







Challenge, Equality & Opportunity

MFL - Spanish

Whole School Curriculum Intent:

<i>We can build knowledge and skills</i>	<i>We are creative</i>	<i>We are resilient</i>	<i>We understand ourselves and each Other</i>
<p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p> 	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> 	<p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p> 	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> 
<i>What does this look like?</i>			
<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics. Can build on previous learning. Can access new learning experiences. Value and enjoy success in the core subjects. Choose reading and use reading effectively. Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas. Explore concepts. Make links across the curriculum. Ask questions and are curious. Use initiative. Hypothesise and generate ideas Communicate learning. Direct own learning through range of skills. Can argue and use evidence.</p>	<p>Bounce back and try again. Try new things and take risks. Manage their own things, time and learning as appropriate. Engage with extra-curricular activities. Solve problems through perseverance. Work towards a goal.</p>	<p>Listen to others. Can work in a group and cooperate with others. Assess own success and learning. Take turns and are patient. Use manners and are polite in interactions with everyone. Can manage emotions and support others. Show respect. Are kind and begin to show compassion. Can follow the Golden Rules. Can express themselves.</p>

MFL Intent

We can build knowledge and skills

Provide an MFL curriculum that provides the skills to develop a progressive knowledge and understanding of language learning, grammar and vocabulary.

Develop key skills in speaking, listening, reading and writing in response to others.

Develop a cultural knowledge of the countries in which the target language is spoken.

We are Creative

Present our learning in a variety of ways – singing, dancing, pictures, role plays, poems etc.

Link our learning to things we already know – whatever helps us to remember!

We are Resilient

Ask questions and challenge our own views and thinking.

Adapt work as we go, making improvements and persevering to get to their desired outcome.

Be able to refine our work on the advice of others.

We Understand Ourselves and Each Other

Develop our understanding of our own and other cultures through studying a how people in the countries where the target language is spoken, live.

Work collaboratively to develop our research skills.

Develop our knowledge of a foreign language so that others who don't speak English can understand us.

Begin to understand the opportunities which can arise from studying languages and speaking another language, whether on holiday or in the world of work.

MFL Implementation

We follow the National Curriculum MFL Programmes of Study in Key Stage Two.

A range of the four main strands of language learning will be taught in almost every lesson (speaking, listening, reading and writing).

Exposure to aspects of culture in Spanish speaking countries through discussion, videos, books and internet research.

Lots of talking and singing of songs and rhymes to embed new vocabulary.

A set topic (e.g. weather, family, school life) will be taught each half term.

Aspects of grammar being taught which draw on and support learning of English grammar including opportunities to use dictionaries.

Children should have fun!

Progression in MFL

	R, Year 1 and Year 2	Year 3	Year 4
Knowledge and Skills			
Listening and Responding	Not statutory	<p>Do they understand simple classroom commands?</p> <p>Do they understand short statements?</p> <p>Do they understand simple questions?</p> <p>Do they understand clearly spoken speech?</p> <p>Do they understand a range of familiar statements?</p> <p>Do they understand a range of familiar questions?</p>	<p>Do they understand short passages made up of familiar language?</p> <p>Do they understand instructions, messages and dialogues within short passages?</p> <p>Can they identify and note the main points and give a personal response on a passage?</p>
Speaking	Not statutory	<p>Can they answer with a single word?</p> <p>Can they answer with a short phrase?</p> <p>Can they give short and simple responses to what they see and hear?</p> <p>Can they name and describe people?</p> <p>Can they name and describe places?</p>	<p>Can they have a short conversation where they are saying 2-3 things?</p> <p>Can they use short phrases to give a personal response?</p>

		<p>Can they name and describe objects?</p> <p>Can they use (set) phrases?</p>	
Reading and Responding	Not statutory	<p>Can they read and understand a single word?</p> <p>Can they read and understand short phrases?</p> <p>Can they read aloud single words and phrases?</p> <p>Can they use books or glossaries to find the meanings of new words?</p>	<p>Can they read and understand short texts using familiar language?</p> <p>Can they identify and note the main points and give a personal response?</p> <p>Can they read independently?</p> <p>Can they use a bilingual dictionary or glossary to look up new words?</p>
Writing	Not statutory	<p>Can they copy a single word correctly?</p> <p>Can they label items?</p> <p>Can they choose the right words to complete a phrase?</p> <p>Can they choose the right words to complete a short sentence?</p>	<p>Can they write 2-3 short sentences on a familiar topic?</p> <p>Can they say what they like and dislike about a familiar topic?</p> <p>Can they copy a short familiar phrase?</p> <p>Can they write or word-process set phrases we use in class?</p>

Cultural Awareness

Children should develop an understanding of the cultures of the countries, in which the target language is spoken. They should be able to compare and contrast this to their own culture and also to that of others which they may know through holidays, family links etc. They should realise that learning a foreign language is a liberation from insularity and provides an opening to other cultures.

Vocabulary

Y3

Hola, Que tal? Bien, mal, estupendo, Me llamo, Como te llamas? Cuantos anos tienes? Tengo _ anos.	<p>Rojo, Amarillo, azul, verde, blanco, naranja, negro, marron, gris</p> <p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho,</p>	<p>Lunes, martes, miercoles, jueves, viernes, sabado, domingo</p> <p>Trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte, treinta,</p>	<p>El pelo, los ojos, las orejas, la boca, el mano, la cabeza</p>	<p>El papel, la goma, el libro, el rucsac</p> <p>Digame, oigame, sentarse, escuchad</p>	<p>El papa, la mama, el abuelo, la abuela, la hermana, el hermano, el tio, la tia</p>
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Adios	nueve, diez, once, doce	cuarenta, cincuenta, sesenta, setenta,ochenta, noventa, cien			
Y4					
Enero, febrero, marzo, abril, maio, junio, julio, Agosto, setiembre, octubre, noviembre, diciembre Primavera, verano, otono, invierno		Que tiempo hace Hoy? Ayer? Buen tiempo, mal tiempo, viento, llueve, nieva. Hace calor, hace sol	El hamster El pez El conejo, el perro, el gato, la Tortuga, el pajaro	Me levanto, desayuno, voy a la escuela / casa, leo, como, ceno Es la una, son las dos.. Y media Y cuarto	Juego Futbol, basketbol, Leo, toco la guitarra, el piano et, bailo

enero

A Typical MFL Lesson at Havannah First School

Each KS2 lesson typically follows the following format:

1. A short activity to recap on vocabulary which has been previously learnt.
2. Introduction of learning objective.
3. Main Activity to include speaking, listening and either reading or writing.
4. Short activity / game to consolidate the learning.
5. Evaluation of the lesson and how it links with other learning / where it could take us to next.

Sources of support, information and guidance

Linguafun - www.linguafun.eu – School have bought a 2 year subscription which has games and audio clips to aid teachers and children with pronunciation

BBC Bitesize – <https://www.bbc.co.uk/bitesize> Great for use across school, from Rec – KS2. Can search by topic. Videos, quizzes etc to support teaching and learning. Good for cultural experiences.

Spain Tourism site - <https://www.spain.info/> - Good for general info about Spain, regions and climate etc.

Songs - <https://www.mamalisa.com/> - access to a range of songs and rhymes in different languages

Rockalingua - <https://rockalingua.com/> - We don't have the subscription for this but there are some useful free resources of songs, stories and games etc which can be used to support certain topics.