



St. Mary's R.C. Primary School

Learn and Grow Together in Christ

MFL Curriculum Overview					
Rationale	Through Language Angels, we aim 'to equip all pupils with a broad and balanced curriculum that deepens knowledge but also provides the cultural experiences they need to flourish throughout primary phase and beyond.'				
Approach	<ul style="list-style-type: none"> - Providing a progressive, systematic building of vocabulary and grammar linking learning over time - Supporting 'pupils in becoming increasingly articulate young individuals who are able to express their own ideas confidently in both the first and second language' - Ensuring 'all pupils feel valued, respected and included in their foreign language lessons' - Encouraging pupils 'to find alternative and creative solutions to allow them to write and say what they would like in the foreign language' - Encouraging 'all pupils from an early age to be confident independent learners' 				
SEND	Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in Foreign Languages and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers				
Values	Kindness	Tolerance	Friendship	Aiming High	Positivity
Concepts	Phonics		Vocabulary		Grammar



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Year 3 Curriculum	Autumn	Spring	Summer
Topic Title and Knowledge Outcomes	1) I Am Learning Spanish 2) Animals	1) I Know How To...	1) Ice-Creams 2) Traditions and celebrations – La Tomatina
Lesson Sequence	L1 – Can I revise early phonics? L2 – Can I understand the Hispanic world? L3 – Can I use key greetings and answer the question ‘how are you?’ L4 – Can I answer the question ‘what is your name?’ L5 – Can I recognise, recall and spell the numbers 1-10? L6 – Can I recognise, recall and spell 10 colours? L7 – Can I show what I know? (Assessment) L1 – Can I recognise, recall and spell 5 different animals? L2 – Can I recognise, recall and spell 5 further animals? L3 – Can I revise the pronunciation and spelling of 10 animals?	L1 – Can I use 5 Spanish verbs? L2 – Can I use a further 5 Spanish verbs? L3 – Can I use the verb sé (‘I know how’)? L4 – Can I say what I can and cannot do? L5 - Can I use ‘and’ and ‘but’ to create more interesting sentences? L6 – Can I show what I know? (Assessment)	L1 – Can I say 5 ice-cream flavours in Spanish? L2 – Can I say 5 more ice-cream flavours in Spanish? L3 – Can I use the verb ‘quisiera’ (I would like) in Spanish? L4 – Can I ask for a cone or a pot of ice-cream? L5 – Can I perform a short role-play to order an ice-cream? L6 – Can I show what I know? (Assessment) L1 – Can I learn about the festival ‘La Tomatina’?



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	<p>L4 – Can I revise the pronunciation and spelling of 10 animals (with correct determiner)?</p> <p>L5 – Can I use the irregular verb 'to be' to form a short sentence about animals?</p> <p>L6 - Can I show what I have learnt? (Assessment)</p>		
Knowledge Capture Task	Assessment provided at end of unit – speaking, listening, reading and writing.		
NC FL Links	Please see attached document for NC PoS links to each topic.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	<p>Music – songs provided by Language Angels</p> <p>Geography – The Hispanic World</p>	<p>Music – songs provided by Language Angels</p>	<p>Music – songs provided by Language Angels</p> <p>PSHCE/History/Geography – Festivals from other cultures</p>
Trip and Visitors	n/a	n/a	n/a
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		



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Year 4 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	1) Seasons 2) Vegetables	1) Presenting Myself	1) In the Classroom 2) Traditions and celebrations – Fallas de Valencia
Lesson Sequence	L1 – Can I revise early phonics? L2 – Can I use intermediate phonics? L3 – Can I say a short phrase about Winter in Spanish? L4 – Can I say a short phrase about Spring in Spanish? L5 – Can I say a short phrase about Summer in Spanish? L6 – Can I say a short phrase about Autumn in Spanish? L7 – Can I say which season is my favourite in Spanish? L8 – Can I show what I know? (Assessment) L1 – Can I say 5 different vegetables with the correct plural determiners in Spanish? L2 – Can I say a further 5 vegetables with the correct plural determiner in Spanish? L3 – Can I ask for a kilo and half a kilo of a vegetable in Spanish?	L1- Can I revise basic greetings and ask and answer the question 'how are you?' in Spanish? L2 – Can I ask and answer the question 'what is your name' in Spanish? L3 – Can I revise numbers 1-10 and recognise, recall and spell numbers 1-20 in Spanish? L4 – Can I apply my knowledge of the numbers 1-20 to say how old I am? L5 – Can I ask and answer the question 'where do you live?' in Spanish? L6 – Can I show what I know? (Assessment)	L1 – Can I say 6 classroom objects in Spanish with their correct determiner? L2 – Can I say a further 6 classroom objects in Spanish with their correct determiner? L3 – Can I answer the question 'what do you have in your pencil case?' in Spanish? L4 – Can I move from an indefinite determiner (a) to a possessive determiner (my) in Spanish? L5 – Can I use the negative response and say what I have/ do not have in my pencil case in Spanish? L6 – Can I show what I know? (Assessment) L1 – Can I learn about the festival 'Fallas de Valencia'?



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	<p>L4 – Can I use the structure ‘quisiera’ (I would like) when buying vegetables?</p> <p>L5 – Can I use the conjunction ‘y’ (and) when buying more than one vegetable option?</p> <p>L6 – Can I show what I know? (Assessment)</p>		
Knowledge Capture Task	Assessment provided at end of unit – speaking, listening, reading and writing.		
NC FL Links	Please see attached document for NC PoS links to each topic.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	Music – songs provided by Language Angels	Music – songs provided by Language Angels	Music – songs provided by Language Angels PSHCE/History/Geography – Festivals from other cultures
Trip and Visitors	n/a	n/a	n/a
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		



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Year 5 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	1) My Family 2) The Date	1) What is the Weather?	1) The Vikings 2) Traditions and Celebrations - Sanfermines
Lesson Sequence	L1 – Can I revise early phonics? L2 – Can I revise intermediate phonics? L3 – Can I use nouns and determiners for several family members in Spanish? L4 – Can I move from an indefinite determiner (a) to a possessive determiner (my) with a family member noun in Spanish? L5 - Can I answer the question 'do you have any brothers or sisters?' in Spanish? L6 – Can I introduce family members by saying 'he/she is called...?' L7 – Can I use my knowledge of larger numbers to describe the age of family members? L8 – Can I show what I know? (Assessment)	L1 – Can I recognise and recall vocabulary to describe the weather in Spanish? L2 – Can I recognise, recall and write vocabulary to describe the weather in Spanish from memory? L3 – Can I improve my listening decoding skills? L4 – Can I read a weather map in Spanish and describe weather in different parts of the country? L5 – Can I use my knowledge to present a weather forecast in Spanish? L6 – Can I show what I know? (Assessment)	L1 – Can I decode unfamiliar and more complex language using my knowledge of cognates and history? L2 – Can I describe myself and others physically in terms of height using the verb 'ser' (to be)? L3 - Can I describe myself and others physically in terms of hair colour and type using the verb 'tener' (to have)? L4 – Can I describe myself by eye colour using the verb 'tener' (to have)? L5 – Can I describe a Viking's typical daily routine using time phrases in Spanish? L6 – Can I show what I know? (Assessment) L1 – Can I learn about the festival 'Sanfermines'?



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	<p>L1 – Can I say recognise and recall the seven days of the week in Spanish?</p> <p>L2 – Can I recognise and recall the 12 months of the year in Spanish?</p> <p>L3 – Can I say the numbers 1-31 in Spanish?</p> <p>L4 – Can I ask and answer the question ‘what is the date today?’ in Spanish?</p> <p>L5 – Can I ask and answer the question ‘when is your birthday?’ in Spanish?</p> <p>L6 – Can I show what I know? (Assessment)</p>		
Knowledge Capture Task	Assessment provided at end of unit – speaking, listening, reading and writing.		
NC MFL Links	Please see attached document for NC PoS links to each topic.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		



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Cross Curricular Links	Music – songs provided by Language Angels	Music – songs provided by Language Angels Geography – The Weather	Music – songs provided by Language Angels History – The Vikings PSHCE/History/Geography – Festivals from other cultures
Trip and Visitors	n/a	n/a	n/a
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 6 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	1) Do You Have a Pet?	1) Clothes	1) World War 2 2) Traditions and Celebrations – Día de los Muertos
Lesson Sequence	L1 – Can I revise early and intermediate phonics? L2 – Can I use progressive phonics? L3 – Can I say 8 common pet nouns in Spanish with the correct determiner? L4 – Can I say 'I have a pet' in Spanish? L5 – Can I say what my pet is called in Spanish? L6 – Can I say 'I do not have' in Spanish?	L1 – Can I recognise and recall 11 nouns and their determiners for items of clothing in Spanish? L2 – Can I recognise and recall a further 10 nouns for items of clothing in Spanish? L3 – Can I say what I am wearing in Spanish using the verb 'llevo' (I wear)? L4 – Can I learn about adjectival agreement in Spanish by describing items of clothing by colour?	L1 – Can I improve my reading and listening skills by learning how to decode unknown language in longer pieces of Spanish text? L2 – Can I use the Spanish vocabulary for a selection of countries involved in WW2? L3 – Can I improve my listening and reading skills by listening to the story of an evacuee in Spanish? L4 – Can I improve my range of vocabulary by learning key words and



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	L7 Can I use the conjunctions 'y' (and) and 'pero' (but) accurately into my work? L8 – Can I show what I know? (Assessment)	L5 – Can I use all of my knowledge to describe what I am packing in my suitcase for a trip in Spanish? L6 – Can I show what I know? (Assessment)	phrases relating to the countryside and the city? L5 – Can I use my knowledge to compare life in the city and the countryside during WW2, in Spanish? L6 – Can I show what I know? (Assessment) L1 – Can I learn about the festival 'Día de los Muertos'?
Knowledge Capture Task	Assessment provided at end of unit – speaking, listening, reading and writing.		
NC MFL Links	Please see attached document for NC PoS links to each topic.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	Music – songs provided by Language Angels	Music – songs provided by Language Angels Geography – The Weather	Music – songs provided by Language Angels History – WW2 PSHCE/History/Geography – Festivals from other cultures
Trip and Visitors	n/a	n/a	n/a
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		