



Curriculum Aims and Overview

The study of modern foreign languages is a liberation from insularity and provides an opening to other cultures. A 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 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.

Scope and Sequencing

The sequence of MFL starts with a focus on building a solid understanding of phonics - a strong awareness of phonology is important. When listening to the language, pupils' ability to understand and visualise the language is supported by having a strong phonological awareness. The ability to decode words – turn the written word into sounds – also helps learners when reading texts, enhances autonomy and can improve vocabulary learning. They are not reductivist but rather they enable the progress that is necessary to achieve the goals of language learning: it is these things that will enable pupils to learn the language so they can converse fluently, fully explore cultures and increase their economic prospects. In Year 3, children will be introduced to phonics in Spanish by imitating pronunciation of sounds and recognise how sounds are presented in written form. An example of this in year 3 is we would introduce the children to general greetings. By Year 6, Children will also be given the opportunities to discuss patterns they see in foreign languages.

There are four core pillars underpinning the discipline of MFL:

1. Language enquiry exposes pupils to key questions and gives them the opportunity to ask their own questions.
2. Language enquiry relies on pupils acquiring sufficient substantive knowledge.
3. Alongside this knowledge, pupils are given the opportunity to develop disciplinary knowledge
4. Finally, pupils learn to communicate language findings in a sequenced, coherent manner both in verbal and written form.

Identifying and combining these core pillars work towards the overall goal of languages education – inspiring pupils with a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. Languages are an integral part of the curriculum as they open the mind to other cultures, build cultural capital and liberate from insularity.

Substantive and Disciplinary Content in Modern Foreign Languages

Every subject is unique and includes its own substantive content and disciplinary content. The INSPIRE curriculum is designed to ensure that pupils not only have broad and strong substantive knowledge but also understanding of the discipline of languages. Pupils learn both language 'facts' and how to make sense of them simultaneously. When pupils learn languages, they tackle these two closely linked types of content, each dependent on the other with each playing a vital part in securing **scope, coherence, rigour and sequencing**.

Substantive Knowledge

Modern foreign languages is a cumulative and synoptic discipline. Pupils' knowledge of what we often call substantive concepts such as 'greetings' 'phonics' and 'the alphabet' come up time and time again in the language's curriculum. We know if pupils are able to build up knowledge of these concepts, building richer and richer schemata of these concepts and terms over time, it can help them access increasingly complex material throughout the curriculum, which helps them to learn, understand and remember more – meaning they make more progress.

Disciplinary Knowledge

Learning modern foreign languages involves the development of both substantive knowledge (the 'stuff' of languages) and familiarity with the 'second-order' or procedural disciplinary concepts, that shape the way in which the 'stuff' or 'substance' is understood, organised and debated, as well as the ways in which it is actually generated.

The simplest way to think about the difference is – the substantive knowledge is the '**what**' and the disciplinary knowledge is the '**how**'.

As we're teaching we need to interweave the **what** and the **how** for our children. Thinking linguistically is vital. Simply 'knowing' the greeting for hello or the name of a piece of clothing, in itself, is not linguistically thinking. The best we could say is that it *enables* linguistic thinking. We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together.

Core Concepts

BIG IDEAS – SUBSTANTIVE CONCEPTS		
S.C. 1 – Phonics	S.C. 2 - Vocabulary	S. C. 3 - Grammar
Phonics Grapheme – Phoneme correspondence Pronunciation	Greetings Personal details Verb lexicon Synonyms Antonyms	Nouns Verb groups Adjectives Formation rules (past, present, future) Syntax Gender

THINKING AS A LINGUIST – DISCIPLINARY CONCEPTS		
D.C. 1 – Comprehending Language	D.C. 2 – Language Production	D.C. 3 – Intercultural Understanding
Listening Reading	Writing Speaking	Culture Diversity

Whole School Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Significant People SMSC Link Dig Deeper Recommended Texts	Significant People SMSC Link Dig Deeper Recommended Texts	Significant People SMSC Link Dig Deeper Recommended Texts	Significant People SMSC Link Dig Deeper Recommended Texts
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Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Unit 1 All About Me	VOCABULARY AND PHONICS	<p>Alphabetical sounds in Spanish</p> <p>Differences in phonemes and graphemes ll, n (with tilde) j & q (k sound)</p> <p>Punctuation – question marks, exclamation marks and accents</p> <p>Ask and respond to greetings</p> <p>Numbers 0-10</p> <p>Giving and asking ages and names</p> <p>Simple question about feelings</p>	<p>Comprehending language through listening</p> <p>Language production through speaking</p>	<p>Show that he/she recognises words and phrases heard by responding appropriately</p> <p>Follow simple instructions and link pictures or actions to language</p> <p>When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.</p> <p>Ask and answer simple questions, for example about personal information</p> <p>Repeat sentences heard and make simple adaptations to them</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience</p>	<p>What is Spain?</p> <p>What is Spanish?</p> <p>Where is Spanish spoken?</p> <p>Has anyone been to Spain?</p>	<p>Learning Point 1: How can we greet someone in Spanish?</p> <p>Learning Point 2: How are you? (ask and respond)</p> <p>Learning Point 3: What is your name? (ask and respond)</p> <p>Learning Point 4: How do you say numbers 0-10?</p> <p>Learning Point 5: What's your age? (ask and respond)</p> <p>Assessment: Speaking and listening activity (summarising main enquiry questions)</p>	<p>Hello</p> <p>Goodbye</p> <p>How are you? (informal)</p> <p>How are you? (formal)</p> <p>Fantastic</p> <p>Very good</p> <p>Good</p> <p>Normal</p> <p>Bad</p> <p>Very bad</p> <p>Thank you</p> <p>Good morning</p> <p>Good afternoon</p> <p>Good evening</p> <p>What is your name?</p> <p>My name is....</p> <p>I am...</p>	<p>Hola</p> <p>Adiós</p> <p>¿Qué tal?</p> <p>¿Cómo estás?</p> <p>Fantástico</p> <p>Muy bien</p> <p>Bien</p> <p>Normal</p> <p>Mal</p> <p>Muy mal</p> <p>Gracias</p> <p>Buenos días, buenos tardes, buenas noches,</p> <p>¿Cómo te llamas?</p> <p>Me llamo...</p> <p>Soy...</p> <p>¿Cuántos años tienes ?</p>

								How old are you? I am ___ years old.	Tengo ___ años,
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Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Unit 2 Days, Months and Seasons	VOCABULARY AND PHONICS	<p>Alphabetical sounds in Spanish</p> <p>Differences in phonemes and graphemes ll, n (with tilde) j & q (k sound) v, c</p> <p>Days of the week</p> <p>Months of the year</p> <p>Four seasons</p>	<p>Comprehending language through listening and reading</p> <p>Language production through speaking</p>	<p>Show that he/she recognises words and phrases heard</p> <p>Follow simple instructions and link pictures (e.g.seasons) to language</p> <p>When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.</p> <p>Repeat vocabulary heard and make links to knowledge in prior language</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience</p>	Days of the week, months of year and seasons in English	<p>Learning Point 1: Can I say my days of the week in Spanish?</p> <p>Learning Point 2: Autumn and the months</p> <p>Learning Point 3: Winter and the months</p> <p>Learning Point 4: Spring and the months</p> <p>Learning Point 5: Summer and the months</p> <p>Assessment: Match up/recall activity for days and months and seasons</p>	<p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p> <p>January</p> <p>February</p> <p>March</p> <p>April</p> <p>May</p> <p>June</p> <p>July</p> <p>August</p> <p>September</p> <p>October</p> <p>November</p> <p>December</p> <p>Spring</p> <p>Autumn</p> <p>Winter</p> <p>Summer</p>	<p>Lunes</p> <p>Martes</p> <p>Miércoles</p> <p>Jueves</p> <p>Viernes</p> <p>Sábado</p> <p>Domingo</p> <p>Enero</p> <p>Febrero</p> <p>Marzo</p> <p>Abril</p> <p>Mayo</p> <p>Junio</p> <p>Julio</p> <p>Agosto</p> <p>Septiembre</p> <p>Octubre</p> <p>Noviembre</p> <p>Diciembre</p> <p>Primavera</p> <p>Otoño</p> <p>Invierno</p> <p>Verano</p>

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Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Unit 3 Colours, 11-20 numbers & Phonics	VOCABULARY AND PHONICS	<p>Alphabetical sounds in Spanish</p> <p>Differences in phonemes and graphemes ll, n (with tilde) j, q (k sound) rr, z, c, v & ó</p> <p>Punctuation – question marks, exclamation marks & accents</p> <p>Numbers 11-20</p> <p>Identify colours</p> <p>Ask and answer ‘What colour is it?’</p> <p>Tell someone their favourite colour</p>	<p>Comprehending language through listening</p> <p>Language production through speaking</p>	<p>Show recognition of words and phrases by responding appropriately</p> <p>Link pictures to language</p> <p>Join in with repeated sections of rhymes or songs</p> <p>Identify phonemes</p> <p>Use mostly accurate pronunciation</p> <p>Speak clearly when addressing an audience</p> <p>Use simple adjectives such as colours and sizes to describe objects</p>	Numbers to 10	<p>Learning Point 1: How do you say the numbers 11-20?</p> <p>Learning Point 2: Can you count to 20?</p> <p>Learning Point 3: Can you name these colours?</p> <p>Learning Point 4: What colour is it?</p> <p>Learning Point 5: What is your favourite colour?</p> <p>Assessment: Matching colours and numbers activity.</p>	<p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>Red</p> <p>Blue</p> <p>Green</p> <p>Yellow</p> <p>Orange</p> <p>Purple</p> <p>Pink</p> <p>Grey</p> <p>White</p> <p>Brown</p> <p>What colour is it?</p> <p>My favourite colour is...</p>	<p>Once</p> <p>Doce</p> <p>Trece</p> <p>Catorce</p> <p>Quince</p> <p>Dieciséis</p> <p>Diecisiete</p> <p>Dieciocho</p> <p>Diecinueve</p> <p>Veinte</p> <p>Rojo</p> <p>Azul</p> <p>Verde</p> <p>Amarillo</p> <p>Naranja</p> <p>Morado</p> <p>Rosa</p> <p>Gris</p> <p>Blanco</p> <p>Marrón</p> <p>¿De qué color es?</p> <p>Mi color favorito es...</p>

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Unit 4 Tienes....? (animals and siblings)	VOCABULARY PHONICS GRAMMAR	Alphabetical sounds in Spanish Differences in phonemes and graphemes ll, n (with tilde) j, q (k sound) rr, z, c, v, ó & h Punctuation – question marks and exclamation marks, accents Gender – el/la un/una Plurals Using ‘y’ (and) to combine ideas Brothers and sisters (how many) Pets (how many and colours) Reading simple sentences using above knowledge	Comprehending language through listening & reading Language production through speaking & writing Intercultural Understanding	Show that he/she recognises words and phrases heard by responding appropriately Follow simple instructions and link pictures or actions to language Ask and answer simple questions, for example about personal information Repeat sentences heard and make simple adaptations to them Use mostly accurate pronunciation and speak clearly when addressing an audience Use simple adjectives such as colours when describing objects	Numbers 0-20 Colours	Learning Point 1: How many brothers or sisters do you have? Learning Point 2: What pets do people keep? Learning Point 3: How many pets do you have? Learning Point 4: What colour is your pet? Assessment: Written task. Write sentences saying how many brothers or sisters, what pets, how many and what colour they are. Intercultural Understanding: How is Easter celebrated in Spain? (Semana Santa/ Holy Week)	Do you have siblings? Yes/No I have siblings I have __ brother/sister Do you have animals? Pets Tortoise Rabbit Dog Cat Snake Fish Bird Hamster Rat I have a black cat	¿Tienes hermanos? Sí/no Tengo hermanos Tengo __ hermano/a ¿Tienes animales? Mascotas Una tortuga Un conejo Un perro Un gato Una serpiente Un pez Un parájo Un hámster Un ráton Tengo un gato negro

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Unit 5 Mi familia	VOCABULARY VERB CHOICES GRAMMAR SYNTAX	<p>Alphabetical sounds in Spanish</p> <p>Differences in phonemes and graphemes ll, n (with tilde) j, q (k sound) rr, z, c, v, ó, h, u, l & ay</p> <p>Punctuation – question marks and exclamation marks, accents</p> <p>Gender – el/la un/una</p> <p>Plurals</p> <p>Using ‘y’ (and) to combine ideas</p> <p>Family members (names and ages)</p> <p>Using ‘Tiene’ and ‘se llama’</p> <p>Reading and writing simple sentences using above knowledge</p>	<p>Comprehending language through listening</p> <p>Language production through speaking and writing</p>	<p>Show that he/she recognises words and phrases heard by responding appropriately</p> <p>Ask and answer simple questions, for example about personal information</p> <p>Repeat sentences heard and make simple adaptations to them</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience</p> <p>Write some single words from memory</p> <p>Record descriptive sentences using a word bank</p> <p>Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles</p> <p>Have basic understanding of the usual order of words in sentences in the target language</p> <p>Recognise some familiar words and phrases in written form</p> <p>Learn and remember new words encountered in reading</p>	<p>Brothers and sisters</p> <p>How old are you?</p> <p>What is your name?</p> <p>Numbers to 20</p>	<p>Learning Point 1: Who makes up a family?</p> <p>Learning Point 2: Who is in your family?</p> <p>Learning Point 3: What are your family members called?</p> <p>Learning Point 4: How old are your brothers and sisters?</p> <p>Learning Point 5: Who is in my family? (Listening activity)</p> <p>Assessment: Written task – Write a short paragraph describing their family</p>	<p>Mum</p> <p>Dad</p> <p>Brother</p> <p>Sister</p> <p>Grandma</p> <p>Grandad</p> <p>Uncle</p> <p>Auntie</p> <p>Cousin (M)</p> <p>Cousin (F)</p> <p>Cousins</p> <p>In my family...</p> <p>There is...</p> <p>(family member) is called...</p> <p>He/she is ___ years old</p>	<p>Madre</p> <p>Padre</p> <p>Hermano</p> <p>Hermana</p> <p>Abuela</p> <p>Abuelo</p> <p>Tío</p> <p>Tía</p> <p>Primo</p> <p>Prima</p> <p>Primos</p> <p>En mi familia ...</p> <p>Hay..</p> <p>(family member) se llama...</p> <p>Tiene ___ años</p>

Year Group and Unit Theme	Substantive Concept	Substantive Knowledge	Disciplinary Concept	Disciplinary Knowledge	Previous Learning	Enquiry Questions	Tier 2 Vocabulary	Tier 3 Vocabulary
Y3 Unit 6 Numbers 21-31 Birthdays Personal Profiles	PHONICS VOCABULARY GRAMMAR (GENDER /NOUNS/ ADJECTIVES)	Alphabetical sounds in Spanish Differences in phonemes and graphemes ll, n (with tilde) j, q (k sound) rr, z , c, v, ó, h, u, l & ay Punctuation – question marks and exclamation marks, accents Gender – el/la un/una Plurals Using ‘y’ (and) to combine ideas Describe themselves (name/age/birthday) Family members (names and ages) Using ‘Tiene’ and ‘se llama’ Reading and writing simple sentences using above knowledge	Comprehending language through listening & reading Language production through speaking & writing Intercultural Understanding	Show that he/she recognises words and phrases heard by responding appropriately Ask and answer simple questions, for example about personal information Repeat sentences heard and make simple adaptations to them Use mostly accurate pronunciation and speak clearly when addressing an audience Write some single words from memory Record descriptive sentences using a word bank Use simple adjectives such as colours and sizes to describe things in writing 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 in the target language	Numbers 1-20 Months of the year My name is... I am ...years old Family members (names and ages) Pets	Learning Point 1: Can we count to 31? Learning Point 2:When is your birthday? Learning Point 3/4: Can you describe yourself? (Fact-file) Assessment: Speaking and listening activity – Orally present their written fact-files Intercultural Understanding – What is daily life like in Spain? <u>Daily Life in Spain - Fun Kids - the UK's children's radio station (funkidslive.com)</u>	21 22 23 24 25 26 27 28 29 30 31 When is your birthday? My birthday is the 10 th March All previous vocabulary	Veintiuno Veintidós Veintitrés Veinticuatro Veinticinco Veintiséis Veintisiete Veintiocho Veintinueve Treinta Treinta y uno ¿Cuándo es tu cumpleaños? Mi cumpleaños es el diez de marzo All previous vocabulary