

# MFL (Spanish) Long Term Map Overview 2023- 2024 John Blow Primary School

## Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Curriculum Intent

To maximise the potential of all of our pupils; intellectually, socially, morally, emotionally and culturally. We take every opportunity to encourage a love for learning within all of our pupils, based around a resilience for learning and achieving greatness. Most importantly we allow our children to learn in a safe and stimulating environment, where their views are valued.

## Implementation

Spanish is delivered through the MFL scheme provided by Language Angels and is an important part of our whole school curriculum and cultural capital directive.

Spanish is taught by the MFL coordinator, Mrs K Bingham. In addition to these discrete lessons, teachers promote Spanish to be spoken as part of the school day by encouraging children to use their language skills in a range of different activities, for example taking the register, giving instructions, asking for drinks, writing dates and celebrating birthdays. This is further promoted by our Language Ambassadors, pupils who implement language challenges and encourage the rest of their class to become involved and use their language skills. Languages are also taught through purposeful cross curricular links, including Maths, Cooking, Dancing, P.S.H.E. and Geography. This is particularly evident during Spanish culture week, when children take part in a variety of activities linked to MFL and other curriculum areas.

MFL lessons begin in Key Stage 2, however, EYFS and KS1 join in with Spanish culture week and are also taught basic vocabulary by their teachers to encourage early language development and an introduction to MFL lessons. When children enter KS2, every class has a timetabled lesson slot each week which is taught by a Spanish language specialist. Teachers are present in classes during this time and this helps them to embed the skills of the specialist language teacher throughout the school day.

Spanish is taught via a topic approach which changes each half term. Each year group, follows differentiated learning outcomes that encourage children's understanding and knowledge of the Spanish language to deepen and progress. Our school works in collaboration with other local primary schools; here the subject leaders meet and discuss aspects of the Spanish curriculum, sharing good practice and ideas for purposeful teaching and learning.

## Impact

Topics are revisited each year with an added skill or challenge. This ensures that each topic is revisited regularly to embed each learning objective. The lesson structure each week also allows time to revisit the previous week's knowledge and build upon this. Children fill in 'I can' statements which link to the learning objectives before and after each topic is taught. This ensures that the children are progressing in Spanish and informs of gaps which need to be revisited. Subject and school leaders monitor the impact of our curriculum provision through completing regular monitoring, that includes listening to the voice of our children.

BEECH Y3	Autumn 1 2022 Early Language Immersion			Autumn 2 2022 Early Language Immersion	Spring 1 2023 Family	Spring 2 2023 Presenting Myself	Summer 1 2023 Romans	Summer 2 2023 At The Café
FOCUS	Aprendo Espanol (I Am Learning Spanish)			Las Estaciones (The Seasons)				
<b>Skills</b>	*Find Spain on a map of the world and be able to tell you some key facts about Spain / Spanish speaking countries. *Ask and answer the question 'How are you?' in Spanish. *Say hello and goodbye in Spanish. *Ask and answer the question 'What is your name?' in Spanish. *Count to 10 in Spanish. *Read, write, say and recognise ten colours in Spanish.			*Say at least one of the four seasons in Spanish (with the correct article/determiner) with accurate pronunciation. *Repeat a short phrase from memory connected to a season in Spanish. *Repeat a short phrase from memory connected to a season in Spanish. *Say why is it my favourite season using the conjunction 'porque' (because ).				
<b>Vocabulary</b>	Buenos días Hola ¿Cómo estás? Estoy bien Estoy mal Adiós Hasta luego ¿Cómo te llamas? Me llamo...	Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez	Rojo Azul Amarillo Verde Negro Blanco Gris Naranja Morado Marron	Las estaciones Nieva El invierno Las flores crecen La primavera Los pájaros cantan El verano Hace sol El otoño Hace calor En invierno Los árboles pierden sus hojas En primavera ¿Cuál es tu estación favorita? En verano Mi estación favorita es... En otoño Hace frío porque				

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Locate Spain, Madrid, and a few key cities on a map.</li> <li>Understand the Hispanic world better.</li> <li>Ask somebody how they are feeling and what their name is.</li> <li>Say how we are feeling and our names.</li> <li>Count to 10.</li> <li>Read, write, say, and recall ten different colours.</li> </ul> Phonics focus: CH J Ñ LL RR			<ul style="list-style-type: none"> <li>Name, recognise and remember all four seasons in Spanish.</li> <li>Say what our favourite season is in Spanish.</li> <li>Say why it is our favourite season in Spanish.</li> <li>Start to recognise and use the conjunctions 'y' (and) &amp; 'porque' (because) in our spoken and written responses.</li> </ul> Phonics focus: CH J Ñ LL RR						
<b>ASH Y4</b>	<b>Early Language Immersion</b>			<b>Early Language Immersion</b>			<b>Goldilocks</b>	<b>Clothes</b>	<b>Tudors</b>	<b>Olympics</b>
<b>Focus</b>	<b>Aprendo Espanol</b>			<b>Las Estaciones</b>						
<b>Skills</b>	<ul style="list-style-type: none"> <li>*Find Spain on a map of the world and be able to tell you some key facts about Spain / Spanish speaking countries.</li> <li>*Ask and answer the question 'How are you?' in Spanish.</li> <li>*Say hello and goodbye in Spanish.</li> <li>*Ask and answer the question 'What is your name?' in Spanish.</li> <li>*Count to 10 in Spanish.</li> <li>*Read, write, say and recognise ten colours in Spanish.</li> </ul>			<ul style="list-style-type: none"> <li>*Say at least one of the four seasons in Spanish (with the correct article/determiner) with accurate pronunciation.</li> <li>*Repeat a short phrase from memory connected to a season in Spanish.</li> <li>*Repeat a short phrase from memory connected to a season in Spanish.</li> <li>*Say why is it my favourite season using the conjunction 'porque' (because ).</li> </ul>						
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Maple Y5	Early Language Immersion			Early Language Immersion	Planets	Romans	Habitats	Weather
Focus	Aprendo Espanol			Las Estaciones				
<b>Skills</b>	<p>*Find Spain on a map of the world and be able to tell you some key facts about Spain / Spanish speaking countries.</p> <p>*Ask and answer the question 'How are you?' in Spanish.</p> <p>*Say hello and goodbye in Spanish.</p> <p>*Ask and answer the question 'What is your name?' in Spanish.</p> <p>*Count to 10 in Spanish.</p> <p>*Read, write, say and recognise ten colours in Spanish.</p>			<p>*Say at least one of the four seasons in Spanish (with the correct article/determiner) with accurate pronunciation.</p> <p>*Repeat a short phrase from memory connected to a season in Spanish.</p> <p>*Repeat a short phrase from memory connected to a season in Spanish.</p> <p>*Say why is it my favourite season using the conjunction 'porque' (because ).</p>				
<b>Vocabulary</b>	<p>Buenos días</p> <p>Hola</p> <p>¿Cómo estás?</p> <p>Estoy bien</p> <p>Estoy mal</p> <p>Adiós</p> <p>Hasta luego</p> <p>¿Cómo te llamas?</p> <p>Me llamo...</p>	<p>Uno</p> <p>Dos</p> <p>Tres</p> <p>Cuatro</p> <p>Cinco</p> <p>Seis</p> <p>Siete</p> <p>Ocho</p> <p>Nueve</p> <p>Diez</p>	<p>Rojo</p> <p>Azul</p> <p>Amarillo</p> <p>Verde</p> <p>Negro</p> <p>Blanco</p> <p>Gris</p> <p>Naranja</p> <p>Morado</p> <p>Marron</p>	<p>Las estaciones</p> <p>Nieva</p> <p>El invierno</p> <p>Las flores crecen</p> <p>La primavera</p> <p>Los pájaros cantan</p> <p>El verano</p> <p>Hace sol</p> <p>El otoño</p> <p>Hace calor</p> <p>En invierno</p> <p>Los árboles pierden sus hojas</p> <p>En primavera</p> <p>¿Cuál es tu estación favorita?</p> <p>En verano</p> <p>Mi estación favorita es...</p> <p>En otoño</p> <p>Hace frío</p> <p>porque</p>				
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Locate Spain, Madrid, and a few key cities on a map.</li> <li>Understand the Hispanic world better.</li> <li>Ask somebody how they are feeling and what their name is.</li> <li>Say how we are feeling and our names.</li> <li>Count to 10.</li> <li>Read, write, say, and recall ten different colours.</li> </ul> <p>Phonics focus: CH J Ñ LL RR</p>			<ul style="list-style-type: none"> <li>Name, recognise and remember all four seasons in Spanish.</li> <li>Say what our favourite season is in Spanish.</li> <li>Say why it is our favourite season in Spanish.</li> <li>Start to recognise and use the conjunctions 'y' (and) &amp; 'porque' (because) in our spoken and written responses.</li> </ul> <p>Phonics focus: CH J Ñ LL RR</p>				
WILLOW	Early Language Immersion			Early Language Immersion	At School	Weekend	What Is The Date?	Me In The World
Focus	Aprendo Espanol			Las Estaciones				
<b>Skills</b>	<p>*Find Spain on a map of the world and be able to tell you some key facts about Spain / Spanish speaking countries.</p> <p>*Ask and answer the question 'How are you?' in Spanish.</p> <p>*Say hello and goodbye in Spanish.</p> <p>*Ask and answer the question 'What is your name?' in Spanish.</p> <p>*Count to 10 in Spanish.</p>			<p>*Say at least one of the four seasons in Spanish (with the correct article/determiner) with accurate pronunciation.</p> <p>*Repeat a short phrase from memory connected to a season in Spanish.</p> <p>*Repeat a short phrase from memory connected to a season in Spanish.</p>				

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The teaching staff of John Blow School, collaboratively collated this, and supporting documents.

This curriculum is underpinned by the best practice and research guidance from the work of Mary Myatt, Marc Hayes, Twinkl, Focus Education and Oak Academy.

Our intent is to breathe life into the philosophy of education of our school: it is purpose enacted.

Our intent is for our whole curriculum is:

Balanced: promoting intellectual, moral, spiritual, aesthetic, creative, emotional and physical development.

Rigorous: to develop intra-disciplinary habits of mind; integrating the subject's knowledge and skills into a coherent whole.

Coherent: to make explicit connections and links between the different subjects/experiences encountered.

Vertically integrated: It focuses on progression by sequencing knowledge; provides clarity about what getting better at the subject means.

Appropriate: by matching levels of challenge to a pupil's current level of maturity/knowledge.

Focused: The curriculum is manageable by teaching the most important knowledge; identifying big ideas or key concepts within a subject.

Relevant: we sought to connect the valued outcomes of a curriculum to the pupils being taught; providing opportunities for our pupils to make informed choices.

