

MFL Curriculum

Overview



WORKING TOGETHER TO MAKE A POSITIVE DIFFERENCE FOR EVERY CHILD

The Curriculum – our approach

Introduction

Our curriculum raises the ambition of our pupils. It ensures that all pupils have the chance for success, regardless of their starting points. We strive to provide meaningful experiences, allowing children to appreciate the wider world and recognise the opportunities that exist outside of our community. We have a clear focus on progression by carefully sequencing knowledge, providing clarity about what ‘getting better’ at a subject means and making explicit connections and links between the different subjects and experiences. **Key concepts, knowledge and skills** have been identified and organised into subject specific progressive objectives. These are sequenced to ensure they build and develop as pupils’ move through the school; ensuring learning becomes embedded. These progressive objectives are used to inform planning and sequences of lessons across all subjects. Clear end points are identified in all subjects and teaching and learning builds towards achieving these. The whole curriculum is underpinned by 5 Pastoral Drivers (see below). These drivers ensure we meet the holistic needs of our pupils and allow them to **REACH** their full potential.



Subject Specific Sequencing:

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6.

Key Concepts:

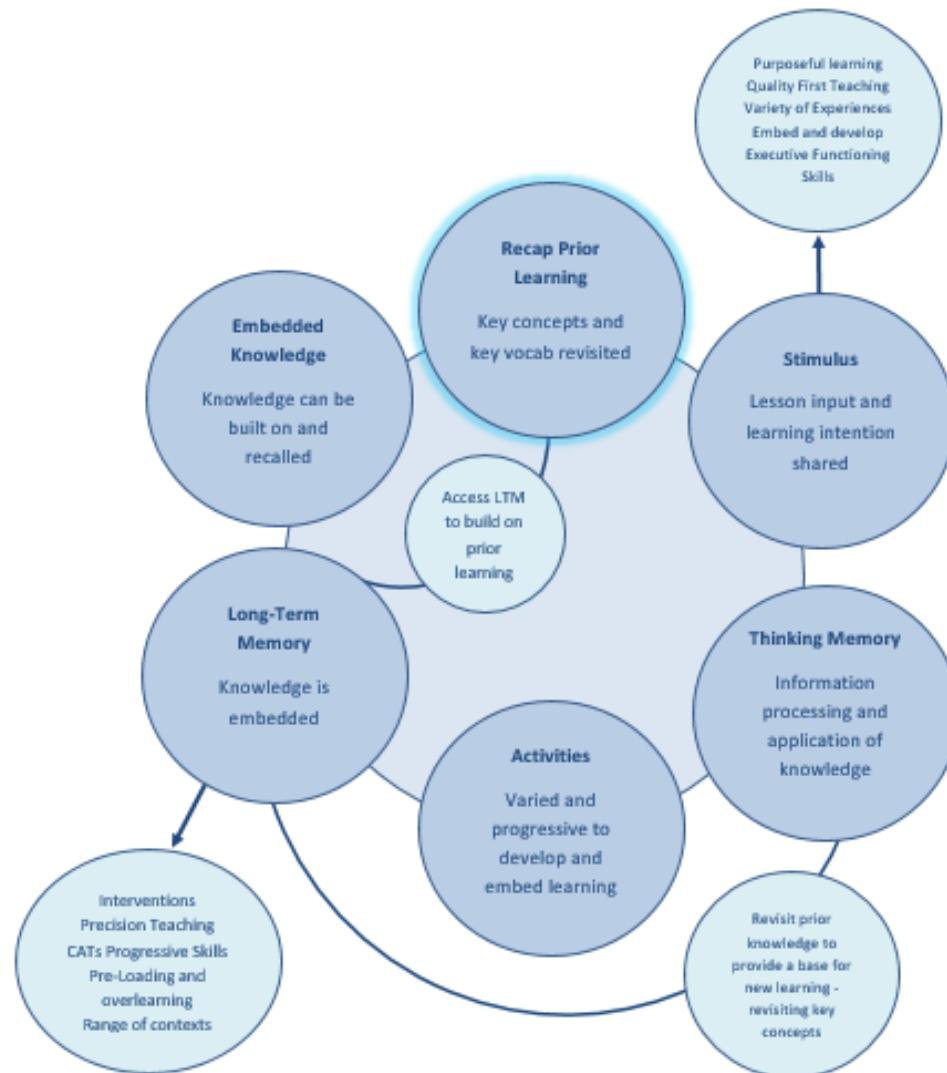
For each subject, a set of key concepts have been identified. These are the subject specific ‘big ideas’ that children will learn about, return to and revisit as they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.

Second Order Concepts:

These relate to the transferable knowledge that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘significance’; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from history etc.... These are summarised on pages 8 to 10 of our whole school curriculum overview to outline how these apply across a range of subjects. They aim to develop **flexible knowledge and skills** that children can apply to multiple curriculum areas.

Working Memory Model

With the collation of all this extensive research, we have generated a ‘Working Memory Model’ which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



Key Concepts (The Big Ideas)

Through collaboration with subject leaders and subject specialists across our schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Below is a summary of the key concepts for Modern Foreign Languages (MFL):

Languages

Languages are taught progressively through the 3 pillars of: Phonics, Vocabulary and Grammar.

To develop these key areas, the curriculum has been structured progressively through each of the following aspects

				
Listening	Speaking	Reading	Writing	Grammar

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to Modern Foreign Languages are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Written and oral expression	Enquiry
Languages		Similarity and differences between languages. How this can help learn a language				Speaking, listening and communicating in another language. Building vocabulary	

Key concepts (Big Ideas) in LANGUAGES

Languages are taught progressively through the 3 pillars of:

- *Phonics (the system of the sounds of a language and how these are represented in written words)*
- *Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)*
- *Grammar (including syntax and inflectional and/or derivational features i.e.: the systems for changing the form of a word and for creating new words respectively)*

For most pupils, they will be beginners when learning a new language. Their main tasks will therefore be to:

- *Learn and internalise the sounds, vocabulary and grammar of the language*
- *Understand and produce these when they are combined into sentences*
- *Build up the range and complexity of grammatical features and vocabulary to increase the length and complexity of text that is spoken, written or understood*

Pupils will learn a language through a series of thematic units eg: myself, family, food, weather etc... to give a context to apply their phonics, vocabulary and grammar knowledge. In each unit, they will have opportunities for speaking, listening, reading and writing.

PHONICS: Phonics is embedded through all units of work. Pupils will learn to recognise, say, read and write the sounds needed for form words and to pronounce them correctly. As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:

- The pronunciation of the letters 'C' and 'Z' as 'TH' in Spanish (depending on the vowel that follow)
- Rolling 'RR' sound and rolling 'R' sound if a word starts with a letter 'R'
- 'Hard' or 'soft' pronunciation of the letters 'G' and 'C' depending if the vowel after is a 'hard' vowel (A,O, U) or 'soft' vowel (E, I)
- The effect of accents

GRAMMAR

Pupils will learn the rules of grammar that apply to a different language and revisit these rules through different context, applying them in speaking, listening, reading and writing activities.

VOCABULARY

Pupils will be taught a bank of **topic words** and use these, alongside their developing grammar and phonics knowledge, to understand and construct phrases and sentences in a different language with increasing complexity. In addition, there will also be a focus on **common words** which are repeated regularly to support pupils understanding and construction of language. The development of vocabulary is embedded through the units of work and applied to speaking, listening, reading and writing activities.

MFL LTP and Key Concept Mapping

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS						
Y1						
Y2						
Y3	<ul style="list-style-type: none"> • Aprendo Espanol (I Am Learning Spanish) • Fonética (Spanish Phonetics) - Lesson 1 	<ul style="list-style-type: none"> • Los Animales (Animals) • Fonética (Spanish Phonetics) - Lesson 2 	<ul style="list-style-type: none"> • Los Instrumentos (Musical Instruments) 	<ul style="list-style-type: none"> • La Fruta (Fruits) 	<ul style="list-style-type: none"> Los Saludos (Greetings) 	<ul style="list-style-type: none"> • Puedo (I can...)
Y4	<ul style="list-style-type: none"> • Los Formas (Shapes) • Fonética (Spanish Phonetics) - Lesson 1 	<ul style="list-style-type: none"> • Las Verduras (Vegetables) • Fonética (Spanish Phonetics) - Lesson 2 	<ul style="list-style-type: none"> • La historia de la antigua Gran Bretaña (Ancient Britain) 	<ul style="list-style-type: none"> • Me Presento (Presenting Myself) 	<ul style="list-style-type: none"> • La Clase (Classroom) 	<ul style="list-style-type: none"> • Mi Casa (House)
Y5	<ul style="list-style-type: none"> • Fonética (Spanish Phonetics)- Lessons 1-3 • Los Días De La Semana (Days of The Week) • Los Meses (Months of The Year) 	<ul style="list-style-type: none"> • Los Transportes (Transport) 	<ul style="list-style-type: none"> • Hábitats (Habitats) 	<ul style="list-style-type: none"> • La Familia (Family) 	<ul style="list-style-type: none"> • Los Romanos (Romans) 	<ul style="list-style-type: none"> • La Ropa (Clothes)

	<ul style="list-style-type: none"> Los Colores (Colours) 				
Y6	<ul style="list-style-type: none"> Fonética (Spanish Phonetics) - Lessons 1-4 Los Comandoes En Clase (Classroom Commands) Cálculo (Calculations) 	<ul style="list-style-type: none"> La Segunda Guerra Mundial (WW2) 	<ul style="list-style-type: none"> ¿Tienes una mascota? (Do you have a pet?) 	<ul style="list-style-type: none"> ¿Qué Tiempo Hace? (Weather) 	<ul style="list-style-type: none"> La Fecha (The Date) En El Colegio (School)

Knowledge and skills sequencing		LANGUAGES				
	ONGOING OBJECTIVES	Y3	Y4	Y5	Y6	
PHONICS	<p>Pupils will learn the sounds associated with the letters of the Spanish alphabet as they progress through Key Stage 2.</p> <p>In addition, they are introduced to additional phonemes at the start of each appropriate year and revisit them within each unit.</p> <p>As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:</p> <ul style="list-style-type: none"> The pronunciation of the letters 'C' and 'Z' as 'TH' in Spanish (depending on the vowel that follow) Rolling 'RR' sound and rolling 'R' sound if a word starts with a letter 'R' 'Hard' or 'soft' pronunciation of the letters 'G' and 'C' depending if the vowel after is a 'hard' vowel (A,O, U) or 'soft' vowel (E, I) The effect of accents 	<u>ch</u> – chocolate <u>j</u> – jirafa <u>ñ</u> – niña <u>ll</u> – caballo <u>rr</u> – perro	<u>ca</u> – casa <u>ce</u> – cerdo <u>í</u> – niña <u>co</u> – conejo <u>cu</u> – cuatro	<u>ga</u> – gato <u>ge</u> – geografía <u>ci</u> – cinco <u>go</u> – goma <u>gu</u> – gusano	<u>b</u> – beber <u>v</u> – vaca <u>cc</u> – diccionario <u>qu</u> – química <u>z</u> – zanahorias	
	EYFS	Y1	Y2	Y3	Y4	Y5
						Y6

GRAMMAR				<p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (eg: adjectival agreement when describing nationality), the negative form and possessive adjectives (eg: 'In my pencil case I have...' or 'In my pencil case I do not have')</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p> <p>Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Start to explore full conjugation (EG: 'I wear...', 'he/she verb wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>To understand gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Listening				<p>To listen to and enjoy short stories, nursery rhymes and songs</p> <p>To be able to recognise familiar words and short phrases covered in the units taught</p>	<p>To learn to listen to longer passages and understand more of what they hear</p> <p>To be able to pick out key words and phrases from current and previous units when listening</p>	<p>To be able to listen more attentively and for longer periods</p> <p>To understand more of what they hear, even when some language may be unfamiliar, by using decoding skills</p>	<p>To be able to listen to longer text and more authentic foreign language material</p> <p>To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar</p>

Speaking 				To learn to communicate with others using simple words and short phrases	To be able to communicate with others with improved confidence and accuracy To learn to ask and answer questions based on the language covered in the units	To be able to communicate on a wider range of topics and themes To be able to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity	To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate
Reading 				To be able to read familiar words and short phrases accurately by applying phonics knowledge To understand the meaning in English of some words read in the foreign language	To be able to read aloud short pieces of text, applying phonics knowledge To understand most of what they read in a foreign language when the text is based on familiar language	To understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context To increase knowledge of phonemes and letter strings and apply these when reading	To be able to tackle unknown language with increased accuracy by applying phonics knowledge, including awareness of accents, silent letters etc... To decode unknown language using a bilingual dictionary

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Writing 				To be able to write familiar words and short phrases using a model or vocabulary list	To be able to write some short phrases based on familiar topics To begin to use conjunctions and the negative form where appropriate	To be able to write a paragraph using familiar language incorporating conjunctions, a negative response or adjectival agreement when required To be able to substitute words for suitable alternatives	To be able to write a piece of text using language from a variety of units covered To learn to adapt any models provided to show solid understanding of grammar covered To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjectives