

Spring Meadow Primary and 'School House' Nursery



Modern Foreign Languages Curriculum Overview

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Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. Our high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

“You live a new life for every language you speak. If you only know one language, you only live once.” Czech proverb.

Our curriculum aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Organisation

- Spanish is taught weekly in Upper Key Stage 2 by a specialist teacher.
- Spanish units have been chosen to offer a breadth in both vocabulary and inter-cultural understanding.
- Spanish units are matched to the maturity and conceptual understanding of the pupils.

Progression

Aspect	Year 5	Year 6
Listening	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.	Can understand the main points and some detail from a short spoken passage composed of familiar language.
Speaking	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can take part in a simple conversation and can express simple opinions using generally accurate pronunciation.
Reading	Can understand the main points from a short, written passage in clear printed script.	Can understand the main points and simple opinions of a longer written passage (e.g.letter, recipe, poem, story, an account).
Writing	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to accurately use nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.	Can write a short text attempting to accurately use nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials and support if necessary.

Knowledge Progression

Phase	Subject related themes	
UKS2	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> ● Talking about ourselves /School subjects ● In the city, shopping, festive jumpers ● Healthy eating, Going to the market, Healthy recipe ● Clothes, Colours, Fancy dress ● Out of this world (space) ● Going to the seaside / Languages puzzle ● Revisiting me, Telling the time, Daily life of a superhero 	<ul style="list-style-type: none"> ● Revisiting me / Telling the time / Everyday life ● Homes and houses ● Playing and enjoying sport ● Funfair and favourites ● Tapas culture ● Performance time

Knowledge Progression

Unit	Knowledge
Talking about ourselves, School subjects	<ul style="list-style-type: none"> ● Revisit and build upon prior learning of personal information. ● Begin to explore how to form and use 3rd person singular to introduce a friend ● Talking about feelings and generating extended sentences with reasons for feelings. ● Broadening of vocabulary, revisiting and practising expressing likes and dislikes with school subjects and extending sentences using conjunctions and opinions.
In the city, shopping, festive jumpers	<ul style="list-style-type: none"> ● Revisit and build upon prior learning of shops. ● Begin to understand and develop simple descriptions of places. Explore the capital city and make comparisons ● Use nouns and adjectives in simple descriptive sentences about places to visit and reasons why.

	<ul style="list-style-type: none"> ● Revisit and extend shopping dialogues with a festive charity stall. ● Practise use of adjectives and understanding unfamiliar language in festive jumper descriptions.
Healthy eating, Going to the market, Healthy recipe	<ul style="list-style-type: none"> ● Revisit fruit and vegetable nouns and extend with unfamiliar language. ● Revisit and practise shopping dialogue and extend with quantities and plural nouns. ● Revisit and practise classroom commands and explore and use unfamiliar verbs and commands to create own fruit salads as spoken and written descriptions.
Clothes, Colours, Fancy dress	<ul style="list-style-type: none"> ● Explore nouns for clothes and adjectives of colour, size to describe clothes. ● Use familiar and look for unfamiliar language. ● Use of bilingual dictionaries to find new language for individual creative writing. ● Design a fancy dress costume for a carnival party. ● Practise the verb “to wear” in the present tense and create spoken and written descriptions
Out of this world,	<ul style="list-style-type: none"> ● Revisit and use personal information questions and answers, body parts and descriptive sentences and likes and dislikes in a new creative context – outer space and imaginary creatures. ● Practise and revisit days of the week, etymology of planets and descriptive sentences to describe planets using nouns, adjectives and the verb “to be”. ● Design and create a spoken / written description of a brand-new planet and retrieve and use prior learning in a new context.
At the seaside, Languages puzzle	<ul style="list-style-type: none"> ● Practise beach bag nouns. ● Practise how to identify and use nouns and place with adjectives to describe items. ● Practise reading comprehension skills with text about the beach. Use of cognates to understand unfamiliar nouns, use of bilingual dictionaries to verify meaning. ● Explore extended sentences to describe time at the beach. ● Listen to, read and join in with “Let’s go to the beach” story . ● Use the language practised to build extended persuasive sentences to advertise in a spoken or written persuasive advert a trip to the beach.
Revisiting me, Telling the time, Everyday life	<ul style="list-style-type: none"> ● Recall, revisit and use familiar language in new contexts to talk about “It’s okay to be me”. ● Explore a poem and write a simple poem.

	<ul style="list-style-type: none"> ● Focus on the verbs to be (I am) and to have (I have) and extended feelings from stage 3. ● Revisit and practise numbers and apply to “o’clock” time sentences. ● Use “o’clock times in a spoken question and answer in 1st and 2nd person singular / and simple story cartoon about a “superhero school pupil’s daily routine
Homes and Houses	<ul style="list-style-type: none"> ● Recall, revisit and use familiar language in new contexts to describe orally and writing a house and furniture. ● Listen, understand, and enjoy a spooky house story ● Practise nouns and adjectives with items of furniture. ● Explore famous castles in target language country. ● Ask and answer the questions “Where is” with prepositions of place. ● Practise the language of the unit with “elf on the shelf”.
Playing and enjoying sports	<ul style="list-style-type: none"> ● Recall and revisit how to say and write an extended sentence about a like/dislike or preference with a conjunction and a reason and a sport noun. ● Cultural exploration of Spanish specific sports. ● Explore and practise use of verbs to play in present tense in Spanish. ● Reading comprehension about sports and preferences. ● Revisit, recall and extend nouns for clothes and use of adjectives to create a school sports kit. ● Bilingual dictionary use.
Funfair and favourites	<ul style="list-style-type: none"> ● Practise expressing likes and dislikes with funfair rides. ● Use language detective skills to understand funfair nouns and make links across languages and culture. ● Revisit and compile prior learning to generate a spoken and /or written personal descriptive piece about hobbies, sports , school, family, likes, dislikes. ● Have fun exploring a target language tradition.
Tapas culture / Cafe Culture	<ul style="list-style-type: none"> ● Revisit dialogues to buy items and apply to dialogues in a café or restaurant. ● Extend to unfamiliar and useful language when in a café or restaurant in Spain. ● Explore the café culture of Spain. ● Find out more about authentic dishes and foods. ● Make comparisons with their own country or prior experience.
Performance time	<ul style="list-style-type: none"> ● A celebration and reflection series of lessons. A simple sketch about a waiter. ● Revisit prior learning

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| | <ul style="list-style-type: none">● Listen to, practise, extend and prepare a performance, based on a comedy sketch● Explore reading comprehension, memory, and word reference tool skills.● Produce a spoken or written recipe for a cocktail.● Take part in a scavenger indoor or outdoor noun hunt. |
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Key Events and Celebrations

- European Day of Languages
- Spanish national day.
- Day of the Dead in Mexico.
- Three wise men (Spain)
- Carnival in Cadiz
- 'Hogueras de San Juan'