

**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 SynonymsAntonyms  | 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** |
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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 1All 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)          |  HelloGoodbyeHow are you?(informal)How are you? (formal)FantasticVery goodGoodNormalBad Very badThank youGood morningGood afternoonGood eveningWhat is your name?My name is....I am...How old are you? I am \_\_\_ years old. | HolaAdiós ¿Qué tal?¿Comó estás? Fantástico Muy bien Bien Normal MalMuy 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 2Days, Months and Seasons   | VOCABULARY AND PHONICS  | Alphabetical sounds in Spanish  Differences in phonemes and graphemes ll, n (with tilde) j & q (k sound) v, cDays of the week Months of the yearFour 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          | MondayTuesdayWednesdayThursdayFridaySaturday Sunday JanuaryFebruaryMarchAprilMayJuneJuly AugustSeptemberOctoberNovemberDecemberSpringAutumnWinterSummer  | Lunes MartesMiércolesJuevesViernesSábado Domingo Enero FebreroMarzoAbrilMayoJunioJulio AgostoSeptiembreOctubreNoviembreDiciembrePrimaveraOtoñoInviernoVerano |

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| Y3  Unit 3Colours, 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 11-20Identify coloursAsk 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 phonemesUse 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.          |  11121314151617181920RedBlueGreenYellowOrangePurplePinkGreyWhiteBrownWhat colour is it?My favourite colour is... | OnceDoceTreceCatorceQuinceDieciséisDiecisieteDieciochoDiecinueveVeinte RojoAzulVerdeAmarilloNaranjaMorado RosaGrisBlancoMarrón ¿De qué color es?Mi color favorito es… |

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| Y3  Unit 4 Tienes....? (animals and siblings)    | VOCABULARYPHONICSGRAMMAR | Alphabetical sounds in Spanish  Differences in phonemes and graphemes ll, n (with tilde) j, q (k sound) rr, z, c, v, ó & hPunctuation – question marks and exclamation marks, accents  Gender – el/la un/unaPluralsUsing ‘y’ (and) to combine ideasBrothers and sisters (how many)Pets (how many and colours)Reading simple sentences using above knowledge   | Comprehending language through listening & readingLanguage 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 audienceUse simple adjectives such as colours when describing objects |  Numbers 0-20Colours  | 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/NoI have siblingsI have \_\_ brother/sisterDo you have animals?PetsTortoiseRabbitDogCatSnakeFishBirdHamsterRatI have a black cat  | ¿Tienes hermanos? Sí/noTengo hermanosTengo \_\_ hermano/a ¿Tienes animales?MascotasUna tortugaUn conejoUn perroUn gatoUna serpienteUn pezUn parájoUn hámsterUn rátonTengo un gato negro |

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| Y3  Unit 5Mi familia    | VOCABULARY VERB CHOICESGRAMMARSYNTAX  | 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 & ayPunctuation – question marks and exclamation marks, accents  Gender – el/la un/unaPluralsUsing ‘y’ (and) to combine ideasFamily 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 appropriatelyAsk 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 audienceWrite 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 sistersHow 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         |  MumDadBrotherSisterGrandmaGrandadUncleAuntieCousin (M)Cousin (F)CousinsIn my family...There is...(family member) is called...He/she is \_\_\_ years old  | MadrePadreHermanoHermanaAbuelaAbueloTío TíaPrimoPrimaPrimosEn mi familia …Hay..(family member) se llama...Tiene \_\_ años |

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| Y3  Unit 6Numbers 21-31Birthdays Personal Profiles    | PHONICSVOCABULARYGRAMMAR (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 & ayPunctuation – question marks and exclamation marks, accents  Gender – el/la un/unaPluralsUsing ‘y’ (and) to combine ideasDescribe 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 & readingLanguage production through speaking & writingIntercultural 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 audienceWrite some single words from memory  Record descriptive sentences using a word bank  Use simple adjectives such as colours and sizes to describe things in writingUnderstand 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 1-20Months of the year My name is...I am ….years oldFamily 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/)          | 2122232425262728293031When is your birthday?My birthday is the 10th March All previous vocabulary |  VeintiunoVeintidósVeintitrésVeinticuatroVeinticincoVeintiséisVeintisieteVeintiochoVeintinueveTreintaTreinta y uno¿Cuándo es tu cumpleaños?Mi cumpleaños es el diez de marzoAll previous vocabulary |