

**Curriculum Aims and Overview**

The study of modern foreign languages is a liberation from insularity and provides and 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 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.

**Scope and Sequencing**

The sequence of MFL starts with a focus on building a solid understanding of phonics - a strong awareness of phonology is important. When listening to the language, pupils’ ability to understand and visualise the language is supported by having a strong phonological awareness. The ability to decode words – turn the written word into sounds – also helps learners when reading texts, enhances autonomy and can improve vocabulary learning. They are not reductivist but rather they enable the progress that is necessary to achieve the goals of language learning: it is these things that will enable pupils to learn the language so they can converse fluently, fully explore cultures and increase their economic prospects. In Year 3, children will be introduced to phonics in Spanish by imitating pronunciation of sounds and recognise how sounds are presented in written form. An example of this in year 3 is we would introduce the children to general greetings. By Year 6, Children will also be given the opportunities to discuss patterns they see in foreign languages.

**There are four core pillars underpinning the discipline of MFL:**

1. Language enquiry exposes pupils to key questions and gives them the opportunity to ask their own questions.

2. Language enquiry relies on pupils acquiring sufficient substantive knowledge.

3. Alongside this knowledge, pupils are given the opportunity to develop disciplinary knowledge

4. Finally, pupils learn to communicate language findings in a sequenced, coherent manner both in verbal and written form.

Identifying and combining these core pillars work towards the overall goal of languages education – inspiring pupils with a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. Languages are an integral part of the curriculum as they open the mind to other cultures, build cultural capital and liberate from insularity.

**Substantive and Disciplinary Content in Modern Foreign Languages**

Every subject is unique and includes its own substantive content and disciplinary content. The INSPIRE curriculum is designed to ensure that pupils not only have broad and strong substantive knowledge but also understanding of the discipline of languages. Pupils learn both language ‘facts’ and how to make sense of them simultaneously. When pupils learn languages, they tackle these two closely linked types of content, each dependent on the other with each playing a vital part in securing **scope, coherence, rigour and sequencing**.

**Substantive Knowledge**

Modern foreign languages is a cumulative and synoptic discipline. Pupils’ knowledge of what we often call substantive concepts such as ‘greetings’ ‘phonics’ and ‘the alphabet’ come up time and time again in the language’s curriculum. We know if pupils are able to build up knowledge of these concepts, building richer and richer schemata of these concepts and terms over time, it can help them access increasingly complex material throughout the curriculum, which helps them to learn, understand and remember more – meaning they make more progress.

**Disciplinary Knowledge**

Learning modern foreign languages involves the development of both substantive knowledge (the ‘stuff’ of languages) and familiarity with the ‘second-order’ or procedural disciplinary concepts, that shape the way in which the ‘stuff’ or ‘substance’ is understood, organised and debated, as well as the ways in which it is actually generated.

The simplest way to think about the difference is – the substantive knowledge is the **‘what**’ and the disciplinary knowledge is the **‘how’.**

As we’re teaching we need to interweave the **what** and the **how** for our children. Thinking linguistically is vital. Simply 'knowing' the greeting for hello or the name of a piece of clothing, in itself, is not linguistically thinking. The best we could say is that it *enables* linguistic thinking. We need facts in order to think, but we also need concepts to enable us to group bits of information, or facts, together.

**Core Concepts**

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|  | **BIG IDEAS – SUBSTANTIVE CONCEPTS** | | | |
| **S.C. 1 – Phonics** | **S.C. 2 - Vocabulary** | **S. C. 3 - Grammar** | | |
| Phonics  Grapheme – Phoneme correspondence  Pronunciation | Greetings  Personal details  Verb lexicon  Synonyms  Antonyms | Nouns  Verb groups  Adjectives  Formation rules (past, present, future)  Syntax  Gender | | |
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| **THINKING AS A LINGUIST – DISCIPLINARY CONCEPTS** | | |
| **D.C. 1 – Comprehending Language** | **D.C. 2 – Language Production** | **D.C. 3 – Intercultural Understanding** |
| Listening  Reading | Writing  Speaking | Culture  Diversity |

**Whole School Overview**

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| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  | Significant People  SMSC Link  Dig Deeper  Recommended Texts | Significant People  SMSC Link  Dig Deeper  Recommended Texts | Significant People  SMSC Link  Dig Deeper  Recommended Texts | Significant People  SMSC Link  Dig Deeper  Recommended Texts |
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| **Year Group and**  **Unit Theme** | **Substantive Concept** | **Substantive Knowledge** | **Disciplinary Concept** | **Disciplinary Knowledge** | **Previous Learning** | **Enquiry Questions** | **Tier 2 Vocabulary** | **Tier 3 Vocabulary** |
| Y3      Unit 1  All About Me | VOCABULARY AND PHONICS | Alphabetical sounds in Spanish    Differences in phonemes and graphemes  ll, n (with tilde) j & q (k sound)  Punctuation – question marks, exclamation marks and accents    Ask and respond to greetings  Numbers 0-10  Giving and asking ages and names  Simple question about feelings | Comprehending language through listening  Language production through speaking | Show that he/she recognises words and phrases heard by responding appropriately  Follow simple instructions and link pictures or actions to language  When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.  Ask and answer simple questions, for example about personal information  Repeat sentences heard and make simple adaptions to them  Use mostly accurate pronunciation and speak clearly when addressing an audience | What is Spain?  What is Spanish?  Where is Spanish spoken?  Has anyone been to Spain? | Learning Point 1: How can we greet someone in Spanish?    Learning Point 2: How are you? (ask and respond)    Learning Point 3: What is your name? (ask and respond)    Learning Point 4: How do you say numbers 0-10?    Learning Point 5: What’s your age? (ask and respond)      Assessment: Speaking and listening activity (summarising main enquiry questions) | Hello  Goodbye  How are you?  (informal)  How are you? (formal)  Fantastic  Very good  Good  Normal  Bad    Very bad  Thank you  Good morning  Good afternoon  Good evening  What is your name?  My name is....  I am...  How old are you?    I am \_\_\_ years old. | Hola  Adiós  ¿Qué tal?  ¿Comó estás?  Fantástico  Muy bien  Bien  Normal  Mal  Muy mal  Gracias  Buenos días,  buenos tardes,  buenas noches,  ¿Cómo te llamas?  Me llamo…  Soy...  ¿Cuántos años tienes ?  Tengo \_\_ años, |

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| Y3      Unit 2  Days, Months and Seasons | VOCABULARY AND PHONICS | Alphabetical sounds in Spanish    Differences in phonemes and graphemes  ll, n (with tilde) j & q (k sound) v, c  Days of the week  Months of the year  Four seasons | Comprehending language through listening and reading  Language production through speaking | Show that he/she recognises words and phrases heard  Follow simple instructions and link pictures (e.g.seasons) to language  When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.  Repeat vocabulary heard and make links to knowledge in prior language  Use mostly accurate pronunciation and speak clearly when addressing an audience | Days of the week, months of year and seasons in English | Learning Point 1: Can I say my days of the week in Spanish?    Learning Point 2: Autumn and the months    Learning Point 3: Winter and the months    Learning Point 4: Spring and the months    Learning Point 5: Summer and the months      Assessment: Match up/recall activity for days and months and seasons | Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday  January  February  March  April  May  June  July  August  September  October  November  December  Spring  Autumn  Winter  Summer | Lunes  Martes  Miércoles  Jueves  Viernes  Sábado  Domingo  Enero  Febrero  Marzo  Abril  Mayo  Junio  Julio  Agosto  Septiembre  Octubre  Noviembre  Diciembre  Primavera  Otoño  Invierno  Verano |

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| Y3      Unit 3  Colours,  11-20 numbers &  Phonics | VOCABULARY AND PHONICS | Alphabetical sounds in Spanish    Differences in phonemes and graphemes  ll, n (with tilde) j, q (k sound) rr, z, c, v & ó  Punctuation – question marks, exclamation marks & accents    Numbers 11-20  Identify colours  Ask and answer ‘What colour is it?’  Tell someone their favourite colour | Comprehending language through listening  Language production through speaking | Show recognition of words and phrases by responding appropriately    Link pictures to language    Join in with repeated sections of rhymes or songs    Identify phonemes  Use mostly accurate pronunciation    Speak clearly when addressing an audience    Use simple adjectives such as colours and sizes to describe objects | Numbers to 10 | Learning Point 1: How do you say the numbers 11-20?    Learning Point 2: Can you count to 20?    Learning Point 3: Can you name these colours?    Learning Point 4: What colour is it?    Learning Point 5: What is your favourite colour?      Assessment: Matching colours and numbers activity. | 11  12  13  14  15  16  17  18  19  20  Red  Blue  Green  Yellow  Orange  Purple  Pink  Grey  White  Brown  What colour is it?  My favourite colour is... | Once  Doce  Trece  Catorce  Quince  Dieciséis  Diecisiete  Dieciocho  Diecinueve  Veinte  Rojo  Azul  Verde  Amarillo  Naranja  Morado  Rosa  Gris  Blanco  Marrón  ¿De qué color es?  Mi color favorito es… |

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| Y3      Unit 4  Tienes....?  (animals and siblings) | VOCABULARY  PHONICS  GRAMMAR | Alphabetical sounds in Spanish    Differences in phonemes and graphemes  ll, n (with tilde) j, q (k sound) rr, z, c, v, ó & h  Punctuation – question marks and exclamation marks, accents    Gender – el/la un/una  Plurals  Using ‘y’ (and) to combine ideas  Brothers and sisters (how many)  Pets (how many and colours)  Reading simple sentences using above knowledge | Comprehending language through listening & reading  Language production through speaking & writing  Intercultural Understanding | Show that he/she recognises words and phrases heard by responding appropriately  Follow simple instructions and link pictures or actions to language  Ask and answer simple questions, for example about personal information  Repeat sentences heard and make simple adaptions to them  Use mostly accurate pronunciation and speak clearly when addressing an audience  Use simple adjectives such as colours when describing objects | Numbers 0-20  Colours | Learning Point 1:How many brothers or sisters do you have?    Learning Point 2: What pets do people keep?    Learning Point 3: How many pets do you have?    Learning Point 4: What colour is your pet?      Assessment: Written task. Write sentences saying how many brothers or sisters, what pets, how many and what colour they are.  Intercultural Understanding: How is Easter celebrated in Spain? (Semana Santa/ Holy Week) | Do you have siblings?  Yes/No  I have siblings  I have \_\_ brother/sister  Do you have animals?  Pets  Tortoise  Rabbit  Dog  Cat  Snake  Fish  Bird  Hamster  Rat  I have a black cat | ¿Tienes hermanos?  Sí/no  Tengo hermanos  Tengo \_\_ hermano/a  ¿Tienes animales?  Mascotas  Una tortuga  Un conejo  Un perro  Un gato  Una serpiente  Un pez  Un parájo  Un hámster  Un ráton  Tengo un gato negro |

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| Y3      Unit 5  Mi familia | VOCABULARY VERB CHOICES  GRAMMAR  SYNTAX | Alphabetical sounds in Spanish    Differences in phonemes and graphemes  ll, n (with tilde) j, q (k sound) rr, z, c, v, ó, h, u, I & ay  Punctuation – question marks and exclamation marks, accents    Gender – el/la un/una  Plurals  Using ‘y’ (and) to combine ideas  Family members (names and ages)  Using ‘Tiene’ and ‘se llama’  Reading and writing simple sentences using above knowledge | Comprehending language through listening  Language production through speaking and writing | Show that he/she recognises words and phrases heard by responding appropriately  Ask and answer simple questions, for example about personal information  Repeat sentences heard and make simple adaptions to them  Use mostly accurate pronunciation and speak clearly when addressing an audience  Write some single words from memory  Record descriptive sentences using a word bank  Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles  Have basic understanding of the usual order of words in sentences in the target language  Recognise some familiar words and phrases in written form  Learn and remember new words encountered in reading | Brothers and sisters  How old are you?  What is your name?  Numbers to 20 | Learning Point 1: Who makes up a family?    Learning Point 2: Who is in your family?    Learning Point 3: What are your family members called?    Learning Point 4: How old are your brothers and sisters?    Learning Point 5: Who is in my family? (Listening activity)      Assessment: Written task – Write a short paragraph describing their family | Mum  Dad  Brother  Sister  Grandma  Grandad  Uncle  Auntie  Cousin (M)  Cousin (F)  Cousins  In my family...  There is...  (family member) is called...  He/she is \_\_\_ years old | Madre  Padre  Hermano  Hermana  Abuela  Abuelo  Tío  Tía  Primo  Prima  Primos  En mi familia …  Hay..  (family member) se llama...  Tiene \_\_ años |

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| Y3      Unit 6  Numbers 21-31  Birthdays  Personal Profiles | PHONICS  VOCABULARY  GRAMMAR (GENDER /NOUNS/ ADJECTIVES) | Alphabetical sounds in Spanish    Differences in phonemes and graphemes  ll, n (with tilde) j, q (k sound) rr, z , c, v, ó, h, u, I & ay  Punctuation – question marks and exclamation marks, accents    Gender – el/la un/una  Plurals  Using ‘y’ (and) to combine ideas  Describe themselves (name/age/birthday)  Family members (names and ages)  Using ‘Tiene’ and ‘se llama’  Reading and writing simple sentences using above knowledge | Comprehending language through listening & reading  Language production through speaking & writing  Intercultural Understanding | Show that he/she recognises words and phrases heard by responding appropriately  Ask and answer simple questions, for example about personal information  Repeat sentences heard and make simple adaptions to them  Use mostly accurate pronunciation and speak clearly when addressing an audience  Write some single words from memory  Record descriptive sentences using a word bank  Use simple adjectives such as colours and sizes to describe things in writing  Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles  Have basic understanding of the usual order of words in sentences in the target language | Numbers 1-20  Months of the year  My name is...  I am ….years old  Family members (names and ages)  Pets | Learning Point 1: Can we count to 31?    Learning Point 2:When is your birthday?    Learning Point 3/4: Can you describe yourself? (Fact-file)        Assessment: Speaking and listening activity – Orally present their written fact-files  Intercultural Understanding – What is daily life like in Spain?[Daily Life in Spain - Fun Kids - the UK's children's radio station (funkidslive.com)](https://www.funkidslive.com/learn/where-in-the-world-spain/daily-life-spain/) | 21  22  23  24  25  26  27  28  29  30  31  When is your birthday?  My birthday is the 10th March  All previous vocabulary | Veintiuno  Veintidós  Veintitrés  Veinticuatro  Veinticinco  Veintiséis  Veintisiete  Veintiocho  Veintinueve  Treinta  Treinta y uno  ¿Cuándo es tu cumpleaños?  Mi cumpleaños es el diez de marzo  All previous vocabulary |