

Modern Foreign Languages

Long Term Plan

Archbishop Runcie CE First School



Vision

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world. Everyone associated with our school will experience life in all its fullness, as promised by Jesus. We do so with **Love and Determination**.

Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

Mission Statement:

At ARFS, we promote educational excellence, for everyone. Our purpose in education is to enable the children, families, staff, Governors and the wider community we serve to flourish. The Christian values of **Love and Determination** are at the core of teaching and culture within the school. We believe this makes us distinctive in the learning experience on offer. This is firmly rooted in the following epistle:

Be on your guard; stand firm in the faith; be courageous; be strong.

Do everything in love.

1 Corinthians 16:13-14

Intent	Implementation	Impact and Next Steps
<p>At Archbishop Runcie CE First School, we intend for children to learn languages not just because it is a National Curriculum requirement but because, in order to experience life in all its fullness as promised by Jesus, learning another language and culture allows children to see the world differently, appreciate and celebrate difference, and open up new cultures and opportunities beyond Gosforth.</p> <p>We intend for children to leave Archbishop Runcie able to converse in a foreign language, write in basic sentences using a range of adjectives and nouns within the present tense, and begin to see links between English and the language studied (e.g. common etymological links and beginning to see how this is similar across other languages).</p> <p>Through our Spanish curriculum, we intend that children are able to discover and develop an appreciation of the language, being able to understand and respond to a variety of written language from multiple sources. Children will write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p> <p>Aside from the spoken and written language, we intend for children to leave Archbishop Runcie with a strong awareness, understanding and interest of the culture of the countries where the language is spoken.</p>	<p>Children at this school learn Spanish for a number of reasons:</p> <ul style="list-style-type: none"> - It is the Key Stage 2 language taught at the next school where most of our children go onto. - As per the National Curriculum, children should learn one language consistently throughout their time to ensure substantial progress. - Spanish is phonetically more straightforward to learn than many other languages, including French. This ensures a lower barrier of initial entry and higher chance of initial engagement. <p>Lessons are taught discretely in Key Stage 2 and are taught weekly. Alongside this, Spanish vocabulary is encouraged to be used daily e.g. saying what the weather is like, the register etc.</p> <p>In addition, Spanish-speaking countries' cultures are celebrated both within lessons and beyond to show that learning languages is not just a formal academic study but is part of understanding the culture of other countries (and that Spanish is not just the language of Spain).</p> <p>The school works closely with Head of Spanish at GCMS in order to prepare children for transition to Upper Key Stage 2 expectations of being able to read, write, listen to and speak Spanish.</p> <p>Assessment for learning opportunities are used to enhance teaching and learning in Spanish.</p> <p>Progress in Spanish is shared with parents in the annual report.</p> <p>Children also have the option to attend French Club as a lunchtime club, to enhance their exposure to different languages and cultures, and to compare and contrast the two Romance languages.</p>	<ul style="list-style-type: none"> ▪ Children have the knowledge and skills they need to succeed in Spanish at Middle School. ▪ They talk positively about their learning in Spanish and develop a thirst for further language learning. ▪ Children are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say in Spanish. ▪ Children leave school with a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences.

Year 3	Autumn Term		Spring Term		Summer Term	
MFL focus	Introduction to Spain/Spanish culture Greetings song Greetings: How are you? What is your name? Numbers 0-10	Greetings: How old are you? Where do you live? Numbers 11-20 Christmas in Spain- Spanish songs, Christmas traditions	Colours Alphabet Numbers 21-30 Recap greetings (in conversation) + numbers	Days of the week Months Numbers 31-40 Recap greetings (in conversation) + numbers	Pets ¿Tienes una mascota? Me gusta/No me gusta Recap of knowledge + apply new vocabulary learning in conversations	Spanish Story project- Caperucita Roja (Little Red Riding Hood) Spanish celebration day
National Curriculum Coverage (declarative knowledge)	Listen attentively to spoken language and show understanding by joining in and responding. Appreciate stories, songs, poems and rhymes in the language.	Speak in sentences, using familiar vocabulary, phrases and basic language structures. Listen attentively to spoken language and show understanding by joining in and responding.	Listen attentively to spoken language and show understanding by joining in and responding. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Appreciate stories, songs, poems and rhymes in the language. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
Specific vocabulary to teach	Hola Adiós ¿Qué tal? Bien Mal ¿Cómo te llamas? Uno dos tres cuatro cinco seis siete ocho nueve	¿Cuántos años tienes? ¿Dónde vives? once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte	Rojo azul verde Naranja negro marrón Blanco violeta gris Veintiuno veintidós veintitres veinticuatro veinticinco veintiséis veintisiete veintiocho veintinueve treinta	Lunes martes miércoles jueves viernes sábado domingo Enero Febrero Marzo Abril Mayo Junio Julio Agosto Septiembre Octubre Noviembre Diciembre	Gato perro pez hámster serpiente pájaro ratón conejo cobaya tortuga ¿Tienes una mascota? Me gusta No me gusta	Vocabulary linked to key text
Why this? Why now?	The start of Spanish lessons in KS2- finding out what the children know already/links to Spain	Broadening of greetings to ask and respond to Link to Christmas and Spanish culture/festivities	Broaden vocabulary knowledge + building on previous questions	Vocabulary knowledge widening to write the date in Spanish	Introduce new vocabulary + apply with previous question stems/knowledge	Celebration of topic to finish school year + introducing Spanish story project to contextualise language learning skills
Lesson Progression	Lesson 1- What do I know about Spain? Introduction to Spain/Spanish Culture	Lesson 1- Recap previous learning + apply in conversations	Lesson 1- Recap previous learning + apply in conversations	Lesson 1- Recap previous learning + apply in conversations	Lesson 1- Recap previous learning + apply in conversations	Lesson 1- Recap previous learning + apply in conversations
	Lesson 2- Greetings song	Lesson 2- Numbers 11-20	Lesson 2- Numbers 21-30	Lesson 2- Numbers 31-40	Lesson 2- Pets- oral practise + drama game	Lesson 2- Read story + discuss
	Lesson 3- Numbers 0 – 10	Lesson 3- ¿Cuántos años tienes?	Lesson 3- Colours- oral practise	Lesson 3-Days of the week	Lesson 3- Pets- in written context	Lesson 3- Read story together + act out
	Lesson 4-¿Qué tal? + responses	Lesson 4- ¿Dónde vives?	Lesson 4- Colours- apply in written context	Lesson 4- Months- oral practise	Lesson 4- ¿Tienes una mascota?	Lesson 4- Rehearse key scenes + key vocab

	Lesson 5- ¿Cómo te llamas?	Lesson 5- apply in conversations	Lesson 5- Alphabet	Lesson 5- Months- apply in written context	Lesson 5- ¿Tienes una mascota? + add some description e.g. colour/size etc.	Lesson 5- Perform
	Lesson 6- Practise both greetings + conversations	Lesson 6- Christmas in Spain (songs)	Lesson 6- Alphabet (¿Cómo se escribe tu nombre?)	Lesson 6- Write date in Spanish (Que es la fecha?)	Lesson 6- Me gusta/no me gusta + animales	Lesson 6- Revision lesson
	Lesson 7- Revision session + flamenco celebration	Lesson 7- Christmas in Spain (crafts + poems)	Lesson 7- Revision session + apply new learning in conversations	Lesson 7- Revision session + apply new learning in conversations	Lesson 7- Revision session + apply new learning in conversations	Lesson 7- Spanish celebration
Ongoing Teaching	<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, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation 		<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, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation 		<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, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation 	

Year 4	Autumn Term		Spring Term		Summer Term	
MFL focus	Revision + recap from Year 3	Numbers 41- 50 Weather Phonics	Numbers 51 – 60 Body parts Phonics	Numbers 61 – 70 Classroom instructions Phonics	Numbers 71- 80 Fruit and vegetables Snacks Me gusta/No me gusta	La oruga muy hambrienta (The very hungry caterpillar) Spanish Fiesta
National Curriculum Coverage (substantive knowledge)	Speak in sentences, using familiar vocabulary, phrases and basic language structures. Listen attentively to spoken language and show understanding by joining in and responding.	Speak in sentences, using familiar vocabulary, phrases and basic language structures. Listen attentively to spoken language and show understanding by joining in and responding.	Speak in sentences, using familiar vocabulary, phrases and basic language structures. Listen attentively to spoken language and show understanding by joining in and responding.	Speak in sentences, using familiar vocabulary, phrases and basic language structures. Listen attentively to spoken language and show understanding by joining in and responding.	Speak in sentences, using familiar vocabulary, phrases and basic language structures. Listen attentively to spoken language and show understanding by joining in and responding.	Appreciate stories, songs, poems and rhymes in the language. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
Specific vocabulary to teach	See above (Year 3)	Hay tormenta hace sol hace frio Esta nublado Está lloviendo Esta nevando ¿Qué tiempo es? Cuarenta- cincuenta	Cincuenta – sesenta La cabeza el ojo la oreja la boca la nariz el brazo la mano la pierna el pie	Sesenta – setenta Abrid/cerrad la puerta Abrid/cerrad el libro Escuchad Silencio Sentaos levantaos Mirad	Setenta – ochenta El pan naranja fresa el bocadillo el huevo el queso el jamón el helado Patatas cebolla lechuga	La oruga Hambrienta una manzana / las manzanas las perasnnnlas ciruelas las fresas las naranjas
Why this? Why now?	Recap of learning from Year 3 in order to build on consolidated knowledge + secure foundation	Introduce weather to add to 'daily conversation' and ability to comment on weather (+ date, month etc.)	Broadening vocabulary to include body parts to then be able to describe themselves with some detail e.g. colours	Classroom instructions to be used throughout final term in preparation for transition to GCMS	Broadening vocabulary to include snacks + drinks- use in preparation for Spanish celebration day or set up 'Spanish café'	Link to prior learning (of food vocabulary) to create own book- to be taken for transition (GCMS Spanish)
Lesson Progression	Lesson 1- What do I know about Spain/Spanish? (recap retention of knowledge) Use as A4L	Lesson 1- Recap previous learning + revision	Lesson 1- Recap previous learning + revision	Lesson 1- Recap previous learning + revision	Lesson 1- Recap previous learning + revision	Lesson 1- Recap previous learning + revision
	Lesson 2- Recap greetings/questions	Lesson 2- Numbers 41- 50	Lesson 2- Numbers 51 – 60	Lesson 2- Numbers 61 – 70	Lesson 2- Numbers 71- 80	Lesson 2- Read story + discuss
	Lesson 3- Numbers 0 – 40	Lesson 3- Weather- oral practise	Lesson 3- Body parts- oral practise + 'Simon says'	Lesson 3- classroom commands- oral practise + act out 1	Lesson 3- fruits + vegetable oral practise + game	Lesson 3- Read story together + act out
	Lesson 4- Colours + alphabet	Lesson 4- Weather –in written contexts	Lesson 4- Body parts- in written contexts	Lesson 4- classroom commands- oral practise + act out 2	Lesson 4- snacks oral practise + game	Lesson 4- Rehearse key scenes + key vocab
	Lesson 5- Days of week + months	Lesson 5- Weather wheel	Lesson 5- Describe ourselves (with colours)	Lesson 5- written commands + draw to represent	Lesson 5- Introduce me gusta/no me gusta	Lesson 5- Perform

	Lesson 6- Pets	Lesson 6- Phonics	Lesson 6- Describe monsters + colours + introduce 'grande, pequeno'	Lesson 6- Chn create posters for classroom commands (display in classroom)	Lesson 6- Create Spanish menus (written)	Lesson 6- Revision lesson
	Lesson 7- Apply in conversation performances	Lesson 7- Conversation performances	Lesson 7- Description performances	Lesson 7- Classroom commands performances	Lesson 7- Spanish café	Lesson 7- Spanish celebration
Ongoing Teaching	<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, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation 		<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, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation 		<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, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation 	