

Modern Foreign Languages Long Term Plan Archbishop Runcie CE First School

Updated May 2024



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.”

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.

In light of our ever changing community, we seek to develop [love and determination](#) and, in doing so, enable everyone associated with our school to experience life in all its fullness, as promised by Jesus.

Current Mission

Inspired by the parable of the lost sheep, our mission is to enable everyone within our school community to flourish through our unconditional [love and determination](#), as demonstrated by the good shepherd. We are reminded that every single member of our school community is equally valued and loved in the image of God.



Vision

In 1 Corinthians 16:13-14, Paul urged the church in Corinth to:

**Be courageous; be strong.
Do everything in love.**

This epistle helps us understand;

- that God's love sets self aside, over and over, endlessly, for the good of others.
- that our thoughts and deeds should spring from, and be done, in [love](#) and with strength and courage – referred to as [determination](#).

Values

Rooted in the epistle above, the Christian values of [love and determination](#) are at the core of teaching and culture within the school.

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. We have adopted Kapow Primary's Spanish scheme of work for our MFL teaching. All GST First Schools teach Spanish in Years 3 & 4 in order to prepare our children for transition to Year 5 at one of the Gosforth Middle Schools.</p> <p>Kapow Primary's Spanish scheme of work for Spanish aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in Spanish for practical purposes, using both written and spoken Spanish. Through this scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to other languages, facilitates further language study and opens future opportunities to study and work abroad.</p> <p>Kapow Primary's Spanish scheme of work supports pupils to meet the National curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for languages). The Kapow Primary Spanish curriculum aims to provide pupils with a firm foundation of language learning in readiness for middle school. For this reason, we have carefully planned and sequenced when to teach the three building blocks of a language</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. 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. End of unit assessments are taken from Kappow. Progress in Spanish is shared with parents in the annual report.</p> <p>Through Kapow Primary's Spanish scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written Spanish.</p> <p>Pupils first develop confidence and accuracy with oral skills then increasingly apply their knowledge to extended reading and writing as they progress through lower Key stage 2. Kapow Primary's Spanish scheme is a spiral curriculum, with key skills, grammar and</p>	<p>The impact of Kapow Primary's Spanish scheme can be monitored continuously through both formative and summative assessment.</p> <p>Pupils frequently evaluate their own and their peers' performance, respond to feedback and recognise their own progress.</p> <p>Every unit has a unit quiz and knowledge catcher which can be used at the start and/or end of the unit. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.</p> <p>Insight is used to record children's progress in order to build a picture of their learning throughout Years 3 & 4.</p> <p>Children leave ARFS equipped with a range of language-learning skills to enable them to study Spanish, or any other language, with confidence at UKS2.</p> <p>The expected impact of following the Kapow Primary Spanish scheme of work is that children will:</p> <ul style="list-style-type: none"> ● Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a cafe, following directions) and express an opinion. ● Make increasingly accurate attempts to read unfamiliar words, phrases and short texts. ● Speak and read aloud with confidence and accuracy in pronunciation. ● Demonstrate understanding of spoken language by listening and responding appropriately. ● Use a bilingual dictionary to support their language learning.

system, known as our Kapow Primary knowledge strands:

- Phonics.
- Vocabulary.
- Grammar.

Pupils connect these building blocks of knowledge to create meaning in a variety of contexts, allowing them to develop their skills in the following strands:

- Language comprehension: listening and reading
- Language production: speaking and writing

Ample opportunities are provided to ensure that children practise new learning across all four modalities. National curriculum coverage shows is carefully mapped. Progression of knowledge, skills and vocabulary shows the knowledge, skills and progressive vocabulary that are taught within each year group and how these develop to ensure that children are well prepared to learn further Spanish, in Years 5 & 6, at middle school.

As we do not have an MFL specialist teacher, we have adopted Kapow Primary's Spanish scheme as it has been created with the understanding that many teachers do not feel confident delivering the full language curriculum and the scheme provides the support staff need to deliver lessons of a high standard that ensure pupil progression.

Teacher videos to develop subject knowledge and support ongoing CPD ensure strong subject knowledge which is vital for staff to be able to deliver a highly effective language curriculum.

vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work in order to develop an understanding of Spanish grammar, rather than committing to memory vast amounts of Spanish vocabulary.

Each unit is based on a specific theme with a motivating end outcome which gives the children a context and clear purpose for their learning. Lessons are adapted so they can be accessed and enjoyed by all. To help pupils retain their Spanish learning, we provide information on incorporating Spanish into the classroom environment every day in our 'During the week' sections.

Lessons include sections to explain key grammar and language points to the teacher before the lesson, together with key vocabulary and a pronunciation sound guide. Lesson presentations include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning. In addition, there is also a comprehensive series of phoneme videos to build teachers' and pupils' speaking confidence.

- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them, and other language detective skills, to tackle unfamiliar words in Spanish, English and other languages.
- Be able to construct short texts on familiar topics.
- Be well equipped to meet the end of Key stage 2 stage expectations when they transfer to middle school, as outlined in the national curriculum for languages.
- Develop a greater awareness of the wider world and an appreciation for the role of language learning in promoting cross-cultural understanding.

Assessment for learning is conducted through both summative and formative assessment so that we can create a whole picture of the child's learning. Progress is monitored through the use of Knowledge Catchers and regular updates on Insight tracking.

Regular contact with the MFL lead at Gosforth Central Middle School ensures a smooth transition into Upper Key Stage 2 language learning for our pupils and also provides an opportunity for cross-phase moderation of assessment.

*Sp	Opportunity for spiritual development
*Mo	Opportunity for moral development
*So	Opportunity for social development
*Cu	Opportunity for cultural development

Year 3	Weeks 1 - 6	Weeks 7 – 12	Weeks 14 - 19	Weeks 20 - 25	Weeks 27 - 32	Weeks 34 - 39
MFL unit (from Kapow)	Spanish greetings with puppets *Sp/*So	Spanish numbers and ages *So	Shapes and colours in Spanish *So/*Mo	Classroom objects in Spanish *Mo/*So	Where do you live in Spain? *Cu	Journey around Latin America *Cu
Pillars of progression	<p>Phonics</p> <ul style="list-style-type: none"> - To know the key phonemes that are represented by the following letters: a, o, i. <p>Grammar</p> <ul style="list-style-type: none"> - To know some common verbs in the present tense. - To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años 	<p>Phonics</p> <ul style="list-style-type: none"> - To become familiar with the key phonemes that are represented by the following letters: u, z/c, ñ. <p>Grammar</p> <ul style="list-style-type: none"> - To know that some letters carry accents. - To know that a tilde is the wavy line over the 'n' (as in años) that changes the pronunciation of the n from a hard sound to a softer 'ny' sound (as in canyon). <p>Grammar</p>	<p>Phonics</p> <ul style="list-style-type: none"> - To know the key phonemes that are represented by letters: e and j. <p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> - That most adjectives are positioned after the noun in Spanish e.g. un gato negro – a black cat. - That the word order is sometimes different in Spanish compared to English. 	<p>Phonics:</p> <p>To know:</p> <ul style="list-style-type: none"> - The key phonemes that are represented by the following letters: a, e, i, o, u and r. <p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> - Every Spanish noun is either masculine or feminine. - Gender affects the form of the indefinite article un or una. - Feminine nouns usually (but not always) end in 'a' and masculine nouns usually (but not 	<p>Phonics</p> <p>To know:</p> <ul style="list-style-type: none"> - The key phonemes that are represented by the letter ll, and b/v. <p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> - That every Spanish noun is either masculine or feminine. - That the gender affects the form of the indefinite article un or una. - That feminine nouns often (but not always) end in a and masculine nouns often (but not 	<p>Phonics</p> <p>To know:</p> <ul style="list-style-type: none"> - The key phonemes represented by the letters c and b/v. - Some letters carry accents. <p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> - Some common verbs in the present tense. - In Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos

	<p>tienes? and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. ¡Muy bien!</p> <p>Cultural awareness</p> <ul style="list-style-type: none"> - To know that in Spanish there are formal and informal greetings. 	<ul style="list-style-type: none"> - To know some common verbs in the present tense. - To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes? and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. ¡Muy bien! - To know that the word order is sometimes different in Spanish compared to English. 	<ul style="list-style-type: none"> - That we can use conjunctions such as y (and) and pero (but) to join clauses. <p>Cultural awareness</p> <ul style="list-style-type: none"> - To know about the architecture of Barcelona and Granada. To know the names of some of the cities in Spain. 	<p>always) end in 'o'.</p> <ul style="list-style-type: none"> - The ending of a noun can change when the noun is in the plural form. - Most nouns in Spanish become plural by adding an 's' at the end, as in English. - Placing no before the verb makes it negative. - How to use conjunctions such as y – and, and pero – but to join clauses. 	<p>always) end in o.</p> <ul style="list-style-type: none"> - Some common verbs in the present tense. <p>Cultural awareness</p> <p>To know:</p> <ul style="list-style-type: none"> - The names of some of the cities in Spain. 	<p>años tienes? and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning, e.g. ¡Muy bien!</p> <ul style="list-style-type: none"> - Conjunctions such as y – and, and pero – but can be used to join clauses. - Some prepositions in Spanish. - That en is usually used as a preposition when the mode of transport is something you get into, e.g. en tren whereas a is usually used when you are not getting into a form of transport, e.g.
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		<p>Cultural awareness</p> <ul style="list-style-type: none"> - To know some playground games played in Spanish-speaking countries. 				<p>a pie – on foot.</p> <p>Cultural awareness To know:</p> <ul style="list-style-type: none"> - That Spanish is spoken in different countries around the world. - The names of some Spanish-speaking countries in Latin America.
<p>Specific vocabulary to teach</p>	<p>¿Hola! Buenos días Buenas tardes Buenas noches Adiós ¿Cómo te llamas? Me llamo ¿Qué tal? (muy) bien (muy) mal fantástico ¿Y tú? Sí No</p>	<p>uno dos tres cuatro cinco seis siete ocho nueve diez once doce más menos</p>	<p>¿Qué color es? amarillo azul blanco negro rojo verde naranja violeta y</p>	<p>una regla una goma una botella de agua un lápiz un bolígrafo un cuaderno un estuche tengo no tengo ¿Tienes...? ¿Qué tienes...? en mi mochila y pero</p>	<p>¿Dónde vives? Vivo en una casa un castillo un molino un palacio un piso una torre</p>	<p>¿Adónde vas? voy vas a lunes martes miércoles jueves viernes sábado domingo ¿Cómo vas? en autobús en avión en barco en bicicleta en coche a pie en tren</p>

Why this? Why now?	First unit in Spanish – basic greetings (some children may know from holidays in Spain).	Children will begin to describe themselves in Spanish.	Children can begin to use descriptive language and link this to learning in their English lessons.	Higher level grammatical understanding builds upon their previous knowledge.	Link to geographical understanding about Spain and Europe.	Developing upon the previous unit, this allows the children to experience spoken Spanish in other continents.
Lesson Progression	1. Greet someone and make an introduction in Spanish	1. Recognise and recall numbers 1 – 6 in Spanish	1. Colours	1. Recognise and respond to spoken classroom instructions.	1. Name places in Spain using key phonemes.	1. Identify and pronounce Spanish-speaking countries in Latin America
	2. Saying goodbye (recognise key phonemes o and e)	2. Recognise and recall numbers 1 – 10 in Spanish	2. Describe shapes using colour adjectives	2. Name school bag objects and identify if they are masculine or feminine nouns.	2. Answer questions about who I am and where I live.	2. Speak in short phrases to describe travel plans
	3. Recognise different Greetings in Spanish	3. Read and recognise numbers 1 – 12 in Spanish	3. Create descriptive phrases orally	3. Identify how a noun phrase changes in the plural form when describing classroom items.	3. Use a bilingual dictionary to identify nouns and their gender.	3. Recognise and use the prepositions en and a when describing travel
	4. Find out how someone is feeling in Spanish	4. Recognise and build a phrase to give your age in Spanish.	4. Read and write descriptive phrases	4. Construct a phrase using the negative form, no tengo – I do not have.	4. Listen for key information about where people live.	4. Say the days of the week as part of a sentence in Spanish
	5. Learn and perform a Spanish rhyme	5. Ask and answer questions giving personal information.	5. Write a description using shape and colour vocabulary	5. Read and interpret sentences featuring the conjunctions y and pero	5. Read and interpret information	5. Compose a travel diary in Spanish
	6. Understand greeting conventions	6. Identify key phonemes in number words	6. Give a presentation using descriptive phrases	6. Compose a piece of writing describing what is in a school bag	6. Compose a short written paragraph	6. Perform a travel diary in Spanish
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 		<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 		<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 	

	discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	continually improving the accuracy of their pronunciation and intonation
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Year 4	Weeks 1 - 6	Weeks 7 – 12	Weeks 14 - 19	Weeks 20 - 25	Weeks 27 - 32	Weeks 34 - 39
MFL unit (from Kapow)	Dates in Spanish *So	Pets in Spanish *Mo	In a Spanish café *So/*Cu	Spanish celebrations *So/*Cu	Weather in Spain *Cu	The Amazon Rainforest *Sp/*Mo
Pillars of progression	<p>Phonics</p> <ul style="list-style-type: none"> - Identifying sounds created by linking some of the key phonemes. <p>Grammar</p> <ul style="list-style-type: none"> - To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of ‘thirty and one’ e.g. treinta y uno. - To know that numbers such as dieciséis in Spanish is a compound version of ‘diez y seis’ 	<p>Phonics:</p> <p>To know:</p> <ul style="list-style-type: none"> - The sounds created by linking some of the key phonemes. <p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> - How to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator. - That the ending of an adjective often changes according to the gender of the noun it describes. 	<p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> - That a few adjectives can be positioned in front of the noun in Spanish e.g. bueno – un buen día, malo – hace mal tiempo, primero – el primer plato, tercero – la tercera persona, grande – el gran momento. - That the infinitive of a verb in Spanish e.g. comer – to eat, means ‘to do something’. - That para is a preposition that, when 	<p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> - That when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns and, la for feminine singular nouns. - That when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns. - That the infinitive of a verb in 	<p>Phonics:</p> <p>To know:</p> <ul style="list-style-type: none"> - How to identify sounds created by linking some of the key phonemes: ia, ie, io, ue. <p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> - That a few adjectives can be positioned in front of the noun in Spanish, e.g. bueno – un buen día, malo – hace mal tiempo. - That está is another way of saying ‘it is’ and is used to describe position. 	<p>Phonics</p> <p>To know:</p> <ul style="list-style-type: none"> - How to identify sounds created by linking some of the key phonemes: ai, ui, oi, ie. <p>Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> - That me gusta + infinitive of a verb describes what you like to do. - That hay can be used to mean ‘there is’ or ‘there are’. <p>Cultural awareness</p> <p>To know:</p> <ul style="list-style-type: none"> - About the location and wildlife of the Amazon.

	<p>(ten and six) like veintiuno is a compound version of veinte y uno.</p> <ul style="list-style-type: none"> - To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns. <p>Cultural awareness</p> <ul style="list-style-type: none"> - To know some similarities and differences between birthday celebrations in the UK and Mexico. - To know that some Spanish 		<p>followed by an infinitive, means 'in order to'.</p> <p>Cultural awareness To know:</p> <ul style="list-style-type: none"> - some typical Spanish food and drink. - about the Spanish tradition of menú del día. 	<p>Spanish, e.g. comer – to eat, means 'to do something'.</p> <ul style="list-style-type: none"> - That me gusta + infinitive of a verb describes what you like to do. - That the infinitive of all verbs in Spanish end in either 'ar', 'er' or 'ir'. <p>Cultural awareness</p> <ul style="list-style-type: none"> - To know about some Spanish festivals that happen throughout the year. - To know that Sevillanas is a type of music and dance which originated in Spain. 	<ul style="list-style-type: none"> - That compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning. 	<ul style="list-style-type: none"> - About different natural features of Peru.
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	festivals happen throughout the year.					
Specific vocabulary to teach	enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre ¿Cuándo? cumpleaños	una mascota - a pet amigable - friendly energético - energetic feroz - fierce grande - big lento - slow mono - cute obediente - obedient negra - black pequeño - small rápido - fast roja - red tímido - shy tranquilo - calm travieso - naughty	para beber comer quiero con por favor gracias ¿Qué quieres beber? ¿Qué quieres comer? Aquí tienes. ¿Qué aproveche! primer plato segundo plato postre	me gusta me gusta mucho no me gusta ¿te gusta ...? bailar cantar comer correr dibujar escuchar hacer jugar lanzar recibir salir tocar ver	el tiempo está lloviendo está nevando está nublado hace buen tiempo hace mal tiempo hace calor hace frío hace sol hace viento ¿Qué tiempo hace hoy? el norte el este el sur el oeste	hay muy un poco la selva tropical soy
Why this? Why now?	Recapping numbers and building upon knowledge from Year 3.	Strengthens grammatical understanding of word classes which have been revisited in the English curriculum.	Links to Educational Visit to Spanish restaurant.	Provides the children with cultural awareness of other European countries.	Gives the children the opportunity to write a longer piece of writing in Spanish.	Links to their geography topic of Rainforests
Lesson Progression	1. Identify and say the numbers 13 to 31	1. Apply new vocabulary to talk about pets.	1. Apply comprehension strategies and discover the meaning of new words.	1. Identify the meaning of vocabulary related to important Spanish festivals.	1. Name and identify types of weather in Spanish.	1. Identify and describe the geography of Peru

	2. Ask and answer questions about the months of the year.	2. Recognise that an adjective must agree with the noun it describes.	2. Make polite requests about what I want to eat and drink.	2. Use a bilingual dictionary to look up the meaning of new verbs.	2. Ask and answer questions about the weather.	2. Use spelling patterns and rhythms to learn and perform rainforest animal names
	3. Identify and say dates	3. Describe an animal's characteristics.	3. Identify conversational language	3. Apply new and familiar vocabulary to express what I like and dislike to do	3. Read and interpret a text about the weather.	3. Write descriptive sentences about rainforest animals
	4. Ask and answer questions about significant dates.	4. Read and understand a short story.	4. Engage in conversations that involve making requests. *Educational visit – El Torero*	4. Identify people's likes and dislikes during a festival.	4. Follow a spoken and written passage about the weather.	4. Describe the physical features of some rainforest animals using singular and plural nouns
	5. Identify and give the dates of specific events.	5. Write a story about pets.	5. Write a role play script for a conversation.	5. Create phrases describing actions in detail.	5. Compose a weather forecast script	5. Describe the features of rainforest creatures and their habitat
	6. Listen to and understand spoken language.	6. Rehearse and perform a short role play.	6. Perform, evaluate and improve a role play.	6. Describe likes and dislikes at specific celebrations.	6. Perform a weather forecast in Spanish.	6. Present a podcast to introduce different Amazon animals
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 	