



Harbertonford Primary

Modern Foreign Languages Curriculum Plan



Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

We highly value languages as part of the children's entitlement to a broad and balanced curriculum. We aim to encourage children to develop an appreciation of languages and foster their curiosity of the wider world. Languages underpin the connections, cultural capital and communication skills needed to be global citizens and open doors to further opportunities.

By learning a different language, we are supporting opportunities to develop further fluency and linguistic agility, building foundations for learning further languages, and thereby equipping pupils to travel, study and work in other countries.

As a trust, we use the scheme La Jolie Ronde for Spanish.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

KS2 Year 3 Spanish Vocabulary List

uno	dos	tres	cuatro	cinco	seis	siete	ocho	nueve	diez
si	no	Hola	Buenos dias	Adios	Que tal?	muy bien	bien	Estupendo	Fantastico
regular	mal	gracias	un(a)	escuchad	mirad	sentaos	levantaos	repetid	silencio
venid aqui	Como te llamas?	Me llamo	Senor	Senora	Senorita	Y tu	Los numeros	Quantos anos tienes	Tengo...anos
rojo	azul	blanco	negro	amarillo	verde	naranja	rosa	morado	marron

gris	es	Las naranjas	Las peras	Las ciruelas	Las fresas	Las manzanas	Los tomates	Los platanos	Es bueno/es malo
La coca-cola	La limonada	El helado	La pizza	El chocolate	Los caramelos	Las patatas fritas	Las piruletas	El queso	El jamon

cero	once	doce	Los dias de la semana	lunes	martes	miercoles	jueves
viernes	sabado	domingo	enero	febrero	marzo	abril	mayo
junio	julio	agosto	septiembre	octubre	noviembre	diciembre	Maria
Jose	Jesus	los pastores	las ovejas	los reyes	un angel	el posadero	los ninos
Belen	el bebe	un regalo	una estrella	un establo	una habitacion	un juego	un libro
la ropa	un dvd	un balon de futbol	Querido(s)	Quisiera	Muchas gracias	Papa Noel	Los Reyes Magos
los corderos	los parajos	las flores	hace sol	esta lloviendo	un arco iris	hay	

KS2 Year 4 Spanish Vocabulary

una cabeza	una nariz	unos dientes	el pelo	unos ojos	una boca	unas orejas	grande	pequeno
gordo	largo	puntiagudo	la pierna	el pie	el estomago	el hombro	la rodilla	la mano
el brazo	Como se dice....en espanol?	Tiene	Tambien	el tigre	el elefante	el hipopotamo	el flamenco	el oso
el cerdo	el raton	el leon	la jirafa	el mono	el cocodrilo	el pinguino	Hay	el/ella/es
bastante	muy	grande	pequeno/pequeño	feroz	simpatico/simpatica	divertido/divertida	Que es?	un muneco de nieve
un sombrero	una bufanda	unos guantas	un abrigo	hace frio	nieva	te toca a ti	me toca a mi	el dado
Caramba!	Me gusta eso	Quien es?	el padre	papa	la madre	mama	el hermano	el abuelo
la abuela	mi	Tienes hermanos?	dos hermanos	tres hermanas	Si, tengo	No tengo hermanos/hermanas	No tengo hermanos ni hermanas	el gato
el raton	un perro	un hamster	un conejo	un pez	un pajar	un conejo de indias	una tortuga	Tengo
No tengo	y	tambien	bastante	bailar	nadar	jugar al futbol	comer en un restaurante	leer

ver la tele	ir al parque	Me gusta mucho	Me gusta	No me gusta	Te gusta?	Donde?	en barco	en coche
en autocar	en tren	en avion	hace calor	hace frio	mucho	un poco	un pantalon	un pantalon corto
una falda	un jersey	una camiseta	una camisa	un sombrero	un banador	unas gafas de sol		

KS2 Year 5 Spanish Vocabulary List

hay	y	en la esquina	muy	Navidad	la pasta	pero	el azucar	en primavera
un mercado	pequeno	bueno	bastante	Voy a	las patatas	tambien	los huevos	en verano
una tienda	tambien	pues	Los Reyes Magos	Otra vez	el jamon	Cereales con leche	la leche	llueve
un supermercado	grande	vamos a ver	La Nochebuena	treinta	el agua	Magdalenas	hace frio/calor	nieva
una oficina de correos	a la izquierda	si	La Nochevieja	cuarenta	el yogur	Galletas Maria	hace sol/viento	vivo en
un banco	a la derecha	por la manana	Papa Noel	cincuenta	las galletas	chocolate con	hace buen/mal tiempo	en el norte/sur/oests/este
un café	en el centro	por la tarde	La campana	mas que	de bolsa	churros	hay niebla	de Inglaterra
una plaza	Hay?	por la noche	Las uvas	Que vas a hacer?	las zanahorias	un zumo de naranja	esta lloviendo/nevando	
una tienda de ropa	aqui	a las diez	El reloj	el pan	los guisantes	Quieres?	en otono	
una catedral	esta	a las cuatro y media	Feliz Ano Nuevo	el arroz	la ensalada	Quisiera	en invierno	

KS2 Year 6 Spanish Vocabulary List

Presente	Tienes?	una corbata	un comedor	lujoso	un microondas	comer
Si señor/senora	aqui tienes/toma	Es feo/horrible/fabuloso/bonito	una cocina	arriba	una alfombra	visitar
No esta	Tengo/No tengo	Es medico	un cuarto de bano	abajo	una lampara	luego
un boligrafo	un pantalon	vendedor/vend	un garaje	la ventana	Vamos a	el museo

		edora				
un lapiz	un jersey	policia	un balcon	la piscina	ir	el castillo
una goma	una camisa	camarero/camarera	un jardin	una silla	salir	la playa
un sacapuntas	una falda	professor/profesora	un dormitorio	un sofa	estar	el zoo
unas tijeras	unos zapatos	una casa	bonito	una mesa	en	
un cuaderno	unos calcentines	un piso	magnifico	una nevera	un hotel/piso/camping	
una cartera	una sudadera	un salon	enorme	un estereo	una casa	

Children in EYFS and Key Stage 1 are exposed to other languages in an informal way, for example, answering the register in a different language or learning words from a different language linked to topic or music. Each half term all the children take part in a World Explorer Day where they “visit” different countries from different continents and learn some simple words or phrases from their language.

Key Stage 2 children are taught Spanish regularly (the equivalent of 30 minutes a week). La Jolie Ronde is used as the core curriculum and is supported by resources from a variety of other schemes where appropriate. Learning and curriculum objectives are tracked and evidenced on Microsoft SWAYs shared on Teams and in Spanish books. Examples of oral work are recorded at least once a term and added to SWAYs.

The National Curriculum

In Key Stage Two 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

Progression of Key Skills

Progression of Key Skills				
Key Stage 2				
Speaking/ Oral	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. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Describe people, places, things and actions orally and in writing.			
	Year 3	Year 4	Year 5	Year 6
	Can I engage in whole class discussions to answer questions? Can I recall and repeat phrases? Can I use new and learnt vocabulary to say phrases? Can I develop accurate pronunciation of words and phrases? Can I present ideas and information orally? Can I orally describe people and things? Can I begin to use a dictionary to understand new words?	Can I engage in whole class and partner discussions to answer questions? Can I recall and repeat phrases with growing confidence? Can I use familiar vocabulary to build basic sentences? Can I confidently use accurate pronunciation of words and phrases? Can I present ideas and information orally? Can I orally describe people and things? Can I begin to use a dictionary to understand new words?	Can I engage in conversation and express opinions as a response to others? Can I speak in full sentences using familiar vocabulary? Can I develop accurate pronunciation of words for familiar words and phrases? Can I begin to include intonation so that others understand what I am reading aloud? Can I present ideas and information orally to a small audience? Can I use a dictionary to understand new words? Can I introduce new words into my written works? Can I orally describe people, places and things?	Can I confidently engage in conversation and express opinions as a response to others? Can I confidently speak in full sentences using familiar vocabulary? Can I confidently develop accurate pronunciation of words for familiar words and phrases? Can I include intonation so that others understand what I am reading aloud? Can I present ideas and information orally to a range of audiences? Can I confidently use a dictionary to understand new words? Can I introduce new words into my written works? Can I orally describe people, places and things?
Writing	Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 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.			
	Year 3	Year 4	Year 5	Year 6
	Can I explore patterns and sounds of language through songs and rhymes? Can I begin to link patterns and sounds of language to spellings? Can I describe people, places, things orally and begin to complete these in writing?	Can I explore patterns and sounds of language through songs and rhymes? Can I link patterns and sounds of languages to spellings? Can I describe people, places, things orally and begin to complete these in writing?	Can I learn and memorise phrases? Can I begin to write phrases from memory? Can I express ideas clearly using memorised phrases? Can I write descriptions about people, places and things?	Can I learn and memorise phrases? Can I confidently write phrases from memory? Can I adapt phrases from memory to create new sentences? Can I confidently express ideas clearly using memorised phrases?

Listening	Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.			
	Year 3	Year 4	Year 5	Year 6
	Can I listen and respond to spoken language? Can I explore patterns and sound through songs and rhyme?	Can I listen and respond to spoken language? Can I explore patterns and sound through songs and rhyme?	Can I listen attentively to spoken language and respond by joining in? Can I confidently explore patterns and sound through songs and rhyme? Can I identify meaning of words through songs and rhymes by recognising patterns and sound?	Can I listen attentively to spoken language and respond by joining in? Can I confidently explore patterns and sound through songs and rhyme? Can I identify meaning of words through songs and rhymes by recognising patterns and sound?
Reading	Read carefully and show an understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.			
	Year 3	Year 4	Year 5	Year 6
	Can I read words and phrases carefully? Can I appreciate stories, songs, poems and rhymes in languages?	Can I read words and phrases accurately? Can I appreciate stories, songs, poems and rhymes in languages?	Can I read words, phrases and simple writing accurately? Can I appreciate stories, songs, poems and rhymes in languages?	Can I read words, phrases and simple writing accurately? Can I appreciate stories, songs, poems and rhymes in languages?

In order to assess impact - a guide

We measure the impact of MFL through the following methods:

- Observing children's speaking and listening using another language
- Using ICT, to gather images and videos of the children's speaking and listening
- Moderation of children's learning in INSETs and across our Academy, via MFL Hub Leads
- Annual reporting to parents on their child's progress
- Termly "BLINKS" and monitoring of SWAYs, ensuring knowledge and progression of skills is being taught
- Interviewing the children about their learning (Pupil Voice)