

RED HALL PRIMARY SCHOOL



MFL: Spanish CURRICULUM OVERVIEW

What is the intent of our MFL curriculum? ...to provide our pupils with a rich and deep learning experience, which prepares them to respect diversity and individuality. Learning another language provides children with an understanding of differing cultures to their own, and enables them to develop the skills to communicate and gain ideas and experiences from a variety of people, communities and cultures. At Red Hall, we teach the language Spanish. Our main secondary feeder school requires children to have some understanding of any language therefore we are preparing children for KS3.	What experiences will the children receive? ... MFL lessons which will be memorable and full of fun, using a range of resources to develop their understanding of Spanish as a foreign language, which in turn, aims to develop their interest in the culture of other nations and communities. We have a clear progression of key topics, with skills and vocabulary which must be taught each term, from Y1-6, which is taken from the Scheme we follow, Language Angels. In KS1, children will learn basic language for topics, which will be developed further as they progress through KS2. There are a wide range of resources available for teaching staff to access in order to assist in the delivery of MFL lessons, using a range of visual, audio and kinaesthetic activities to promote good progress from all pupils in this area of the curriculum. Opportunities are given regularly for children to apply their knowledge and vocabulary they have been learning through songs, puzzles and short bursts of writing.
By the end of their time at Red Hall, what will all of our children have? A secured knowledge and understanding of basic vocabulary in Spanish and be able to speak in sentences, using familiar vocabulary, phrases and basic language structures. Children will have developed a wider cultural understanding through our enriched and broad curriculum to which the teaching of MFL contributes. Children will be enthused by their learning, with a passion and love for learning modern foreign languages and be keen to progress their knowledge and understanding further as they progress into KS3.	

Whole School Themes

<u>Autumn 1: Community</u> A Moment In Time	<u>Autumn 2: Aspirational</u> Tell Me a Story	<u>Spring 1: Respect</u> The Most Amazing Journey	<u>Spring 2: Inclusive</u> We Are Family	<u>Summer 1: Nurturing</u> Magic, Mystery and Mayhem	<u>Summer 2: Growing together</u> Dream BIG
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Most MFL teaching is discrete. Some lessons, if appropriate and where vocabulary may link, follow the school themes.



Lower Key Stage 2	Upper Key Stage 2
<u>Speaking & Listening</u> - listen attentively to spoken language and show understanding by joining in and responding - appreciate stories, songs, poems and rhymes in the language - explore the patterns and sounds of language through songs and rhymes - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - present ideas and information orally to a range of audiences <u>Reading</u> - read carefully and show understanding of words, phrases and simple writing. <u>Writing</u> - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - describe people, places and things orally and in writing. - understand basic grammar, including (where relevant): feminine & masculine.	<u>Speaking & Listening</u> - listen attentively to spoken language and show understanding by joining in and responding - appreciate stories, songs, poems and rhymes in the language - explore the patterns and sounds of language through songs and rhymes <i>and link the spelling, sound and meaning of words.</i> - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - present ideas and information orally to a range of audiences <u>Reading</u> - read carefully and show understanding of words, phrases and simple writing. <u>Writing</u> - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. - write phrases from memory, and adapt these to create new sentences, to express ideas clearly. - describe people, places, things <i>and actions</i> orally and in writing - understand basic grammar including (where relevant): feminine, masculine <i>and 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.</i>

At Red Hall, we follow the Language Angels Scheme of Work, although lessons are adapted to suit the needs and capabilities of pupils at our school, and our Red Hall curriculum.



Progression of Skills



	Year 3	Year 4	Year 5	Year 6
Listening	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	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	Read familiar words and short phrases accurately by applying knowledge from 'Phonics 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	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 the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <u>EG</u> : 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (<u>EG</u> : 'the', 'a' or 'some'). Introduce simple adjectival agreement (<u>EG</u> : adjectival agreement when describing nationality), the negative form and possessive adjectives. <u>EG</u> : '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 (<u>EG</u> : definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (<u>EG</u> : 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <u>EG</u> : 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (<u>EG</u> : 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. <u>EG</u> : 'to go', 'to do', 'to have' and 'to be'.
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National Curriculum Coverage Year 3 – Year 6

Year 3		
Autumn Term	Spring Term	Summer Term
Introducing myself	My family	Animals and Pets
Autumn 1 - To learn about the country Spain. <i>Where is Spain? Locate on a map. Exploring cities and towns in Spain, weather in Spain, Spanish culture, taste Spanish food, research key landmarks in Spain.</i> Autumn 2 - To say your name and age and asking others their name and age - To say your age and ask others how old they are - To say where you live and ask others where they live - To say which country you live in and which (main) language you speak - To ask and say how you feel - To know the colours in Spanish - To understand and use numbers 13-20 - To practise numbers 0-20	- To introduce numbers 21-30 ; - To introduce family members - To say how many people are in the family - To say who they are - To practise asking and answering questions about brothers and sisters - To introduce masculine and feminine - To produce sentences about family - To describe family, learning basic adjectives to do so - To write a simple letter about family - Use the connective et to join sentences	- To revise names of pets - To practise asking and answering question - To listen and understand what pets other people have - To conduct a survey of pet ownership in the class, collate findings and present in bar chart form - To Introduce the plural forms of animals - To introduce - To revise masculine/ feminine - Ask and answer questions about your name, age and pets - Write simple sentences about your name, age and pets - Revision of adjectives - To watch and hear Spanish children talking about their pets - To perform a play

Year 4		
Autumn Term	Spring Term	Summer Term
My house	The Weather	In the classroom
My House - To learn to answer question - To learn that lots of Spanish people live in flats and that lots of Spanish houses have shutters (les volets) - To learn the names of different rooms in a house - To revise/ learn prepositions - To reinforce masculine/ feminine - To learn el / la masculine and feminine words for 'it' - To learn interesting sentence beginnings - To revise masculine and feminine pronouns and adjectives - To write a list of rooms downstairs and upstairs in a house	The Weather - To recognise and recall the 9 weather expressions in Spanish from memory. - To ask what the weather is today and give a reply in Spanish. - To describe the weather in Spain, in Spanish using a weather map with symbols - To say and write the vocabulary accurately for weather in Spanish. To describe the weather in different regions of Spanish using a weather map with symbols in spoken and written form.	In the classroom - To name items in your pencil case - To name items in the classroom - To understand classroom instructions - To learn how to use the negative in Spanish - To understand and use 'I have...' - To understand and use 'I do not have...' - To use masculine / feminine - To name items of school uniform.

- To learn how to write a simple description - To learn how to describe the position of items in a room - To learn names of 11 places you may visit in your own town or visit when visiting a town - To learn how to ask where places are		- To use simple adjectives (i.e. colours) - To understand and use numbers 31-40
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Year 5		
Autumn Term	Spring Term	Summer Term
At the cafe	The Body & Sports	Clothes
- To learn words for drinks and food - To learn how to ask politely for a drink in a shop/ café - To practise asking politely for drinks and food - To revise like / dislike - To draw a bar chart of favourite drinks (Numeracy Links) - To learn words for ice cream and different flavours - To practise asking for different flavoured ice creams - To revise masculine and feminine nouns - To learn the vocabulary for the baker’s and ask for items politely - To learn about using euros - To understand prices in euros - To learn how to shop using euros - To learn the vocabulary for snacks - To read and translate sentences - To plan and write a party menu with the support of a writing frame. (Literacy link) - To work out the cost of their party in Euros - To follow instructions for a simple recipe written by Spanish children	- To learn word for different parts of the body - To design and label a monster - To write a short description - To learn about sport in Spain - To learn some opinions - To introduce What is your favourite sport? My favourite sport is---- - To test Spanish words for different sports - To learn the verbs in the infinitive for doing the various sports - To practise reading and translating verbs in the infinitive connected with sport - To comment on healthy and unhealthy meals. ** refer to Primary Spanish resources for sports	- To begin to learn the Spanish words for various articles of clothing - To revise colours - To learn about school clothes and fashion in Spain - To describe what someone else is wearing using simple sentences - To listen and understand sentences describing people and clothes. - To learn to read and understand descriptions of clothes. - To revise adjectives of colour and learn their position in a sentence. - To begin to add the feminine ending of colour adjectives when appropriate in spoken and written form. - To introduce adjectives of quality and size. - To give opinions on different types of clothing. - To revise asking the price of items - To learn how to buy clothes in a shop - To create an original dialogue - To give opinions about clothes with reasons
Key Vocabulary		

Year 6		
Autumn Term	Spring Term	Summer Term
At school	The weekend	Me in the world
- To learn the names of classroom subjects - To revise school subjects - To link a school subject with a time and/or day - To learn opinions of school subjects - To revise telling the time - To say what time we study subjects at school - To use verbs for explaining daily routines	- To learn ¼ past and ¼ to - To practise reading and translating times on the hour - To say and write in Spanish what we do at the weekend - To learn how to ask each other their opinions. - To read and pronounce new vocabulary accurately. - To write sentences using new vocabulary - To link Spanish with Maths by constructing bar chart from a tally chart. - To look at a text in depth (Literacy Link) - To write a letter using a writing frame - To learn the names of different means of transport	- To revise countries surrounding Spain - Spanish name and pronunciation - To revise where you live - To link work on weather with work on countries - To revise the location of countries - To learn the names, pronunciation and geographical location of capitals, key rivers and mountains - To learn the names, pronunciation and geographical location of towns - To learn in with town - To learn about Madrid - To say where they are going - Children to learn the points of the compass - To describe the geographical location of towns - To write 3 sentences about one’s home town - To draw and write a postcard from a holiday destination in Spain.

Cultural Capital in MFL

- RESEARCH ABOUT TARGET LANGUAGE COMMUNITY LIFESTYLES, CELEBRATIONS AND CULTURAL PRACTICES
- ANECDOTES FROM TEACHERS ABOUT TIME SPENT IN TARGET LANGUAGE COMMUNITIES
- LINKS TO NEWS ITEMS THAT AFFECT OTHER COUNTRIES GLOBALLY, INCLUDING SPAIN
- STUDY OF FOOD TECHNOLOGY AND FOOD FROM COUNTRIES AROUND THE WORLD, INCLUDING SPAIN
- STUDY OF MUSIC FROM OTHER CULTURES
- CELEBRATIONS FROM OTHER CULTURES WHOLE-SCHOOL AND IN ASSEMBLIES
- CULTURAL DIFFERENCES TO OURS E.G. HOW IS CHRISTMAS CELEBRATED IN SPAIN?
- EXPLORING OUR FAVOURITE BOOKS IN FOREIGN LANGUAGES