



HC AT

HCAT

MFL Curriculum

Purpose of study

Purpose of study Learning a foreign language 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 in 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.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

KS1 – songs, register integrated

A whole school approach to MFL is desirable, and although languages at Foundation Stage and KS1 are not statutory, HCAT now introduce young learners to a different rich language environment in a way that is enjoyable and fun. This may take place whilst answering the register, singing songs or classroom instructions.

Strands	Y3	Y4	Y5	Y6
Listening	<p>I show an understanding of a range of familiar spoken phrases, for example through acting out a part of a familiar story</p> <p>I can listen to an accurately repeat particular phonemes in songs and rhymes and begin to make links to spelling.</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out a part of a familiar story.</p> <p>Listen to an accurately repeat particular phonemes in songs and rhymes and make links to spelling.</p> <p>Notice the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.</p> <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word.</p>	<p>Understand longer and more challenging texts on a range of topics, recognising some details and opinions heard.</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p>
Speaking	<p>I can ask and answer simple questions, for example about personal information</p> <p>I can repeat sentences heard and make simple adaptations to them</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience.</p>	<p>Ask and answer a range of questions on different topic areas</p> <p>Using familiar sentence models, make varied adaptations to create new sentences</p> <p>Read aloud using accurate pronunciation and present a short-learned piece for performance.</p>	<p>Take part in conversations and express simple opinions giving reasons</p> <p>Adapt known complex sentences to reflect a variation in meaning.</p> <p>Begin to use intonation to differentiate between sentence types.</p>	<p>Engage in longer conversations, asking for clarification when necessary</p> <p>Create his/ her own sentences using knowledge of basic sentence structure</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience</p>
Reading	<p>I can recognise some familiar words and phrases in written form</p> <p>I can read some familiar words aloud using mostly accurate pronunciation</p> <p>Learn and remember new words encountered in reading.</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Listen to an accurately repeat particular phonemes in songs and rhymes and make links to spelling.</p> <p>Notice the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p> <p>Learn a song or poem using the written text to support</p> <p>Use dictionaries to extend vocabulary on given topic and develop his/ her ability to use different strategies to work out the meaning of unfamiliar words.</p>	<p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning.</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p>
Writing	<p>Write some single words from memory</p> <p>Use simple adjectives such as colours and sizes to describe things orally</p> <p>Record descriptive sentences</p>	<p>Write words and short phrases from memory</p> <p>Use a range of adjectives to describe things in more detail, such as someone's appearance.</p> <p>Write descriptive sentences using a model but supplying some words from memory.</p>	<p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/ phrase bank.</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.</p>	<p>Write phrases and some simple sentences from memory and adapt them to write his/her own sentences on a similar topic.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe</p> <p>Begin to use some adverbs</p>

Grammar	<p>Recognise the main word classes e.g. nouns, adjectives and verbs</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 a sentences in the target language.</p>	<p>Recognise a wider range of word classes including pronouns and articles, and use them appropriately.</p> <p>Understand that adjective may change for according to the noun they relate to, and select appropriate form.</p> <p>Recognise questions and negative sentences.</p>	<p>Know how to conjugate some high frequency verbs</p> <p>Understand how to make changes to an adjective in order for it to agree with the relevant noun</p> <p>Adapt sentences to form negative sentences and begin to form a question.</p>	<p>Know how to conjugate a range of high frequency verbs</p> <p>Understand how to use some adverbs in a sentence</p> <p>Have an awareness of similarities and differences in grammar between different languages.</p>
----------------	---	---	--	---

Spanish Long-Term Plan (Suggested)

Year 3 – Introducing me!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Hola!	Celebraciones	Los colores	Mi familia	Animales	Musica!
Theme	Greetings and introductions	Birthdays	Colours and Picasso	Me and my family	Pets and animals	Spanish songs and games
Outcome	To greet others and introduce myself	To say when my birthday is and that of my friends	To recognise the names for colours	To describe my family	To name a variety of animals and their habitats	To sing and play traditional Spanish songs and games
Focus activity	Verbal: Hold an introductory conversation	Creative: Design a Birthday card for family or friend.	Creative: Create Picasso inspired artwork	Written: Draw up my family tree	Written: Write and draw my favourite animal and create an animal zoo	Verbal/physical: Songs and games
Curriculum links	Literacy, PSHCE	Literacy, Art, PSHCE Maths, History,	Art, Maths, History, ICT	Art, Literacy, PSHCE	Literacy, Art	PSHCE

Year 4 – At school

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	En mi escuela	Los Tres Reyes	Café Española	El cuerpo	La ropa	Cultura española
Theme	School routines and classroom objects	The story of the three kings	Food and drink	My body	Clothes	Spanish traditional dress
Outcome	To recognise, respond to a variety of classroom instructions	To explain Spanish Christmas traditions and the story of the three kings	To recall items of food and drink and create my own healthy Spanish café menu	To recognise and recall different body parts and features of the face	To use adjectives to identify and describe items of clothing	To describe different types of Spanish traditional dress
Focus activity	Written/Creative: Design my Spanish pencil case	Written/Creative: Non chronological report and Spanish Christmas card	Written: Create a Spanish Café menu to be used in school	Written & Verbal: Describe my friends face	Verbal: Spanish fashion show	Creative: Spanish traditional costume artwork
Curriculum links	Literacy, Art	Literacy, History, Art, PSHCE	Literacy, PSHCE	Literacy, Art, PSHCE	Literacy, PSHCE, Art	Literacy, History, Art

Year 5 – Going places

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	El tiempo	El mundo	Transporte	Feliz Pascua	Vacaciones	Fiestas
Theme	Forecasting the weather	The world around us	Transport	Easter in Spain	Holidays	Cultural celebration in Spain
Outcome	To recall different types of weather	To describe the world around us	To identify different forms of transport and when I would use them	To explain the importance of Easter and how it is celebrated in Spain	To act out a variety of holiday situations using target language	To describe some key Spanish festivals
Focus activity	ICT/Written: Plan and record a Spanish weather forecast	Written/Verbal: Read and translate a non-fiction text	Written: Travel itinerary	Written: Non chronological report Creative: Easter card	Role-play: different holiday situations	Written/Art: Fiesta poster
Curriculum links	ICT, Art, PSHCE	Geography	Geography, Literacy,		PSHCE, Drama	

				Geography, History, Literacy, Art		Literacy, History, Geography, Cultural, Art
--	--	--	--	--------------------------------------	--	--

Year 6 – Getting on

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Que hora es?	Feliz Navidad	Mis aspiraciones	El deportivo	Mis logros	Celebraciones
Theme	Time and daily routines	Christmas shopping	Careers and aspirations	Hobbies and sport	My achievements and successes	Piñatas
Outcome	To write a diary entry for my daily routines	To use knowledge of numbers to write a Christmas list and letter to Papa Noel	To identify different professions and explain my career aspirations	To recognise different sports and hobbies and say which is my favourite and why	To use target language to explain individual and Year 6 successes and achievements	To make a Spanish piñata
Focus activity	Written: A day in the life...Diary entry	Written: Christmas list	Written: Aspirations script Verbal: Aspirations presentation in assembly	Written/ICT: Sports personality biography	Written/ICT: News report and newspaper article	Art & Design: Piñata
Curriculum links	Maths, Literacy, PSHCE	Maths, Literacy, ICT	Literacy, PSHCE	Literacy, ICT	Literacy, ICT	Art, Design

*****For French Long – Term Plan See additional document*****

MFL

Year 1 Year 2 Year3 Year 4 Year 5 Year 6