

Finlay Community School

Modern Foreign Languages (Spanish)

Our Whole School Curriculum Intent

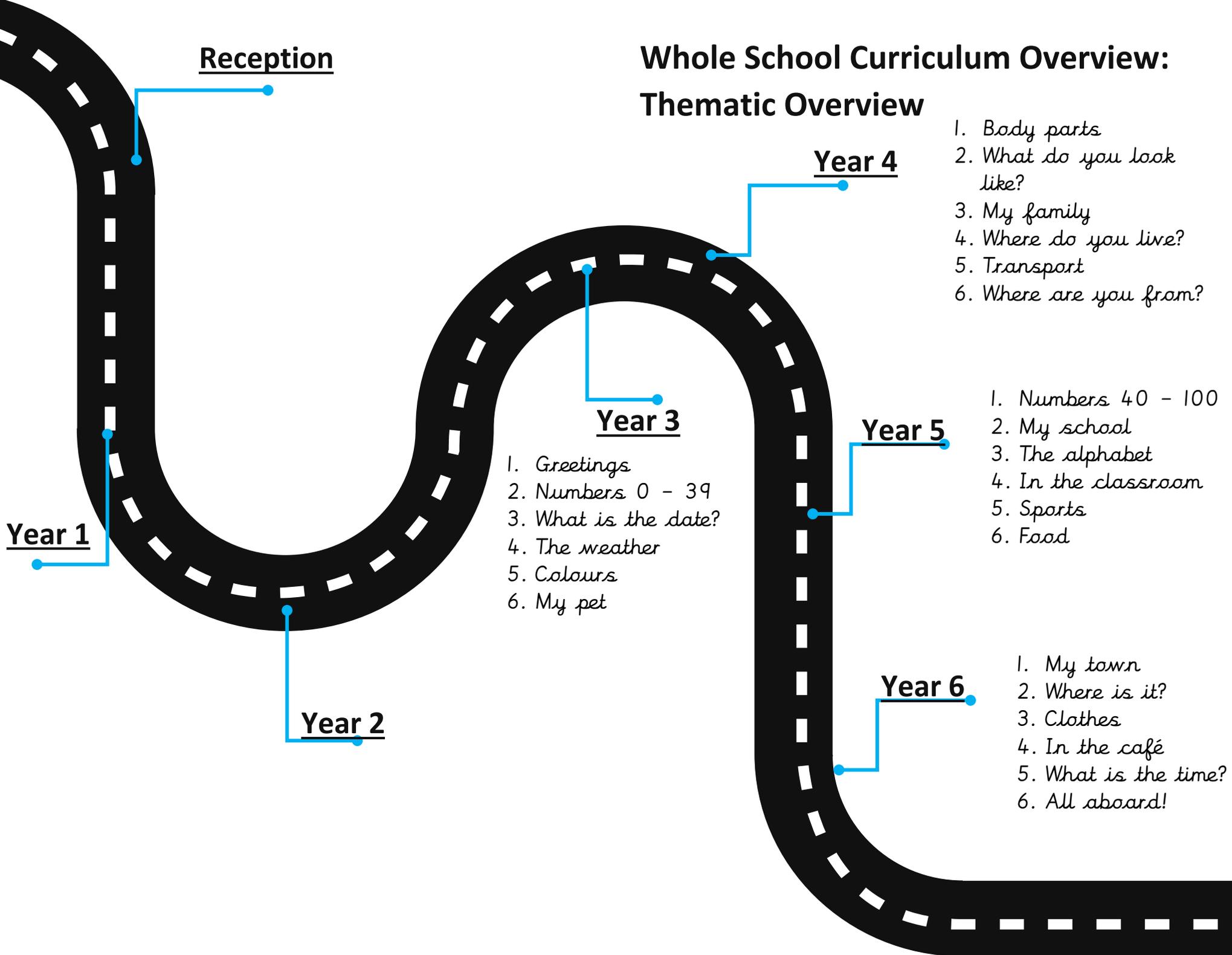
At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Modern Foreign Languages Intent

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality languages teaching should "foster pupil's 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 writing"

Our Spanish curriculum encourages a love of languages and promotes enthusiasm and curiosity when learning a language and how the culture is similar and different to their own. We intend to prepare our children for communicating with Spanish people or people in Spanish speaking countries.

Whole School Curriculum Overview: Thematic Overview



1. *Body parts*
2. *What do you look like?*
3. *My family*
4. *Where do you live?*
5. *Transport*
6. *Where are you from?*

1. *Greetings*
2. *Numbers 0 - 39*
3. *What is the date?*
4. *The weather*
5. *Colours*
6. *My pet*

1. *Numbers 40 - 100*
2. *My school*
3. *The alphabet*
4. *In the classroom*
5. *Sports*
6. *Food*

1. *My town*
2. *Where is it?*
3. *Clothes*
4. *In the café*
5. *What is the time?*
6. *All aboard!*

Coverage Term by Term (Year 3 – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
MFL content	<p><u>Greeting/Saludos</u> -To use greetings confidently at different times of the day and to learn greeting customs - To respond appropriately to the register -To ask others how they feel and to be able to respond when asked using a range of phrases -To ask/respond to questions about name. -To learn the words for numbers to 12</p>	<p><u>Números 1-39/Los Números 0- 39</u> -To be able to respond to questions about own age - To use and understand numbers to 31 - To count with accurate pronunciation -To name in Spanish any digit fro 0-31 at random - To carry out simple sums in Spanish - To be able to take part in traditional Spanish numbers games such as El Pañuelo - To learn about Epiphany celebrations in Spain</p>	<p><u>What is the date?/¿Qué fechas?</u> -To learn the names of the months -To be able to pronounce words accurately -To demonstrate understanding of the new vocabulary in games - To use and understand numbers to 31 -To be able to respond to questions about own birthdays -To learn the birthday song in Spanish - To be able to say the date in Spanish - To be able to take part in traditional Spanish numbers games such as El Juego de la Oca</p>	<p><u>The weather/El Tiempo</u> -To learn vocabulary for weather - To be able to respond to questions about the weather - To learn the names of the days of the week - To collect weather data -To use the new vocabulary creatively such as making up a rap or song to perform in class -To consider own culture and compare it with others by learning about some of the festivals celebrated in Spain or other Spanish speaking country</p>	<p><u>Colours/Los Colores</u> - To learn the words for colours in Spanish and to pronounce them accurately - To be able to express a preference about colour - To describe items using vocabulary for colours - To show understanding of syntactic structures -To recognise and respond to simple stories, rhymes and songs</p>	<p><u>My pets/Mi Mascota</u> -To learn vocabulary for pets and other animals and to pronounce words clearly and correctly - To be able to answer questions about pets such as their names, ages and colour -To show understanding of short phrases by matching sound to print and by reading aloud - To identify meaning and show understanding of familiar statements - To develop listening skill by picking out words</p>

Year 4						
<p>MFL Content</p>	<p><u>Body parts/El Cuerpo</u> - To recognise and say the names of some body parts accurately - To be able to label a drawing correctly - To be able to follow simple instructions with a physical response. - To be able to draw a picture following simple instructions. - To be able to recall the names of body parts in games such as Simon says ...</p>	<p><u>What do you look like?/¿Cómo Eres Tú?</u> - Revise vocabulary for body parts. - To learn the adjectives needed to describe ourselves - To be able to describe ourselves and others. - To respond with understanding to questions about appearance - Songs and games - Adjectives and colours - Christmas Eve celebrations in Spain and further Christmas activities and vocabulary</p>	<p><u>My family/Mi Familia</u> - To identify correctly names for family members - To understand and say whether or not they have brothers or sisters - To respond with Se llama...when asked someone's name - To be able to respond to simple questions about own family - To copy familiar short phrases correctly - To name and describe people - To use visual clues to produce short phrases, using mainly memorised language</p>	<p><u>Where do you live?/¿Dónde Vives?</u> - To ask and respond to questions about where we live - To compare own home with Spanish homes - To learn the names of different rooms in a house - To be able to ask and respond to simple questions about own home, - Easter vocabulary.</p>	<p><u>Transport/El Transporte</u> - To learn the names of different means of transport and to pronounce the words accurately - To recognise the pictorial flashcard and respond with the correct word and vice versa - To be able to read and understand simple sentences - To be able to ask and respond to questions on how we travel to school - To use the new language with a purpose such as in a class survey on how we travel to school</p>	<p><u>Where are you from?/¿De Dónde Eres?</u> - To be able to say where we are from and to talk about our nationality. - To locate, identify and pronounce the names of European countries correctly. - To identify correctly countries on an outline map orally and in writing and to familiarise themselves with the location of these countries within Europe. - To identify correctly the flags for some European countries and to recall vocabulary for colours. - To recognise and write the names of some European cities on a map and to practice pronouncing the new words accurately.</p>

Year 5

MFL Content

Numbers 40 - 100/Los Números 40 -100

- To revise and consolidate familiar language
- To work collaboratively to develop role-plays which incorporate familiar language
- To use and understand numbers to 100
- To count with accurate pronunciation, to identify any digit from 0-100 at random and to take parts in sums and number games confidently such as Bingo.

My school/Mi Colegio

- To learn the names for different places around school
- To compare our school with a Spanish school: the building, the school day, school dinners and uniforms
- To learn the names for school subjects
- To express likes and dislikes about school subjects and with a reason
- To link a school subject with a time and day

The alphabet/El Alfabeto

- To learn the Spanish alphabet
- To understand and use the alphabet to spell names and simple Spanish words
- To write down letters and simple words as they are spelt out
- To recognise sounds when they hear them
- To produce the written form of certain sounds and words
- To recognise familiar words when spelt out, writing them down for reinforcement, matching or linking activities
- To learn more about how sounds are represented in writing

In the classroom/En la Clase

- To learn simple ways of asking for classroom objects and to be able to reply
- To be familiar with classroom routines and to be able to follow instructions
- To work collaboratively to develop role-plays which incorporate the new language and skills
- To use language confidently to initiate and sustain conversations and to tell stories
- To perform to an audience.

Sports/El Deporte

- To recognise and use correct vocabulary for sports and other hobbies
- To recognise the pictorial flashcard and respond with the correct word and vice versa
- To take part in games and activities to practise the words
- To revise the names of the days of the week to respond to questions about hobbies and sports practised during the week
- To be able to express opinions about sports and hobbies with reasons

Food/La Comida

- To learn the names for some foods and drinks and to pronounce them accurately
- To perform simple communicative tasks using single words, phrases and short sentences
- To make links between some sounds, rhymes and spellings and read aloud familiar words
- To label food and drink items using matching or linking activities
- To know what is eaten in Spain at breakfast time and to discuss healthy eating
- To be able to express preferences about food

Year 6

MFL Content

My town/Mi Ciudad

- To understand and use the names for places in the local area and to pronounce them accurately
- To label pictures accurately
- To play games using the new language confidently
- To compare our local area and a Spanish town identifying similarities and differences.
- Occupations

Where is it?/¿Dónde Está?

- To be able to ask for and to understand simple directions
- To begin to use new phrases when speaking to somebody they don't know and to practise these in role plays
- To be able to identify familiar words and phrases in a text and to be able to understand its meaning
- To be able to read aloud and accurately longer texts
- To prepare and perform role plays

Clothes/La Ropa

- To learn vocabulary for clothes and to pronounce words accurately
- To learn the singular form of the verb Llevar
- To listen to and understand simple sentences describing what people are wearing
- To be able to select and name the correct clothing for different types of weather
- To learn adjectives for size and quality and to use them in the correct position in the sentence
- To describe orally and in writing what someone else is wearing using adjectives for colour, size and quality
- To add the feminine ending when appropriate in spoken and written form

In the café/En el Café

- To revise food and drinks vocabulary and expressing preferences about food and drink.
- To devise and participate in a dialogue or role play, using an appropriate form of address
- To identify social conventions at home and in other cultures
- To ask how much something costs, to understand prices and select money appropriately
- To say prices correctly when asked in a dialogue

What is the time?/¿Qué Hora Es?

- To ask and tell the time on the hour, half past, quarter to and quarter past
- To show understanding of times by holding up a number card or by recognising different times on a clock
- To pronounce time phrases accurately when repeating
- To predict what the time will be in a given number of hours
- To show understanding of time phrases

All aboard/¡A Bordo!

- To be able to say where we are going when responding to “
- To understand spoken and written descriptions of towns and features of a region
- To use a bilingual dictionary with a real purpose
- To revise vocabulary about personal details by making own passport in Spanish
- To consider own culture and compare it with others by learning about some of the festivals celebrated in Spain or other Spanish speaking country

Progression of Knowledge, Skills and Understanding in the National Curriculum

Oracy work

	Year 3	Year 4	Year 5	Year 6
	<i>Listen and respond to simple rhymes, stories and songs</i>	<i>Memorise and present a short spoken text</i>	<i>Prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts</i>	<i>Understand the main points and simple opinions in a spoken story, song or passage</i>
	<i>Recognise and respond to sound patterns and words</i>	<i>Listen for specific words and phrases</i>	<i>Understand and express simple opinions</i>	<i>Perform to an audience (class, assembly)</i>
	<i>Perform simple communicative tasks using single words phrases and short sentences</i>	<i>Listen for sounds, rhyme and rhythm</i>	<i>Listen attentively and understand more complex words and sentences</i>	<i>Understand longer and more complex sentences and separate phrases</i>
	<i>Listen attentively and understand instructions everyday classroom language and praise words</i>	<i>Ask and answer questions on several topics</i>	<i>Present a short presentation on a familiar topic</i>	<i>Use spoken language confidently to initiate and sustain conversations and to tell stories</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Literacy

	Year 3	Year 4	Year 5	Year 6
	Recognize some familiar words in reading form	Read and understand a range of familiar reading phrases	Re-read frequently a variety of short texts	Read and understand the main points in some detail from a short reading passage
	Make links between phonemes rhymes and spellings and read aloud familiar words	Follow a short familiar text, listening and reading at the same time	Make simple sentences and short texts	Identify different text types and read short authentic texts for enjoyment and information
	Experience with the writing of simple words	Read some familiar words and phrases aloud and pronounce them accurately	Write words, phrases and short phrases using a reference	Match sound to sentences and paragraphs
		Write simple words and phrases using a model and some words from memory		Write sentences on a range of topics using a model

Progression of Knowledge, Skills and Understanding in the National Curriculum

Knowledge about the language

	Year 3	Year 4	Year 5	Year 6
	Identify specific sounds, phonemes and words	Reinforce and extend recognition of word classes and their standard function	Recognize patterns in simple sentences	Recognise patterns in a foreign language
	Recognize commonly used rhyming sounds	Recognise and apply simple agreements singular and plural	Manipulate language by changing an element in a sentence	Notice and match agreements
	Imitate pronunciation of sounds	Use question forms	Apply knowledge of rules when building sentences	Use knowledge of words text and structure to build simple, spoken and reading passages
	Hear main word classes	Recognize that texts in different languages will often have the same conventions of style of layout	Develop accuracy in pronunciation and intonation	Use knowledge of word order and sentence construction to support the understanding of the reading text.
	Recognize question forms and narratives	Apply phonic knowledge of the language to support reading and writing	Understand and use negatives	use knowledge of words and text conventions to build sentences and short texts
	Recognize how sounds are represented in reading forms	Identify a different writing system	Appreciate different languages use different writing conventions	Devise questions for authentic use
	Notice the spelling of familiar words		Recognize a typical conventions of word order in the foreign language	
	Recognize the languages describe familiar things differently		Understand that words will not always have a direct equivalent in the language	
	Recognize that many languages are spoken in UK and across the world		Notice different text types and deal with authentic texts	
	Recognize the conventions of politeness			

Progression of Knowledge, Skills and Understanding in the National Curriculum

Intercultural understanding

	Year 3	Year 4	Year 5	Year 6
	Learn about the different languages spoken by children in the school	Learn about festival and celebrations in different cultures	Look at further aspects of their everyday lives from the perspective of someone from another country	Compare attitudes towards aspects of everyday life
	Locate countries where the language is spoken	Know about some aspects of everyday life and compare them to their own	Recognize similarities and difference between places	Recognize and understand some of the differences between people
	Identify social conventions at home and in other cultures	Compare traditional stories	Compare symbols, objects or products that represent their own culture with those of another country	Present information about an aspect of culture
	Make contact with the country/countries where the language is spoken	To learn about ways of travelling to the country/countries		

Characteristics of Effective Spanish Teaching

What would I see in a unit of Spanish? What would I see in a Lesson?

<i>Recap at the beginning of each term/lesson to teach children how this links to previous learning</i>	<i>At the start of every lesson, write the date in Spanish</i>	<i>Oral practice of new words/phrases through songs (with actions) repetition, partner work and call and response</i>
<i>Opportunities to celebrate success for words/phrases/sentences</i>	<i>Opportunities to read Spanish words from the board/activity sheets</i>	<i>Using the language within a context</i>
<i>Opportunities to correct mispronunciations and constant modelling of correct words/phrases/sentences</i>	<i>Opportunities to have fun whilst learning a new language</i>	<i>Development of knowledge, skills and understanding in line with The National Curriculum</i>