



SUBJECT OVERVIEW: MFL

BRIDGEWATER PRIMARY SCHOOL



The MFL curriculum for KS2 follows the broad guidelines set out in the KS2 Framework for Languages (DFE, 2005) and the new National Curriculum – Programmes of Study (2014).

We aim to provide the best possible opportunities for our children, to ensure that there is continuity and progression in both skills and content across all year groups.

Spanish is taught in weekly sessions to all children from years 3 to year 6 for 30 minutes. We will begin to celebrate a Spanish Day every year when the whole school focuses on Spanish language and culture from Spanish speaking countries.

From Years 3-6 we strive to provide an appropriate balance of spoken and written language. By using practical communication, we enable our pupils to understand and communicate their ideas, facts and feelings in both speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Our curriculum at Bridgewater is centered around the National Curriculum:

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.

Through the course of the year, children are taught to know and understand how to:

- Ask and answer questions
- Use correct pronunciation
- Memorise words
- Interpret meaning
- Understand basic grammar
- Work in pairs and groups to communicate in Spanish
- Read from a variety of texts
- Write words, phrases and sentences using a model
- Write from memory, using their knowledge of sounds and spellings



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- Look at life in another culture.

We emphasise listening, responding and speaking skills and develop reading and writing skills, to help the children gain an all-round understanding of the language. We use a multi-sensory and kinaesthetic approach to teaching (introducing a physical element in games and songs) to help reinforce memory. The skills taught in each year are revised and built upon to ensure progression. We use the Catherine Cheater Scheme of Work to support our delivery of the MFL curriculum.

Year 3 coverage 2015-2016

Term 1	Term 2	Term 3
Numbers 0 - 10 greetings classroom phrases Colours <ul style="list-style-type: none"> • rojo • verde • azul • amarillo • gris Questions <ul style="list-style-type: none"> • asking and giving name • asking how something is spelt • ¿Quién es? Hola, señor / señora / señorita Buenos días Aquí hay Felices Navidades Animals <ul style="list-style-type: none"> • un gato • un mono • un perro some alphabet letters	Numbers 11- 15 ¡Feliz año nuevo! some alphabet letters vocal consonante en voz alta en voz baja quiero por favour gracias aquí tienes Animals <ul style="list-style-type: none"> • un caballo • un cocodrilo • un cisne • un tigre • una araña • una paloma ¿Qué es? No	Recap of terms 1 and 2 Numbers 16 - 31 days of the week months of the year presente hoy es punto coma en la bolsa hay ¿Qué fecha es hoy?



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Years 4, 5 and 6 coverage 2015-2016

Term 1	Term 2	Term 3
<p>Recap of Year 3 coverage.</p> <p>Greetings and replies; ¿Como estas? Bien/asi asi/no muy bien</p> <p>Questions and answers; ¿Quien esta? + present participle</p> <p>¿Que estan haciendo?</p> <p>Adjectives e.g. Blanco, negro</p> <p>Adverbial phrase En la jungle</p> <p>Present participles Volanda, nadando, trotando, corriendo</p>	<p>Vocabulary for creating sentences, e.g.</p> <ul style="list-style-type: none">• A preposition-hay• A conjunction - y• Some nouns- un, erizo, un zorro, un jabali, una jirafa, el jardin, el zoo. <p>Verb Tengo hambre/sed/sueño</p> <p>Possessive adjective Mi</p> <p>Questions and answers; ¿Donde vives? E.g. Vivo en Jaca.</p> <p>¿Cuantos años tienes? E.g. Tengo ocho años</p> <p>Qué hora es? E.g. Son las dos</p> <p>Some nouns Amigo, amiga</p> <p>Conjunction Con</p>	<p>Recap of terms 1 and 2</p> <p>Verbs Quiero comer/beber/dormir</p> <p>Questions and answers ¿Qué te pasa? E.g. Tengo hambre</p> <p>¿Qué quieres hacer? E.g. Quiero comer.</p> <p>¿Cuando es tu cumpleaños?</p>