid foundation in the language, as well as an appreciation for the cultures and diversity of Spanish-speaking countries. We teach Spanish as many of our children visit this country during the holidays so will have the ability to use their language skills to communicate. Our intent is to foster a love for language learning, develop effective communication skills, and promote cultural understanding in our pupils.

Our children begin learning Spanish from Year 2. The curriculum is based on the national curriculum but goes beyond this as we have a language specialist at school who delivers the programme with an exceptionally strong understanding of languages teaching and the cultural aspect of the subject.

The school curriculum is based on the skills as listed in the Key Stage 2 National Curriculum and the Modern Foreign Languages Key Stage Two Framework from 2014.

The curriculum aims to teach the skills to:

- understand and respond to spoken and written language from a variety of sources.
- Speak with increasing confidence and finding ways of communications what they want to say.
- Improve their pronunciation
- Write at varying length for different purposes
- Use some grammatical structures they learnt

The content is chosen to suit the pupils' everyday life interests.

Our global dimension work is woven through all our subject teaching and has been recognised by the International School Award which we have had for over 10 years.

Implementation

We have structured our Spanish programme to be engaging, interactive, and age-appropriate for primary school pupils. Our implementation strategies include:



- **Progressive Language Development:** We follow a progressive approach, building upon previous knowledge and introducing new concepts gradually. We provide a variety of learning experiences that cater to different learning styles, including speaking, listening, reading, and writing activities.
- **Learning Resources:** We utilise resources, such as songs, videos, stories, and games, vocabulary bingo, language ladders, snakes and ladders, role play, cartoons to expose pupils to real-life language usage. This approach helps our pupils develop their listening skills and vocabulary. We use Spanish dictionaries to support the children to develop independent word finding skills.
- **Communicative Approach:** We prioritise meaningful communication in the classroom. Pupils are encouraged to engage in conversations with their peers and teachers, practising their speaking and listening skills in a supportive environment. We also emphasise the importance of non-verbal communication, body language, and cultural etiquette.
- **Cultural Immersion:** We integrate cultural elements into our lessons. We explore traditions, celebrations, geography, and historical events, fostering an appreciation for diversity and promoting cultural sensitivity.
- **Cross-Curricular Links:** We create opportunities for cross-curricular connections with other subjects, such as art, music, geography, and history. This approach reinforces vocabulary acquisition and enables the children to explore different topics from a Spanish perspective.

Children also benefit from the support of their book which they use as a learning tool over the years as their book moves up with them over the years. This becomes a portfolio of facts so the children can refer back to prior learning. They also have topic knowledge organisers which are available to them in class. These are also put on Teams to refer to during the holidays to encourage language use with their families. Parents feedback that their children share at home what they have learnt in school.

Children with SEND are supported by peers in mixed ability, resources and task differentiation as well as differentiation of expected outcomes. We encourage an 'everyone takes part' motto in language lesson, within their own abilities, to celebrate their success.

In our language lessons, it is first and foremost our aim to build the pupils' confidence and develop their enjoyment and a 'can do' attitude.

Pupils enjoy the intercultural understanding and global dimension of their learning with being actively involved with schools in other countries (Spain, Kenya, Argentina). The pupils exchange letters, projects and information.

Some pupils have the opportunity to attend some after school French club sessions during parts of the year.





Formative assessment is carried out reviewing skills within each topic as well as yearly. As the language skills of the children has developed over the 5 years that the programme is in place, the curriculum alters to reflect the children's increased ability with the language.

By the end of each academic year, the pupils are assessed against the skills as listed in the Modern Foreign Languages Framework yearly overview of their year group and the National Curriculum.

The subject leader keeps parents and carers informed via termly newsletters and parents evening once a year.

Impact

Children are enthusiastic about language learning especially the younger ones in Year 2. Our Spanish curriculum aims to have a lasting impact on our pupils' language skills, cultural competence, and personal development. We assess the impact of our curriculum through the following indicators:

- Pupils will progressively develop their language skills, including speaking, listening, reading, and writing in Spanish. They will demonstrate an ability to communicate effectively in various situations and contexts at an age appropriate level.
- Children will exhibit an appreciation for the diversity of Spanish-speaking countries, showing respect for different traditions, customs, and perspectives. They will recognise the importance of cultural empathy and apply it to their interactions with others.
- Pupils will demonstrate increased confidence in using Spanish and actively participate in classroom activities. They will develop a love for language learning, maintaining a positive attitude towards learning new languages and cultures. They will recognise the value of multilingualism in a globalised world.
- Pupils will transfer their language learning skills to other areas of their education, such as improved literacy, critical thinking, and problem-solving abilities.
- Pupils will develop a foundation for further language learning in secondary school and beyond. They will be motivated to continue their language studies, either in Spanish or other foreign languages.

By implementing our well-rounded Spanish curriculum, we strive to provide our primary school children with the necessary linguistic, cultural, and cognitive skills to become global citizens who are prepared for an interconnected world.

Our MFL Spanish Curriculum long term plan:

2023-24	Autumn Term Content	Spring Term Content	Summer Term Content	Skills focus
Year 2	<p>INTRODUCTION <u>use basic greetings</u> <u>name colours</u> <u>count to 10</u> <u>name days of the week</u> <u>name some months of the year to write the date</u> <u>say when my birthday is</u></p> <p>TOPIC 1 <u>name family members</u></p> <p>including the introduction of masculine/feminine and articles (definite) el/la and number (singular and plural)</p> <p>introduce possessive determiners mi/mis</p> <p>Position of adjectives in sentences and number agreement.</p> <p>Introduce y.</p> <p><i>PHONICS ll j ñ h i ch</i></p>	<p><u>count to 20?</u></p> <p>TOPIC 2 <u>name Some bodyparts(story)</u></p> <p>describe nouns using colour adjectives? Masculine/feminine reinforced</p> <p>Position of adjectives in sentences.</p> <p>Introduce y.</p>	<p>TOPIC3 <u>name and describe animals</u></p> <p>describe nouns using colour adjectives? Masculine/feminine reinforced</p> <p>Position of adjectives in sentences.</p> <p>Use y.</p> <p>REVISIONS</p>	<p>LISTENING</p> <ul style="list-style-type: none"> Show that they recognise words, phrases heard by responding appropriately Follow simple instructions and link pictures or actions to language When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words <p>SPEAKING</p> <ul style="list-style-type: none"> Ask and answer simple questions for example about personal information Repeat sentences heard and make simple adaptations to them Use mostly accurate pronunciation and speak clearly when addressing an audience Use simple adjectives such as colours and sizes to describe things orally <p>READING</p> <ul style="list-style-type: none"> Recognise some familiar words and phrases in written forms Read some familiar words aloud using mostly accurate pronunciation Learn and remember new words encountered in reading <p>WRITING</p> <ul style="list-style-type: none"> Write some single words from memory Use simple adjectives such as colours and sizes to describe things in writing Record descriptive sentences using word bank <p>GRAMMAR</p> <ul style="list-style-type: none"> Recognise the main word classes (eg nouns adjectives and verbs) Understand that nouns may have different genders and can recognise clues to identify this, such as the differences in articles Understand the usual order of words in sentences in the target language.
Year 3	<p>Recap year 2 learning : <u>use basic greetings</u> <u>count to 20</u> <u>name days of the week</u> <u>name colours</u> <u>say how old I am</u> <u>name some months of the year</u> <u>learn about seasons and recap months.</u></p>	<p>TOPIC 5 Hobbies <u>Ask someone about and describe what sports they like?</u> <u>Begin expressing an opinion.</u></p> <p>'Juego al' (a+ el = al)</p>	<p>TOPIC 6 La ropa <u>describe my uniform and express an opinion about it</u></p> <p>recap me gusta/no me gusta</p>	<p>LISTENING</p> <ul style="list-style-type: none"> Show that they recognise words, phrases heard by responding appropriately Follow simple instructions and link pictures or actions to language When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words

	<p><u>recap and extend numbers to 31 say my birthday.</u> <u>name family members</u> <u>name Some bodyparts ? (story)</u></p> <p>including the introduction of masculine/feminine and articles (definite) el/la and number (singular and plural) Can I describe nouns using colour adjectives? Adjectives placed after nouns. Masculine/feminine</p> <p>TOPIC 4 "The Hungry Caterpillar" story in Spanish, use the book to learn about fruit/food and recap colours and days of the week</p> <p>describe nouns using colour adjectives? Masculine/feminine reinforced</p> <p>Position of adjectives in sentences.</p> <p>Use pero, o, y.</p> <p>Christmas – los reyes</p>	<p>'Los lunes juego al fútbol'</p> <p>Give opinions likes dislikes 'me gusta(n)' / 'no me gusta' and 'me encanta(n)', 'prefiero' and express reasons for opinions using 'porque es/son + adjectives'</p> <p>Negative sentences.</p> <p>use time markers to say when do different activities</p> <p>a+ el = al</p>	<p>me queda/no me queda</p> <p>Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural</p> <p>Use of plural nouns</p> <p>Use adjectives (agreement and position) with more confidence</p>	<p>SPEAKING</p> <ul style="list-style-type: none"> Ask and answer simple questions for example about personal information Repeat sentences heard and make simple adaptations to them Use mostly accurate pronunciation and speak clearly when addressing an audience Use simple adjectives such as colours and sizes to describe things orally <i>Y4 -Ask and answer a range of questions on different topic areas.</i> <i>Y4 -Using familiar sentences as models, make varied adaptations to create new sentences.</i> <p>READING</p> <ul style="list-style-type: none"> Recognise some familiar words and phrases in written forms Read some familiar words aloud using mostly accurate pronunciation Learn and remember new words encountered in reading <p>WRITING</p> <ul style="list-style-type: none"> Write some single words from memory Use simple adjectives such as colours and sizes to describe things in writing Record descriptive sentences using word bank <i>Y4 - Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</i> <i>Y4 - Write descriptive sentences using a model.</i> <p>GRAMMAR</p> <ul style="list-style-type: none"> Recognise the main word classes (eg nouns adjectives and verbs) Understand that nouns may have different genders and can recognise clues to identify this, such as the differences in articles Understand the usual order of words in sentences in the target language. <i>Y4 - Recognise questions and negative sentences.</i>
Year 4	<p>TOPIC 7 Shopping <u>Food, drink and shop names</u></p>	<p>TOPIC 8 transports <u>places around the town, give directions</u></p> <p>review a + el = al</p>	<p>TOPIC 9 al zoo</p> <p>Peppa va al acuario Recap pets names. Learn some animal names</p>	<p>LISTENING</p> <ul style="list-style-type: none"> Show understanding of a range of familiar spoken phrases Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make likes to spellings.

	<p>Role play focus, play shop buying and selling. Including numbers to 100.</p> <p>recap on question and negative sentences construction.</p> <p><u>consolidate my knowledge of numbers to 20 (out of order) introduce count in 10s up to 100</u></p>	<p>Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words.</p>	<p>https://www.youtube.com/watch?v=j1WoXigDXq4</p> <p>tigre, leonn, chimpance, flamenco, avestruz, gorilla, puma, canguro, mono, oso, jirafa, Aguila, cbra, perico, dromedario, orangutan, cocodrilo, elefante, pinguino, zorro</p> <p>REVISIONS</p>	<ul style="list-style-type: none"> Notice that the target language may contain different phonemes and some familiar sounds may be spelt differently to English . <p>SPEAKING</p> <ul style="list-style-type: none"> Ask and answer a range of questions on different topic areas. Using familiar sentences as models, make varied adaptations to create new sentences . Read aloud using accurate pronunciation and present a short learnt piece of performance. Read a range of familiar written sentences and phrases recognising their meaning and reading them aloud accurately. <p>READING</p> <ul style="list-style-type: none"> Follow the written version of a text they are listening to. Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. <p>WRITING</p> <ul style="list-style-type: none"> Write words and short phrases from memory Use a range of adjectives to describe things in more detail, such as describing someone's appearance. Write descriptive sentences using a model but supplying some words from memory. <p>GRAMMAR</p> <ul style="list-style-type: none"> Recognise a wider range of word classes including pronouns and articles, and use them appropriately. Understand that adjectives may change form according to the noun they relate to and select the appropriate form. Recognise questions and negative sentences.
Year 5	<p>TOPIC 10 school timetable, subjects, pencil case . https://www.youtube.com/watch?v=b34hwIWenyw</p> <p>Talk/write about your day at school. <u>Can I Tell the time to the hour?</u></p>	<p>TOPIC 11 En casa <u>Name rooms in house.</u> <u>Describe your house.</u></p> <p>Introduce arriba/abajo/delante/detras/al lado de/delante de (opposite)</p> <p>REVISIONS</p>	<p>TOPIC 12 Weather forecast</p> <p><u>describe the weather</u></p> <p>present a weather forecast</p>	<p>LISTENING</p> <ul style="list-style-type: none"> Gain an overall understanding of an extended spoken text which includes some familiar language , for example, summarising in English the key points of what they have heard in the target language. Identify different ways to spell key sounds and select the correct spelling of a familiar word. <p>SPEAKING</p> <ul style="list-style-type: none"> Take part in conversations and express simple opinions giving reasons. Adapt known complex sentences to reflect a variation in meaning. Begin to use intonation to differentiate between sentence types. Create a short piece of presentation to present to an audience. <p>READING</p>

	<u>consolidate my knowledge of numbers to 20 (out of order)</u> <u>count in 10s up to 100?</u>			<ul style="list-style-type: none"> Read aloud and understand a short text containing mostly familiar language , using fairly accurate pronunciation. Learn a song or poem using the written text for support. Use dictionaries to work out the meaning of unfamiliar words to extend vocabulary on a given topic and develop their ability to use different strategies to work out the meaning of unfamiliar words. <p>WRITING</p> <ul style="list-style-type: none"> Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. Use a wide range of adjectives to describe people and things , and use different verbs to describe actions. <p>GRAMMAR</p> <ul style="list-style-type: none"> Know how to conjugate some high frequency verbs Understand how to make changes to an adjective for it to agree with the relevant noun. Adapt sentences to form negative sentences and begin to form questions.
Year 6	<p>TOPIC 13 Physical description</p> <p>Create a guess who style board.</p> <p>Introduce SER y ESTAR</p>	<p>TOPIC 14 Holidays</p> <p>Book room/travel Order food/drink at a restaurant</p> <p>Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words Place of adverb : generally after the verb. But adverbs of time, manner or place can be placed first. Hoy, ayer, mañana....siempre tampoco con cuidado, nunca (nunca he ido a madrid) mejor</p>	<p>Holidays</p> <p>Read/write a postcard</p> <p>IU: Recognise similarities and differences between places Compare symbols, objects or products which represent their own culture with those of another country</p> <p>Present the leader/ system of spain (kingdom) Origins of the flag Countries which made up spain Explorers (tudors/armada)</p>	<p>LISTENING</p> <ul style="list-style-type: none"> Understand longer and more challenging texts on arrange of topic areas, recognising some details and opinions heard. Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. <p>SPEAKING</p> <ul style="list-style-type: none"> Engage in longer conversations, asking for clarification when necessary. Create their own sentences using knowledge of basic sentence structure. Use pronunciation and intonation effectively to accurately express meaning and engage an audience. <p>READING</p> <ul style="list-style-type: none"> Read aloud and understand a short text containing familiar words, using accurate pronunciation. Attempt to read a range of texts independently, using different strategies to make meaning. Use words learnt form reading in different contexts and use dictionaries to find a wide range of words. <p>WRITING</p>

		despuès, ahora, mucho (me gusta mucho)	REVISIONS	<ul style="list-style-type: none">• Write a range of phrases and sentences from memory and adapt them to write their own sentences on a similar topic.• Select appropriate adjectives to describe a rage of things , people and places and appropriate verbs to describe actions.• Begin to use some adverbs. GRAMMAR <ul style="list-style-type: none">• Know how to conjugate a range of high frequency verbs.• Understand how to use some adverbs in sentences.• Have an awareness of similarities and differences in grammar between different languages.
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