



Subject Intention:

Our intention, when teaching Spanish, reflects the National Curriculum's aims and beliefs. We intend to give a language education that will foster our pupils' curiosity and deepen their understanding of the world. Our MFL curriculum is based on an enhanced model of the National Curriculum. The subject leader has created progression documents from year 1 to year 6. These progression documents have been planned in order to build on the knowledge, skills and vocabulary needed to meet the end of Key Stage 2 requirements from the National Curriculum. It is progressive and allows for ambitious end goals. A long term plan has been put together to ensure that the curriculum is broad and balanced. It provides children with plenty of opportunities to build upon prior knowledge, allowing children to know more and remember more. Teachers have been provided with an outline of lessons and are encouraged to use their professional judgement when planning lessons for their own classes.

Subject Implementation:

Spanish is taught through a clear and comprehensive scheme that works in line with the National Curriculum. Although MFL is not statutory at KS1, children are informally taught Spanish across years 1 and 2. They are exposed to the language and given opportunities to begin speaking, listening, reading and writing in Spanish. Our scheme has been tailored to fit our school. It is organised into different 'themes' for each year and each one allows plenty of opportunities for children to build upon their prior knowledge.

Spanish lessons and the wider curriculum Each class is assigned their 'theme' and these can then be linked across the curriculum. Once the 'theme' has been introduced and the children's interest has been gained, Spanish is taught 'little and often' throughout the week. This allows children to access Spanish on a more regular basis, developing their confidence in speaking the language.

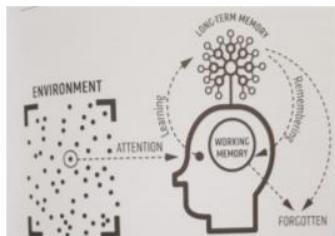
Assessment Children are assessed through teacher assessment judgements. This assessment is based on evidence in children's books and through the use of Seesaw.

Subject Impact:

Children will know more, remember more and understand more Spanish vocabulary. They will demonstrate a love of learning languages and will become more and more confident in communicating in Spanish. Work in books show that that pupils are developing language, knowledge and skills in Spanish and their oral conversations are shown through Seesaw.



What practices do we employ in our lessons to encourage children to know more and remember more?



What do our lessons look like			
Introduction	Teaching Input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps Provide models	Guide student practice Obtain a high success rate	Ask questions Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

How does this lead to specific learning activities?

Introduction (Daily Review)	<ul style="list-style-type: none">• Definition of words• Show examples for children to identify knowledge/skills• Vocab quiz
Input (Present new materials in small steps)	<ul style="list-style-type: none">• Teacher to model small steps and then children to have a go
Input (Provide models)	<ul style="list-style-type: none">• Examples of high quality models• Narrow down skills/tasks• Carefully chosen resources• Adult/peer role model
Input (Scaffolds for difficult tasks)	<ul style="list-style-type: none">• Teacher to observe pupils and provide guidance to support or stretch• Adult support• Apply techniques / skills• Children practise using the knowledge and skills they have learnt
Pupil Activity (Guided student activity)	
Pupil Activity (Obtain a high success rate)	
Pupil Activity (Time for independent practice)	
Ongoing Assessment (Ask questions)	<ul style="list-style-type: none">• What resources have you used? Why?• How did you achieve that?• How could you improve?• How could you change the outcomes?• What would happen if....?
Ongoing Assessment (Check student understanding)	
Ongoing Assessment (Weekly and monthly reviews)	<ul style="list-style-type: none">• Look at children's work• Ask questions• Vocab review



South Hiendley Primary School Curriculum Statement



MODERN FOREIGN LANGUAGES

LONG TERM PLAN

Long Term Plan				
KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Numbers to 10	Numbers to 30	Numbers to 100	Hobbies/activities	Sports
Greetings	Conversational greetings		Places	
Alphabet and sounds	Family	Food & Drinks	Time	Music
Colours	The body			
Classroom items	Animals	Opinions	Transport	Festivals/traditions
	Days/months/weeks	Spanish café (money)	Weather	
School				
I can speak Spanish!	All about me	Spanish food	Spain!	Spanish Culture

PLANNED VOCABULARY

VOCABULARY				
KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Numbers to 10 Zero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez	Recap 0-10 Numbers 11-30	Recap 0-30 Numbers to 100 and multiples of 1000	Recap Y3/4 Hobbies/activities cantar, cocinar, bailar, jugar al fútbol, escuchar música, leer, pintar, escribir	Recap Y3/4/5 Sports el atletismo, el baloncesto, el ciclismo, la equitación, el fútbol, la gymasia, el hockey, la natación, el rugby, el tenis
Greetings Hola Adiós ¿Como te llamas? ¿Y tú? Me llamo ¿Cómo estás? Or ¿Qué tal? Estoy Bien/ Muy bien/ Mal /Más o menos	Recap KS1 greetings Conversational greetings ¿Cuántos años tienes? Tiene ___ años ¿Hablo Español? No, hablo inglés	Food & drink Carnicerías, Frutería/verdulería, Panderías, Tienda, Mercado, Pescaderías, Supermercado, comer, beber las peras, las naranjas, las fresas, los tomates, las manzanas, las lechugas, los plátanos, helado, pescado, jamón, queso, patatas fritas, zumo, limonada	Places Puedo.. Nada Jugar... Descansar Dormir Comer comprar Está No está ¿Donde está? Todo recto, derecho, izquierda En mi pueblo... un banco, una cafetería, una estación, un hospital, un mercado, un museo, un parque, un supermercado	Music la música, el violin, la guitarra, el piano, las castañuelas
Colours ¿Qué colores? ¿De qué colores? ¿Cuál es tu color favorito? Mi color favorito es	Recap colours Parts of the body Alto/a, pequeño/a, grande brazo, cabeza, estómago, hombro, mano, pierna, pie, rodilla	Animals Mi mascota araña, rana, oruga, ratón, pingüino, pato, flamenco, gallo, hamster, gato, conejo, perro, hipopótamo, león, jirafa, oso		
Classroom items ¿Qué es eso? Sí/no Puerto/ papelera/ silla/ mesa/ pizarra interactive / libro / Tijeras / bolígrafos / goma	Days/ weeks/ months La fecha El día ¿Cuál es la fecha? ¿Qué día es hoy? Hoy es Mi cumpleaños es lunes, martes, miércoles, jueves, Viernes, sábado, domingo enero, febrero, marzo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre	Opinions Me gusta/n Me encanta/n No me gusta/n No como Me gustaría Por favor Gracias	Recap numbers Time ¿qué hora es? Es la Son las ___ y media	Festivals/ traditions Huevos de Pascua, la fiesta nacional de España, Día de los Muertos, Día de la Amistad, Día del Padre
	Recap classroom items School Las matemáticas, el inglés, el español, el dibujo, la geografía, la informática, la historia, la música, las ciencias, la educación física Estudio Me gusta/n La escuela, la clase, el patio, la biblioteca Voy a escuela en Barnsley Mi escuela es	Spanish Cafe ¿Cuanto es? ¿La cuenta por favor? ¿Tiene ___ por favor?	Transport en moto, a pie, en tren, a caballo, en barco, en autobús, en avión, en bicicleta, en coche,	
I can speak Spanish!	All about me	Spanish food	Spain!	Spanish Culture



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MODERN FOREIGN LANGUAGES

Knowledge Progression: LISTENING

KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Respond appropriately to simple words and phrases.	Show recognition of words and phrases by responding appropriately. Follow simple instructions and link pictures or actions to language.	Show understanding of a range of familiar spoken phrases e.g through acting out part of a familiar story heard. Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.	Gain an overall understanding of an extended spoken text which includes some familiar language, for example, summarising in English the key points of what has been heard. Identify different ways to spell key sounds, and select the correct spelling of a familiar word.	Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard. Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.
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Knowledge Progression: SPEAKING

KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Plausibly attempt the pronunciation of simple words and phrases.	Use mostly accurate pronunciation. Speak clearly when addressing an audience. Use simple adjectives such as colours and sizes to describe objects.	Ask and answer a range of questions on different topic areas. Using familiar sentences as models, make varied adaptations to create new sentences. Read aloud using accurate pronunciation and present a short learned piece for performance.	Take part in conversations, expressing opinions and giving simple reasons. Adapt known complex sentences to reflect variation in meaning. Begin to use intonation to differentiate between sentence types. Create a short piece for presentation to an audience.	Engage in longer conversations, asking for clarification when necessary. Create sentences using knowledge of basic sentence structures. Use pronunciation and intonation effectively to accurately express meaning and engage in conversation.
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Knowledge Progression: READING

KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Recognise some common, familiar words and phrases.	Recognise some familiar words and phrases in written form. Read some familiar words aloud using mostly accurate pronunciation. Learn and remember new words encountered when reading.	Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. Follow the written version of a text being read aloud. Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.	Read aloud and understand a short text containing mostly familiar language using fairly accurate pronunciation. Learn a song or poem using the written text for support. Use dictionaries to extend vocabulary on a given topic and develop ability to use different strategies to work out the meaning of unfamiliar words.	Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. Attempt to read a range of texts independently, using different strategies to make meaning. Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.
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Knowledge Progression: WRITING

KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Record simple words and short phrases.	Write some simple words from memory. Use simple adjectives such as colours and sizes to describe things in writing. Record descriptive sentences using a word bank.	Write words and short phrases from memory. Use a range of adjectives to describe things in more detail, such as describing someone's appearance. Write descriptive sentences using a model but supplying some words from memory.	Write phrases and some simple sentences from memory and write a short text such as an e-mail with support from a word/phrase bank. Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.	Write a range of phrases and sentences from memory and adapt them to write sentences about a similar topic. Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. Begin to use some adverbs.
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Knowledge Progression: GRAMMAR

KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NA	Recognise the main word classes e.g nouns, adjectives, verbs. Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. Have basic understanding of the usual order of words in sentences.	Recognise a wider range of word classes including pronouns and articles, and use them appropriately. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form. Recognise questions and negative sentences.	Know how to conjugate some high frequency verbs. Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. Adapt sentences to form negative sentences and begin to form questions.	Know how to conjugate a range of high frequency verbs. Understand how to use some adverbs in sentences. Have an awareness of similarities and differences in grammar between different languages.
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Knowledge Progression: INTERCULTURAL UNDERSTANDING

KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Identify Spain on a map Say which countries speak Spanish	Spanish school	To identify regions in Spain Recognise and discuss traditional Spanish food and drink	Recognise and discuss traditional Spanish hobbies/sports/activities such as Flamenco dancing and football. Compare the weather in Spain to England.	Understand Spanish famous Spanish traditions. Describe a Spanish festival. Listen to and discuss a range of traditional Spanish music. Compare and contrast Spanish culture and English culture.
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Assessment:

Assessment is regular, and ongoing. It is a part of the learning process. It is not onerous and does not generate additional paperwork or workload for teachers. It is used to identify next steps for learning, to identify gaps and provide support and challenge where appropriate, ensuring the children are always prepared for their current and next stage of learning. Strategies for this are detailed in our 10 methods for moving knowledge from working to long term memory.

Collection of work: Children upload their outcomes where appropriate to the "See Saw" collection system. This enables subject leaders to review the work for each class, checking against the appropriate knowledge progression and planning documentation. In hand with pupil voice, this enables us to see how pupils are knowing more, remembering more and that knowledge is revisited on a regular basis.