**Intent**

We have chosen Spanish as our modern foreign language as our children are more likely to visit Spanish-speaking countries for holidays. This therefore gives them a clearer understanding of the relevance of learning a new language and makes it more relevant to them. We want our children to leave our school with high self-esteem as well as an understanding and respect for people from different cultures, lifestyles and customs. We want to expand their personal horizons, instill in them a love of learning and to foster inquisitive minds, self-discipline and self-motivation.

Our chosen themes such as – My Town - provide an introduction to the culture of Spanish-speaking countries and communities. It aims to foster children’s curiosity and help deepen their understanding of the world. Our curriculum has been chosen to allow children to gradually build on their skills therefore enabling children to express their ideas and thoughts in Spanish, providing opportunities for them to interact and communicate with others for practical purposes both in speech and in writing. We aim to expose children to authentic Spanish and offer regular opportunities to listen to native speakers.

The intent in Lower KS2 is that children acquire basic skills and understanding in Spanish with a strong emphasis placed on developing their speaking and listening ability. These will be further developed in Upper KS2 alongside reading and writing skills, gradually progressing to more complex language concepts and greater learner autonomy.

We aim to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We intend to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

**Implementation**

MFL lessons begin in Key Stage 2, however, EYFS and KS1 join in with Europe week and are also taught basic vocabulary by their teachers to encourage early language development and an introduction to MFL lessons. Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammatical concepts are built into lessons. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills to allow for over learning and the transition of learning from short term to long term memory. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of Spanish-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in class/school displays so that children have opportunities to repeat and revise their learning. The theme for the half term will also be shared with parents on the school website/through homework grids, which will allow learning to continue at home.  Teachers promote Spanish to be spoken as part of the school day by encouraging children to use their language skills in a range of different activities, for example taking the register, giving instructions, asking for drinks, writing dates and celebrating birthdays.

**Impact**

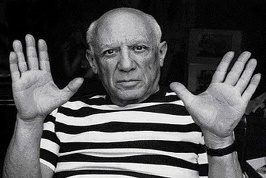
The learning environment will be consistent with key Spanish vocabulary displayed, spoken and used by all adults and learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that Spanish is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessments, pop tasks and summative assessments aimed at targeting next steps in learning.

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| **Threshold concept** | **Milestone 1** | **Milestone 2** | **Milestone 3** |
| **Read fluently** This concept involves recognising key vocabulary and phrases. | • Read out loud everyday words and phrases.  • Use phonic (or logographic in Mandarin) knowledge to read words.  • Read and understand short written phrases.  • Read out loud familiar words and phrases.  • Use books or glossaries to find out the meanings of new words. | • Read and understand the main points in short written texts.  • Read short texts independently.  • Use a translation dictionary or glossary to look up new words. | • Read and understand the main points and some of the detail in short written texts.  • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.  • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.  • Show confidence in reading aloud, and in using reference materials. |
| **Write imaginatively** This concept involves using key vocabulary and phrases to write ideas. | • Write or copy everyday words correctly.  • Label items and choose appropriate words to complete short sentences.  • Write one or two short sentences.  • Write short phrases used in everyday conversations correctly. | • Write a few short sentences using familiar expressions.  • Express personal experiences and responses.  • Write short phrases from memory with spelling that is readily understandable. | • Write short texts on familiar topics.  • Use knowledge of grammar (or pitch in Mandarin)  to enhance or change the meaning of phrases.  • Use dictionaries or glossaries to check words.  • Refer to recent experiences or future plans, as well as to everyday activities.  • Include imaginative and adventurous word choices.  • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).  • Use dictionaries or glossaries to check words. |
| **Speak confidently** This concept involves using key vocabulary and phrases to verbally communicate ideas. | • Understand a range of spoken phrases.  • Understand standard language (sometimes asking for words or phrases to be repeated).  • Answer simple questions and give basic information.  • Give responses to questions about everyday events.  • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns. | • Understand the main points from spoken passages.  • Ask others to repeat words or phrases if necessary.  • Ask and answer simple questions and talk about interests.  • Take part in discussions and tasks.  • Demonstrate a growing vocabulary. | • Understand the main points and opinions in spoken passages.  • Give a short prepared talk that includes opinions.  • Take part in conversations to seek and give information.  • Refer to recent experiences or future plans, everyday activities and interests.  • Vary language and produce extended responses.  • Be understood with little or no difficulty. |
| **Understand the culture of the countries in which the language is spoken** This concept involves the background knowledge and cultural capital needed to infer meaning from interaction | • Identify countries and communities where the language is spoken.  • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.  • Show awareness of the social conventions when speaking to someone. | • Describe with some interesting details some aspects of countries or communities where the language is spoken.  • Make comparisons between life in countries or communities where the language is spoken and this country. | • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.  • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. |

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|  | **Year 3**  Milestone 1 | **Year 4**  Milestone 1 and 2 | **Year 5**  Milestone 2 and 3 | **Year 6**  Milestone 3 |
| **Read fluently** This concept involves recognising key vocabulary and phrases. | • Read out loud everyday words and phrases.  • Use phonic (or logographic in Mandarin) knowledge to read words.  • Read out loud familiar words and phrases. | • Read and understand short written phrases.  • Read short texts with adult support.  • Use books or glossaries to find out the meanings of new words. | • Read and understand the main points in short written texts.  • Read short texts independently.  • Use a translation dictionary or glossary to look up new words. • Read aloud short texts | • Read and understand the main points and some of the detail in short written texts.  • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.  • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.  • Show confidence in reading aloud, and in using reference materials. |
| **Write imaginatively** This concept involves using key vocabulary and phrases to write ideas. | • Write or copy everyday words correctly.  • Label items and choose appropriate words to complete short sentences.  • Write one or two short sentences. | • Write short phrases used in everyday conversations correctly.  • Write a few short sentences using familiar expressions. | • Express personal experiences and responses.  • Write short phrases from memory with spelling that is readily understandable.  • Use dictionaries or glossaries to check words.  • Refer to recent experiences or future plans, as well as to everyday activities. | • Write short texts on familiar topics.  • Use knowledge of grammar (or pitch in Mandarin)  to enhance or change the meaning of phrases.  • Include imaginative and adventurous word choices.  • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).  • Use dictionaries or glossaries to check words. |
| **Speak confidently** This concept involves using key vocabulary and phrases to verbally communicate ideas. | • Understand a range of spoken phrases.  • Understand standard language (sometimes asking for words or phrases to be repeated).  • Answer simple questions and give basic information. | • Give responses to questions about everyday events.  • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.  • Ask others to repeat words or phrases if necessary.  • Ask and answer simple questions and talk about interests. | • Understand the main points from spoken passages.  • Take part in discussions and tasks.  • Demonstrate a growing vocabulary.  • Be understood with little or no difficulty. | • Understand the main points and opinions in spoken passages.  • Give a short prepared talk that includes opinions.  • Take part in conversations to seek and give information.  • Refer to recent experiences or future plans, everyday activities and interests.  • Vary language and produce extended responses. |
| **Understand the culture of the countries in which the language is spoken** This concept involves the background knowledge and cultural capital needed to infer meaning from interaction | • Identify countries and communities where the language is spoken.  • Show awareness of the social conventions when speaking to someone. | • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.  • Describe with some interesting details some aspects of countries or communities where the language is spoken. | • Make comparisons between life in countries or communities where the language is spoken and this country. | • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.  • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | **Meet and Greet**  Your class will be introduced to Spanish-speaking countries, learn to greet each other, exchange names, ask how someone is, count to ten and say how old they are.  **B**  • say hello and goodbye;  • introduce themselves;  • say how they are feeling;  • count to ten;  • say how old they are.  **A**  • use different greetings for different situations;  • ask and answer simple questions for each topic  area.  **D**  • use vocabulary they have learnt elsewhere to develop their sentences. | **My body**  Children will learn to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.  **B**  •give and respond to simple classroom instructions appropriately;  • name parts of the body from a song;  • identify colours;  • name items of clothing.  **A**  •ask and answer questions using the topic vocabulary;  • read and write simple words;  • link un/una to masculine and feminine nouns;  • use ‘y’ to link several items in a sentence.  **D**  •use vocabulary they have learnt elsewhere to develop their sentences. | **Time to eat**  Children will learn the vocabulary for a range of food, to express likes and dislikes, to count to 20, use plural nouns and to modify adjectives to describe colours.  **B**  •follow a story and join in the repeated parts;  • say what foods from a set they like/dislike;  • describe the colour of an object;  • ask politely for something.  **A**  •predict a repeated phrase;  • make a range of simple statements by substituting vocabulary;  • modify a colour adjective;  • respond appropriately to a polite request.  **D**  • recognise the correct determiner depending on gender/number;  • select adjectives based on gender/number of nouns | **The people around me**  Children will learn how to identify and introduce family and pets and spell their names  **B**  •identify and introduce some of their relations;  • name some common pets;  • recognise some of the letters of the Spanish alphabet  **A**  • consider how verbs have different forms for different subjects;  • make new sentences by substituting other vocabulary appropriately;  • pronounce some of the letters of the alphabet.  **D**  •use the correct form of a verb for the subject;  • use singular and plural possessive determiners; • use the Spanish alphabet to spell words. | **All about school**  Children will learn vocabulary for school places and classroom objects; they will take part in a PE lesson conducted mostly in Spanish and will combine learning to express preferences  **B**  •listen and respond to topic vocabulary;  • demonstrate understanding with actions;  • write sentences converting el/la to un/una;  • answer questions using the topic vocabulary;  • express simple opinions.  **A**  •ask and answer questions using the topic vocabulary;  • begin to know from memory if nouns from the topic are masculine or feminine;  • express opinions with accurate use of ‘(no) me gusta(n)’.  **D**  • use a dictionary/the Internet to develop topic vocabulary further;  • construct a sentence with an adverbial phrase, e.g. ‘Me gusta cantar en la clase de música’ (I like to sing in the music room);  • express and ask for opinions using the verb ‘gustar’. | **Tell me when**  Children will learn to say the days of the week, months and dates and how to count on up to 31. They will discuss birthdays, some key Spanish festivities and will be introduced to past and future tenses.  **B**  say and order the days of the week;  • say and order the months of the year;  • count up to 31;  • say their own birthday.  **A**  •recognise how some larger numbers are made by combining words for smaller numbers;  • ask other people for their birthday;  • say today’s date;  • identify the correct language for ‘yesterday’ and ‘tomorrow’  **D**  • ask and answer questions about dates;  • use simple past and future tenses |
| Year 4 | **My Town**  Your class will develop intercultural understanding by being introduced to sights of typical Spanish-speaking cities. They will also describe places in their town, count to 100 and give their address in Spanish  **B-**  • name some of the main Spanish-speaking cities  Identify and say typical amenities that can be found in towns  • Say and order multiples of 10  • Ask and give a simple address in Spanish  • Locate the correct part of a bilingual dictionary to translate given words in either Spanish or English  **A-**  • locate some of the Spanish-speaking countries  • Say in Spanish which amenities are found specifically in their own town  • Use multiples of 10 and number operations to do simple calculations  • Vary sentences, asking and giving simple addresses  **D-**  • describe in English some of major Spanish-speaking countries  • Describe their own town or a Spanish-speaking town  •count with confidence to 100 and complete simple calculations  •hold a short discussion about where they live | Weather | Animals | Routines | Hobbies | sports |





•Gazpacho

•Paella

•Tortilla Española

•Gambas al ajillo

•Pollo al ajillo

•Cochinillo asado

•Pisto

•Croquetas

• Pablo Picasso

### •David de Gea

### •Rafael Nadal

### •Salvador Dali

### •Pablo Picasso

### •Hernando Cortes

### •Queen Isabella

Children will eat Spanish traditional foods

Children will learn about key figures from Spanish history

 •¡la leche! – Spanish newspaper for children

•Childrens TV shows - *Dora The Explorer, Nina’s World, Plaza Sesamo, Oh, Noah!,* Maya & Miguel

•*Adults newspapers -* [BBC Mundo](http://www.bbc.com/mundo), [El País](http://elpais.com/), [CNN en Español](http://cnnespanol.cnn.com/)

• Semana Santa

• San Fermin (Pamplona Bull Run)

• Tomatina Tomato Fight

• Las Fallas

• Feria de Sevilla

• Carnival

• Christmas & New Year

•Cristianos y Moros

•Semana Grande, Bilbao

•Tamborrada, San Sebastian

Children will engage with Spanish popular media

Children will learn about traditional Spanish celebrations and festivals

**Cultural Capital**

**Opportunities**