

The STM MFL Curriculum

National Curriculum aims & purpose:		Curriculum Design and Intent	
<p>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.</p> <p>Aims</p> <ul style="list-style-type: none"> • 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 • write at varying length, for different purposes and audiences, using a variety of grammatical structures • discover and develop an appreciation of a range of writing in the language studied 		<p>The intention of the Spanish curriculum at St Thomas More VCA is to design a curriculum so that our children are taught to develop an interest in learning other languages in a way that is creative, real and engaging. We encourage children's confidence and creative skills, as well as striving to stimulate and encourage children's curiosity about language. We will deliver lessons that will help children develop their awareness of cultural differences in other countries. We want our children to embed the skills of listening, speaking, reading and writing skills necessary to enable them to use and apply their Spanish learning in a variety of contexts and lay the foundations for future language learning.</p> <p>Our MFL curriculum is therefore designed to progressively develop children's skills in languages, through regularly taught lessons (from Year 3 to Year 6). Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Our children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games.</p>	
Links to learning in EYFS / Key Stage 1:	STM Connections Curriculum	STM Plus Curriculum	
<ul style="list-style-type: none"> • Extends vocabulary, especially grouping and naming, exploring the meaning and sounds of new words. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 	<ul style="list-style-type: none"> • English - understanding of tense, person and verb conjugation; application of phonological knowledge (and identifying where Spanish follows different rules); use of reading skills to tackle new vocabulary, summarise texts and infer meaning. • Geography - links to understanding cultures, languages and ways of life elsewhere in the world. • Art - exploring the life and work of artists such as Monet and Seurat. • Drama - role play should form a significant part of language teaching, with children improvising and developing dialogue based around simple contexts. • Maths - counting and completing simple maths activities in Spanish, telling the time, talking about time, money and shapes in both Spanish and English. 	<ul style="list-style-type: none"> • Meet and talk to fluent Spanish speakers (possibly secondary school language teachers to support transition for Year 6) • Learn about the other languages spoken in their class / year group / phase, with bilingual children given the opportunity to share their language with others • Take part in role-play and drama activities using a foreign language • Learn about life in Spain and its similarities and differences to the UK as part of their geography learning, to support their understanding • Read foreign translations of books they know and Spanish-language versions of familiar films and TV shows, to both support language acquisition and intercultural understanding. 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonetics 1 & I'm Learning Spanish (E)	Animals (E)	Fruits (E)	Musical Instruments (E)	Little Red Riding Hood (E)	I can...(E)
Year 4	Phonetics 2 & Presenting Myself (I)	Family (I)	My Home (I)	Habitats (I)	Classroom (I)	Goldilocks (I)
Year 5	Phonetics 3 & Do you have a pet? (I)	What is the date (I)	The Weather (I)	Clothes (I)	Romans (I)	Olympics (I)
Year 6	Phonetics 4 & At School (P)	Healthy Me (P)	The Weekend (P)	World War II (P)	The Planets (P)	Me in the World (P)

Year Group	Speaking	Listening	Reading	Writing	Grammar
Year 3	<ul style="list-style-type: none"> • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). • Speak aloud familiar words or short phrases in chorus. • Use correct pronunciation when speaking and start to see links between pronunciation and spelling. 	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). • Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • Read aloud familiar words or short phrases in chorus. 	<ul style="list-style-type: none"> • Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). 	<ul style="list-style-type: none"> • Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.
Year 4	<ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. • Present short pieces of information to another person. • Apply phonic knowledge to support speaking (also reading and writing). 	<ul style="list-style-type: none"> • Listen for and identify specific words and phrases in instructions, stories and songs. • Follow a text accurately whilst listening to it being read. 	<ul style="list-style-type: none"> • Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	<ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. • Introduce and use the negative form. • Begin to look at what a fully conjugated verb looks like.
Year 5	<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. • Understand and express simple opinions using familiar topics and vocabulary 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<ul style="list-style-type: none"> • Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). 	<ul style="list-style-type: none"> • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) • Check spellings with a dictionary. 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. • Use the negative form, possessives and connectives. • Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

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| <ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. • Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • Use connectives to link together what they say so as to add fluency. | <ul style="list-style-type: none"> • Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. • Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear. | <ul style="list-style-type: none"> • Read aloud with expression and accurate pronunciation. • Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)). | <ul style="list-style-type: none"> • Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). • Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) • Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). | <ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. • Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. • Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant). |
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