



Pegasus Primary School
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Modern Foreign Languages Curriculum

Curriculum Intent Statement

At Orchard Meadow pupils will deepen their understanding of the world and themselves through the exploration of Hispanic culture and the acquisition of the **Spanish** language.

This will emerge through:

1. Compelling and comprehensible input
2. The creation of beautiful work
3. Real world links

Through our core Spanish curriculum children will find their voice, expand their circle, express their ideas, develop a deeper understanding of others and explore customs. Students will be exposed to a variety of rich input through authentic materials, culture, music and stories in order to develop their skills in reading, listening, writing and speaking.

Key driver	Outcome	Enquiry Q
Respect	I develop respect for myself and others of all cultures and backgrounds. I learn about the similarities and differences between my own and others experiences and recognise that everyone is unique. I demonstrate this by communicating with others in their own language.	How does my environment shape who I am? How do others see me?
Determination	I understand that learning a new language can be difficult and requires resilience. I recognise that hard work and determination can lead to an understanding of the wider world and connect me with a larger community.	What do I notice around me?
Creativity	I will explore culture, music, art, games and stories to acquire Spanish. I will use my language skills to I express my own ideas and share these with Spanish speakers. I will take time to create beautiful work through practise and redrafting.	How do I show the world who I am?
Confidence	I will expand my circle by using my Spanish voice to make new friends. I will show curiosity by asking questions in Spanish. I will engage in Spanish conversations and begin to tell stories. I will always say when I don't understand.	How can I use my Spanish voice to tell my story? How can I use my Spanish voice to expand my circle?
Enthusiasm	I am curious about different cultures, traditions and languages. I am interested in others and keen to make new friends and connections. I approach my Spanish lessons with a growth mindset.	How do others help us learn?
Ambition	I see myself as a linguist and search for opportunities to explore Spanish outside of class. I take every opportunity to connect with Spanish speakers and have real conversations. I use learning languages to discover my role in the world.	What will be my contribution to the world of the future?

Intent

Vision

- Stories and reading are at the heart of the Spanish curriculum
- Real world links with young Spanish speakers and authentic audiences are nurtured
- Hispanic culture is taught explicitly
- Our curriculum is inclusive
- Students demonstrate a growth mindset and curiosity towards acquiring Spanish
- **autonomy, relatedness** and **competence/mastery** underpin the curriculum design and development of the teaching team
- To build legacy
- To grow ourselves and others

We recognise that, following the introduction of our Spanish curriculum, most learners will be operating at a basic level. Therefore we have a stage approach, with a view to embedding core skills so that pupils will be at the end of Level 2 by the time they have reached Year 6.

Implementation

Pedagogy

Students acquire language most effectively when the affective filter is lowered

- Input is compelling and comprehensible
- Input precedes output
- Output is celebrated but never forced

We implement our curriculum through:

- Hispanic culture
- compelling input in the form of spoken stories, music and adapted texts
- making connections with students in Spanish speaking countries
- providing students with a range of ways to show their comprehension

Impact

We measure and assess the children's learning through:

- weekly assessment for learning tasks
- Students' comprehension of spoken and written Spanish
- comparing the quality and standard of work against planned outcomes
- Proof Of Progress (POP) quizzes

Whole school summary

	Autumn	Spring	Summer
KS2 Level 1	How can I use my Spanish voice to expand my circle?		
	Basic introductions Who am I? Who are you?	Family & friends Who is important to us?	Cultural Exchange: Spain What makes us happy?
KS2 Level 2	What do I notice around me?		
	Home What makes a home?	Area How does my environment shape who I am?	Cultural Exchange: Nicaragua How do others live?
KS2 Level 3	How do I show the world who I am?		
	Physical description How am I different and similar to others?	Personality How do others see me? How do I see others?	Cultural Exchange: What do we have in common?
KS2 Level 4	What will be my contribution to the world of the future?		
	Food & Hispanic culture How does food define us?	Free time What do my free time choices say about me?	Cultural Exchange: friendships How can we create a more tolerant society?

Driver	Respect	Determination	Creativity	Confidence	Enthusiasm	Ambition
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MFL Progression of Skills

KS2 NC Programme of Study Objectives. Pupils should be taught to:	By end of Level 1 (2020 Y3-6), pupils:	By end of Level 2 (2021 Y4-6), pupils:	By end of Level 2 (2022 Y5-6), pupils:	By end of Level 2 (2023 Y6), pupils:
Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language	3.1 Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly	4.1 Can understand and respond to a range of familiar spoken words and short phrases.	5.1 Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.	6.1 Can understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.
	3.2 Can follow and repeat key words from a song, rhyme or poem.	4.2 Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	5.2 Can join in with familiar short songs, rhymes or poems, or parts of them.	6.2 Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	3.3 Can recall key phonics words (and gestures), and say them aloud with good pronunciation.	4.3 Can recognise key sounds and words that rhyme.	5.3 Can write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.	6.3 Can write individual words accurately, building them from written syllables.
	3.4 Can read key words (and gestures), and read them aloud with good pronunciation.	4.4 Can match key sounds and words that rhyme.	5.4 Can use understandable spelling for high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.	6.4 Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.
Engage in conversations, ask and answer questions, express opinions and respond to those of others	3.5 Can ask and answer simple pre-learned questions from memory.	4.5 Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.	5.5 Can ask and answer simple questions on the current topic.	6.5 Can ask simple questions on a few very familiar topics, including expressing opinions

				and responding to those of others.
	3.6 Are beginning to understand the formation of questions and answers involving familiar vocabulary	4.6 Are beginning to understand how to form questions/answers independently.	5.6 Can adapt models successfully to give own information, including simple questions, substituting individual words.	6.6 Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.
Seek clarification and help	3.7 Can indicate that there is a problem using a pre-learned phrase.	4.7 Can use simple pre-learned words and phrases for routine situations.	5.7 Can use several short phrases and questions in predictable classroom interactions.	6.7 Can use a repertoire of classroom language with teacher and peers.
Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally	3.8 Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	4.8 Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	5.8 Can produce some short phrases within a familiar topic, with good pronunciation.	6.8 Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	3.9 Can read aloud some very familiar words and short phrases with accurate pronunciation.	3.9 Can read aloud some very familiar words and short phrases with accurate pronunciation.	4.9 Can match sound to print, by reading aloud familiar words and phrases.	5.9 Can read short phrases accurately that contain mostly familiar language.
Read carefully and show understanding of words, phrases and simple writing	3.10 Can understand some familiar written words and short phrases.	3.10 Can understand some familiar written words and short phrases.	4.10 Can read and understand a range of familiar written phrases.	5.10 Can understand familiar words and simple sentences
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.	3.11 Can use the visual cues and context to follow the gist of a short text.	3.11 Can use the visual cues and context to follow the gist of a short text.	4.11 Can identify the overall type of text from its layout, contextual cues and a few familiar words.	5.11 Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.



Use a dictionary	3.12 Can use a word list to locate specific words.	3.12 Can use a word list to locate specific words.	4.12 Can use a word list to check the spelling of a word.	5.12 Can use alphabetical order confidently.
Write words and phrases from memory	3.13 Can use classroom prompts (such as display) as an aid to spelling.	3.13 Can use classroom prompts (such as display) as an aid to spelling.	4.13 Can use a dictionary or online resource to check the spelling of a word.	5.13 Can recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.
Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing	3.14 Can write some single words from memory, with plausible spelling.	3.14 Can write some single words from memory, with plausible spelling.	4.14 Can write simple words and several short phrases from memory with understandable spelling.	5.14 Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.
Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns, adjectives (place and agreement), conjugation of key verbs (and making verbs negative), connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English.	3.15 Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.	3.15 Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.	4.15 Can substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.	5.15 Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)
	3.16 Can use indefinite articles in the singular with masculine and feminine nouns.	3.16 Can use indefinite articles in the singular with masculine and feminine nouns.	4.16 Can use indefinite articles in singular and plural and definite articles in both singular and plural.	5.16 Can use the definite article with verbs of like / dislike.
	3.17 Can form regular plural nouns.	3.17 Can form regular plural nouns.	4.17 Can recognise qualifiers, adverbs of time and prepositions of place.	5.17 Can understand and use devices to make verb forms negative.
	3.18 Can identify adjective and noun position.	3.18 Can identify adjective and noun position.	4.18 Can use adjectives (agreement and position) with more confidence.	5.18 Are showing some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.



	3.19 Can use some singular masculine and plural adjectives correctly.	3.19 Can use some singular masculine and plural adjectives correctly.	4.19 Can use 'tiene' (3rd person tener) and 'está' (3rd person estar).	5.19 Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame).
	3.20 Can use the high-frequency verb forms 'I have, it is, they are', and regular -ar verbs in 1st person singular form, confidently.	3.20 Can use the high-frequency verb forms 'I have, it is, they are', and regular -ar verbs in 1st person singular form, confidently.	4.20 Can use the connectives 'and', 'but', 'also'.	5.20 Can create complex sentences (with the support of a frame)

Appendix: Example MFL Level 1 Overview: Autumn

Level 1 (Y3-6 2020)	Spanish Enquiry Question: How can I use my Spanish voice to expand my circle?	
Term: Autumn	Who am I? Who are you?	
Driver	Respect	
Key skills: communication through speaking, engaging in conversations, listening and responding, reading short texts on familiar topics		Big ideas: identity, community, communication, empathy and culture
Beautiful work: produce a video for your new Spanish friends		
Real world link: engaging in a video exchange with students from a school in Catalonia, Spain		
Key Vocabulary area: Country names numbers 1-10 How are you? I am... What is your name? My name is? How old are you? I am ...years. Where are you from? I am from... Where do you live? I live in... When is your birthday? My birthday is... Classroom instructions (deliberately in 3rd person to support term 2 story listening)	Grammar: First person singular: me llamo, estoy, tengo, vivo, soy Third person singular: se llama, está, tiene, vive, es, hay Lower case letters for some proper nouns: days of the week and months of the year	Pronunciation: Alphabet Guide for teacher G - when the g is followed by e or i, it is pronounced something like the letter "h," the same as the Spanish j and the X in México. LL – pronounced like the letter “y” H - silent Ñ – pronounced like the letters “ni” in onion (ny)
	Resources: Detailed lesson plans Lesson PowerPoint CPD: Lesson pronunciation guide for teachers - FlipGrid CPD: TPR method guide (embedded into PowerPoint) Knowledge organiser Puppets for Y3 and 4 (5 + 6 please ask if you would like one)	Extra materials for teaching Spanish culture Books Y3/4 Island Born, Junot Diaz Y3/4 Abuela, Arthur Dorros Y5/6 The Colour of my Words, Lyn Joseph Y6 The Only Road, Alexandra Diaz YouTube Basho and Friends Calico Spanish

<p>Lesson 1: What's your name?</p> <p>Cultural focus: Catalonian human towers - Castells</p>	<p>WALT:</p> <ul style="list-style-type: none"> - Say what we are called in Spanish - Ask someone their name in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to respond to the question, What is your name? in a full sentence or with just their name. - Some chn will be able to ask someone else's name in Spanish.
<p>Lesson 2: How are you?</p> <p>Cultural focus: Tapas</p>	<p>WALT:</p> <ul style="list-style-type: none"> - Say how we are feeling in Spanish - Ask how someone is feeling in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to respond to the question, How are you? in a full sentence or with a gesture. - Chn should be able to recognise 4 different responses in Spanish. - Some children will be able to ask someone how they feel.
<p>Lesson 3: How old are you?</p> <p>Cultural focus: Flamenco</p>	<p>WALT:</p> <ul style="list-style-type: none"> - Say how we are in Spanish - Ask someone how old they are in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to respond to the question, How old are you? in a full sentence or with their age. - Some children will be able to ask someone's age in Spanish. - Chn will begin to recognise their numbers 1-10 in Spanish.
<p>Lesson 4: Where are you from?</p> <p>Cultural focus: Spanish speakers around the world - Hispanohablantes</p>	<p>WALT:</p> <ul style="list-style-type: none"> - Say where we are from in Spanish - Ask someone where are from in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to respond to the question, Where are you from? in a full sentence or with their country. - Some children will be able to ask someone where they live in Spanish.

<p>Lesson 5: Where do you live?</p> <p>Cultural focus: The Running of the Bulls – El Encierro</p>	<p>WALT:</p> <ul style="list-style-type: none"> - Say where we live - Ask someone where they live <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to respond to the question, Where do you live? in a full sentence or with the name of their area. - Some chn will be able to ask someone where they live in Spanish.
<p>Lesson 6: Pop Quiz & Conversation</p>	<p>Read and match questions to answers in Spanish Respond to spoken questions in Spanish Ask questions in Spanish</p>
<p>Lesson 7: Conversation Performance</p>	<p>WALT:</p> <ul style="list-style-type: none"> - hold a conversation in Spanish - speak from memory <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to engage in a predictable conversation with support - Chn should be able to ask questions about someone - Some chn will be able to speak from memory
<p>Half term</p>	
<p>Lesson 8: What day is it today?</p> <p>Cultural focus: Day of the Dead in Mexico – El Día de los Muertos (Takes place on 2nd November)</p>	<p>WALT:</p> <ul style="list-style-type: none"> - say what day of the week it is - listen to and read short stories in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to recognise the days of the week - Chn should be able to say which day of the week it is with support - Chn should be able to follow a short story and show comprehension of a text through drawing
<p>Lesson 9: What month is it?</p> <p>Cultural focus: Day of the Dead in Mexico – El</p>	<p>WALT:</p> <ul style="list-style-type: none"> - say what month it is - listen to and read short stories in Spanish <p>Outcome:</p> <ul style="list-style-type: none"> - Chn should be able to recognise the months of the year

Día de los Muertos – Altars – las ofrendas	<ul style="list-style-type: none"> - Chn should be able to say which month it is with support - Chn should be able to follow a short story and show comprehension of a text through drawing
Lesson 10: What is the date today? Cultural focus: Day of the Dead in Mexico – El Día de los Muertos – Pop Quiz	WALT: <ul style="list-style-type: none"> - say today’s date in a full sentence - listen to and read short stories in Spanish Outcome: <ul style="list-style-type: none"> - Chn should recognise numbers 1-31 - Chn should be able to say the what the date is - Chn should be able to follow a short story and show comprehension of a text through drawing
Lesson 11: When is your birthday? Cultural focus: Mexican Quinceanera celebration	WALT: <ul style="list-style-type: none"> - say when my birthday is - ask someone when their birthday is - listen to and read short stories in Spanish Outcome: <ul style="list-style-type: none"> - Chn should be able to say when their birthday is - Chn should be able to ask someone when their birthday is - Chn should be able to follow a short story and show comprehension by acting out lines
Lesson 12: Cultural focus: Mexican piñatas	WALT: <ul style="list-style-type: none"> - sing Christmas songs in Spanish - listen to and read short stories in Spanish Outcome: <ul style="list-style-type: none"> - Chn should be able to sing a Christmas song with support - Chn should be able to follow a short story and show comprehension by answering questions in Spanish
Lesson 13: Pop Quiz & Song rehearsal	Pop Quiz: reading <ul style="list-style-type: none"> - Check comprehension of written numbers: maths - Check comprehension of questions and answer - Check comprehension of longer texts including key vocab: read and respond in English
Lesson 14 Birthday Alternative	WALT: <ul style="list-style-type: none"> - write to a friend in Spanish Outcome:

Cultural focus: Mexican Mañanitas	- Chn write Spanish birthday/Christmas cards
Lesson 14 Christmas singing	WALT: - write to a friend in Spanish
Cultural focus: El Tio – Catalan Christmas tradition	Outcome: - Chn write Spanish Christmas cards for a friend

<p>Content: (what will we learn? What are the core concepts?) Identity: I am using Spanish to introduce myself. Community: I am expanding my circle by connecting with Spanish speakers in their own language. Communication: I am engaging in conversations in Spanish, being curious and asking questions. Empathy: I am actively listening and trying to understand others in their own language. Culture: I am exploring in Hispanic culture and sharing my own ideas with Spanish speakers.</p>	<p>Coherence: (how does this link to previous learning?) This is the beginning of my Spanish learning journey at school but I am discovering that I am not a complete beginner. My knowledge of English helps me to spot similar words. I am also watching for expressions and gestures to help me understand new words. My phonics are helping me too as I begin to read in Spanish.</p>	<p>Creativity: (how will we show we understand in multiple ways?) Every lesson I use my body to respond to commands as we warm up our listening skills. I use my Spanish voice to ask and answer questions. I have opportunities to sing, play games and listen to stories in Spanish. We are experimenting with the best way to present ourselves to our Spanish link school via class videos that we have designed ourselves.</p>	<p>Compassion: (what opportunities are there to teach compassion?) Through hearing each other's stories, reading and meeting Spanish people, we are exploring our differences and our similarities.</p>	<p>Community: (what links are there to local resources?) By sharing my own story with Spanish speakers, I am expanding my circle beyond Blackbird Leys, Oxford and England. I am seeking out Spanish culture in Oxford and discovering that Oxford is twinned with Leon in the Spanish speaking country of Nicaragua.</p>
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