

MFL Overview



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Our Curriculum

Built for...



Values

B L A C K R O D
Bravery Learning Aspiration Citizenship Kindness Respect Optimism Determination

At Blackrod Primary School we provide an ambitious, broad and balanced curriculum that is designed to meet the needs of all children. Our curriculum provides our children with meaningful experiences and opportunities with the knowledge and skills they need for life beyond Blackrod Primary School.

Our curriculum is organised and sequenced in a way that ensures the end points the children are working towards are clear. Our children acquire the knowledge and skills they need to accomplish the end points by building on what they have already learned.

Through our '*Built for Blackrod*' curriculum we are driven to create a positive school culture where diversity and equality is at the core. Social, Moral, Spiritual and Cultural development opportunities are woven throughout the curriculum and assemblies which incorporate the Rights of a Child, Fundamental British Values, Safety and the Equality Act 2010.

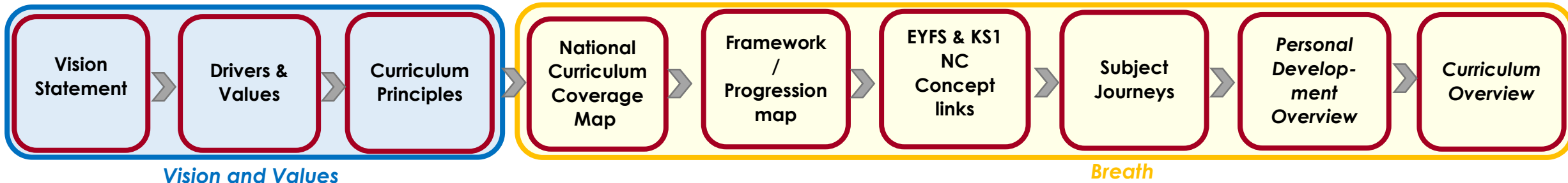
Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes. Our values alongside our vision of 'A joy in learning and life' underpin all that we do at Blackrod Primary School.

Curriculum Intent

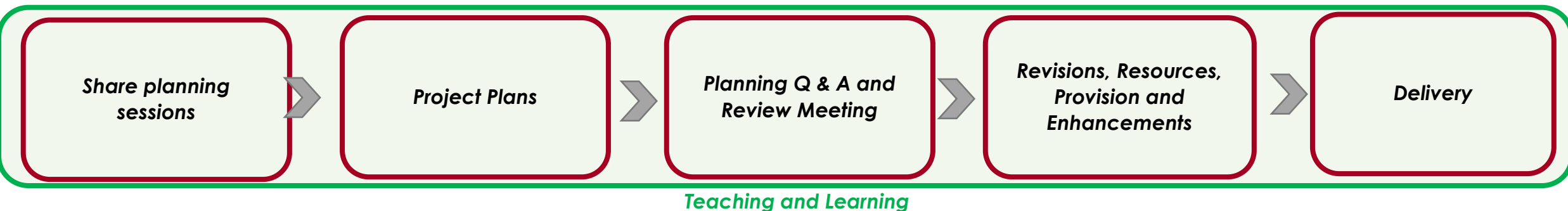
Curriculum Design Processes



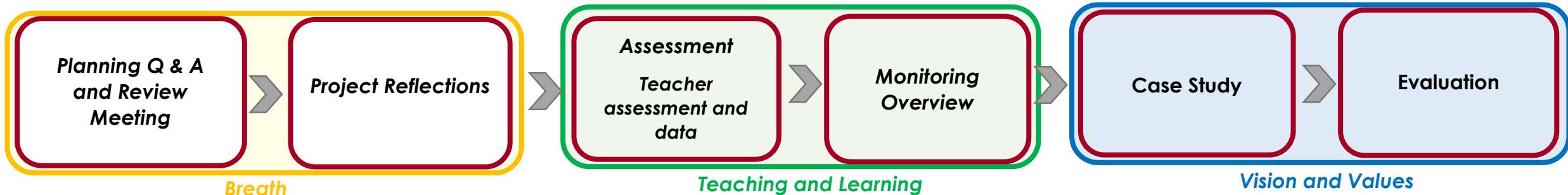
INTENT



IMPLEMENTATION



IMPACT



Curriculum Overview

MFL Progression Document

Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

	Core skills of learning			
	Listening	Speaking	Reading	Writing
Stage 1	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
Stage 2	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT	Can understand simple written phrases. Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays. CLICK FOR EXAMPLE STUDENT	Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.

Curriculum Overview

MFL Progression Document



BLACKROD PRIMARY SCHOOL

Curriculum Progression Model - MFL



Listening	Milestone 1		Milestone 2	
Listen attentively and show understanding by joining in and responding	Respond confidently to greetings, register, classroom instructions, phonics Join in with number video, dogs audiobook, the Hungry Caterpillar story, and the paper butterfly activity	Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations Play Hide and Seek in Spanish	Understand and respond to a specific range of classroom instructions Understand essential likes / dislikes relating to food and sports Understand and respond to movement instructions	Understand a range of spoken opinions heard in sentences and short texts. Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts.
Link the spelling, sound and meaning of words	Apply phonics knowledge	Develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs birthday songs	Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge	Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge
Speaking				
Ask and answer questions	Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal)	Ask / answer questions about birthdays, ages, dates, times, simple maths	Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things	Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals
Express opinions and respond to those of others		Use: En mi opinión (In my opinion), Pienso que (I think that)	¿Te gusta...? (Do you like?) ¿Qué te gusta comer / beber? (What do you like eating / drinking) ¿Qué prefieres? Comida escolar / Comida envuelta (School dinners / Packed lunch) ¿Por qué te gusta...? (Why do you like...?)	¿Te gusta...? (Do you like...?) ¿Por qué te gusta...? (Why do you like...?) ¿Qué opinas de...? (What do you think of...?)
Ask for clarification and help	Signal a problem: Señor(a), tengo un problema	Signal a problem: Señor(a), tengo un problema Ask for help: ¿Puede ayudarme?	Signal a problem: Señor(a), tengo un problema Ask for help and give a detail: ¿Puede ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh?	Signal a problem: Señor(a), tengo un problema Ask for help and give a detail: ¿Puede ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh?
Speak in sentences	Use the verb forms tengo (no tengo), es (no es), son, hay (no hay) + nouns + adjectives in the context of animals and pencil case items to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. (NB: consistent use of KS1 LI gestures applied to KS2 FL learning and then also cross phase to KS3). Say what your favourite ... is	Use these sentence structures: Mi cumpleaños es el...de... / Son las dos – es la una / Hoy es el ...de... (Ayer fue el...de... - Mañana será el ...de...) Empieza a las... / Termina a las... Es / No es Tiene / No tiene Hay / No hay	Say what sports you play using 'Juego al' or 'Practico el/la' and when you do it 'Los lunes juego al fútbol' Express opinions in sentences using 'me gusta(n)' and 'me encanta(n)', give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives' Say what you eat and drink and when Say what you like to each and drink using 'me gusta comer / beber' Say what you can / know how to do using 'Sé practicar el esquí'	Express opinions in sentences using 'me gusta(n)' and 'me encanta(n)', give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives' Use the 3rd person of key verbs to say what happens at different festivals
Describe people, places, things and actions orally (to a range of audiences)	Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies re-telling the Hungry Caterpillar story	Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Birthday survey, songs	Describe actions: eating / drinking at different times, playing sports and instruments	Describe the key geographical features of Spain Describe where things are Describe the key features of famous festivals
Reading				

BLACKROD PRIMARY SCHOOL

Curriculum Progression Model - MFL

read and show understanding of words, phrases and simple texts	Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ('find the word for' activities), identify if simple FL phrases are true or false Hungry Caterpillar story text, Colour by numbers activity	Spot the Dog story, Perritos Reading and understanding details on birthday invitations, diary entries and list of things to do (to prepare for a party)	Read short texts and answer questions to show understanding	Complete gap-fill activities, close activities with adjectival agreement, identify the odd one out
appreciate stories, songs, poems and rhymes in the language	Join in confidently with the Hola song, Los sustantivos song, Veo veo song/game, Oso pardo story, Mochila azul story/video, tongue twisters, Old Macdonald song	Numbers song, birthday and Christmas songs, Pocoyo video episodes, months / days rhymes	Film clips on sports and food in Spain	Film clips on traditional Spanish festivals
read aloud with accurate pronunciation	Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text	Numbers Read and add questioning intonation	Pronounce sports (including cognates) using correct sounds	Pronounce countries, things that countries are famous for, names of Spanish festivals, locations in Spain, when reading aloud from text or from a map
understand new words that are introduced into familiar written material	stories, rhymes, songs, videos with language beyond level of active production Numbers / Days of the week / food items in Hungry Caterpillar story	Otra vez (again!) / Todos preparados – qué voy (Coming ready or not!) / Pocoyo, birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making a piñata		adjectives of reasons to support opinions, using 'porque' to provide reasons, language for countries, locations, directions
use a dictionary			Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words	Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary).
Writing				
write words and phrases from memory	Write on mini-white boards and/or trace on arm: simple sentences e.g. Tengo un caballo blanco with reasonable accuracy from short-term memory. Write individual words for snacks on food plates for display from memory.	Write short exclamations and questions with from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to Pocoyo videos) Write 'My birthday es on the ... of ...' from memory with accurate spelling.	Write sentences about what you eat when, and what sports you do when, and what instruments you can play. Do these from short-term memory with accurate spelling in lesson time.	label pictures (village and coast) – using hay / no hay with confidence to write sentences from memory
adapt phrases to create new sentences	Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Oso pardo story to change colour – animal combinations in sentences with Tengo / Es un/una... Include simple connectives 'y' (and) and 'pero' (but). More able may begin to use 'también' (also).	Animal maths Create birthday and Christmas cards, plan and write party invitations including time / date / making plans for a party – to do list - using 'Voy a + verbs', time exercise	Adapt short text about someone else's sports / freetime to write a short text about own free time.	Write a holiday postcard, adapting a model.
describe people, places, things and actions in writing	Describe animals with colours Create mini-books	Revision – colours and numbers Describing Mr Men / Little Miss characters – character descriptions Describing pictures/paintings in terms of shapes and their position Describing emotions – happy, sad Describing hair / eyes of self and others Make birthday cards, Design invites, Create piñata (with resources)	Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory).	Express opinions and giving reasons (from memory) Describe places and compare locations (from memory) Describe actions: describe festivals at home and in FL country (with resources)
Grammar				

MFL Progression Document

Gender of nouns - definite and indefinite articles	Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)	Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural	Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs jugar (al / a la), and practical (el / la)	Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood).
Singular and plural forms of nouns	Form plural nouns	Use of plural nouns		
Adjectives (place and agreement)	Learn adjectival positioning and adjectival agreement (active use of regular singular forms)	Use adjectives (agreement and position) with more confidence	Agree adjectives in reasons after porque es / son, remembering to match number and gender.	Agree adjectives in reasons after porque es / son, remembering to match number and gender.
Conjugation of key verbs (and making verbs negative)	Use tengo, es, hay, son accurately	Create greater variety of sentences using the key verb forms from Y3. Use tiene (3rd person tener) and está (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus) Use future tense (Voy a + infinitive verb), infinitives	Use 1st person JUGAR Use all persons PRACTICAR Use Sé jugar, practicar, tocar Use Me gusta + comer / beber / jugar / practicar	Use 'hay' Use the verb ESTAR (receptive use of some reflexive verbs)
Connectives and qualifiers, adverbs of time, prepositions of place	Use connectives – y, pero, (también)	Use sequencers - un día, luego, después al final Use preposition of place (arriba, encima de etc..)	Use days of the week (los lunes etc..)	Use subordinating connectives (if, because) (some pupils will be using relative clauses with 'que' (which)),

MFL Journey

Long Term Plan Overview



MFL Journey Long Term Overview

		Autumn	Spring	Summer			
LKS2	A	A new start Greetings, feelings, numbers, colours	Calendar and celebrations Bonfire colours, commands, days and months, Christmas	Animals I like and don't like Animal nouns, singular and plural, opinions, story	Carnival and using numbers Carnival, numbers to 15, core language recap, age, dates, Easter	Fruits and vegetables, Hungry Giant Fruit and veg nouns, counting, asking politely, story, board game	Going on a picnic/ Aliens in Spain Picnic story, food items, polite request/ Explore Spain, ask and answer 'where do you live?'
	B	Welcome to school Recap core language, rooms in a school, classroom objects	My town, your town Commands, shops, asking and giving directions	Family tree and faces Epiphany, family members, personal info, face parts, describing with colours	Face and body parts Face and body parts nouns and commands, yoga with body parts, alien creation	Feeling unwell/Jungle animals Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story	The weather/ Ice creams Weather phrases, seasons, forecast) Ice cream flavours, opinions
UKS2	A	Talking about us/ school subjects Extended feelings, recap personal information, introduce a friend,	Time in the city Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper	Healthy eating, going to market Fruit and veg nouns, class survey, prices, market dialogue, recipe	Clothes Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write	Out of this world ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations	Going to the seaside Items for the beach, persuasive sentences, visiting the seaside,
	B	Revisiting me Personal info recap, numbers to 60, time phrases, daily routine conversations	Homes and houses Rooms in a house, furniture, describe rooms, spooky house, elf on the shelf	Playing and enjoying sport Sport nouns, opinions, verb to play, sports descriptions	Funfair and favourites Funfair rides, opinions, adjectives, plan and describe theme park	Tapas culture Tapas culture in Spain, opinions, hotel breakfasts, café roleplay	Performance Time Comedy sketch – What a waiter! Mocktails, scavenger hunt

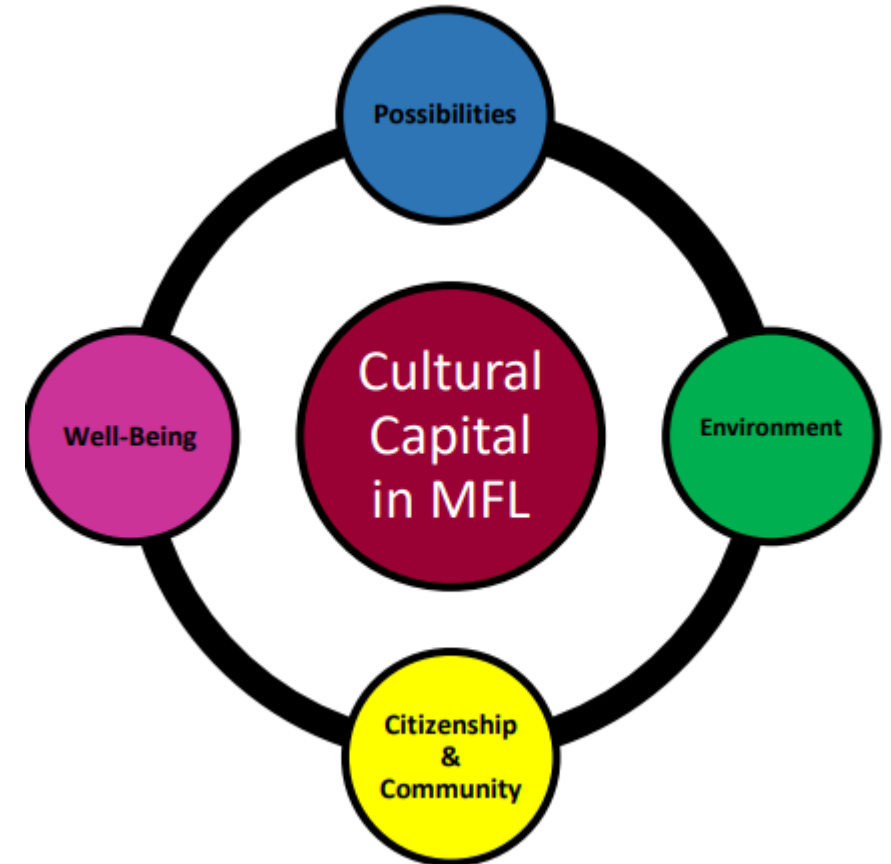
Cultural Capital for MFL



Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:

‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

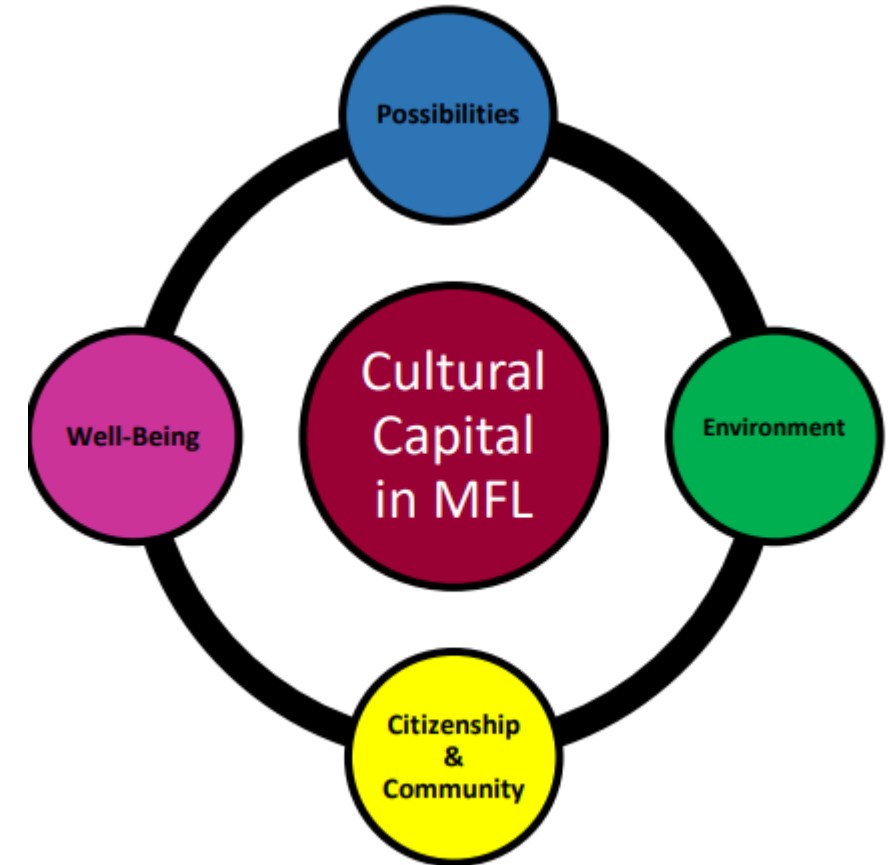
Ofsted School Inspection Handbook 2019



Cultural Capital for MFL

What is Cultural Capital at Blackrod for MFL?

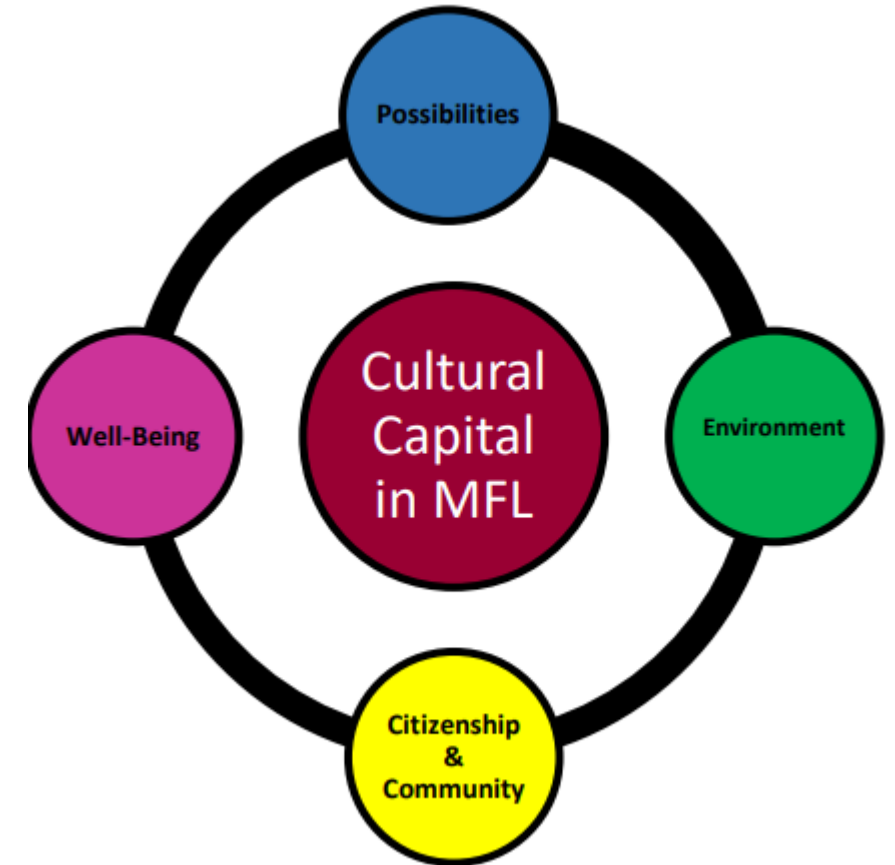
At Blackrod, Cultural Capital is seen in the way we incorporate our drivers of Possibilities, Environment, Community and Well-Being, into all of our areas of learning and by striving to provide the children the opportunities to experience and develop understanding of different cultural genres which may not be readily accessible to them outside of School. During MFL sessions we link our understanding of environment and use our classroom learning journey walls to understand traditions and cultures in different parts of our world. We aim to give children the possibilities they need to enjoy and begin the process of learning a new language. Children are introduced to a wide range of speaking, listening, reading and writing activities using videos, songs and different websites. The school's skills and knowledge rich curriculum is balanced with the opportunity for children to revisit their language skills in order to embed, workshops and incentives to engage reading such as our Cultural Capital in MFL Possibilities Environment Citizenship & Capital in MFL We celebrate the European Day of Languages and the world's different cultures and languages. Staff and children dress up and the hall is decorated with bunting, flags and posters and serve international food. Lessons start with a greeting in different languages. By giving the children the opportunity to lead their learning with our provision and classroom environment and resources, alongside accessing enhancements such as educational visits, speakers, workshops etc., they are able to develop a stronger sense of identity and become educated citizens who learn from the events, people, ideas they study.



Cultural Capital for MFL

BPS's MFL Cultural Capital offer includes:

- A progressive vocabulary overview
 - Key stage reading area enhancements ●
 - School Library
 - Library loans from Bolton Library Service ●●
 - Extra Curricula Clubs –
 - o French Club
 - School visitors –
 - o European language day- using parents and friends to teach about their culture
 - Enhancement days and assemblies–
 - o European languages Day
 - Wellbeing
 - o Opportunities to develop empathy and understanding of a variety of cultures
- and to enjoy a language through dance and song



MFL Coverage Document

DfE Attainment Targets Unit Mapping

This document refers to the DfE Attainment Targets which can be found in full [here](#). The grids below demonstrate the depth of coverage throughout each stage, topic, and lesson within the PLN Scheme of Work for KS2 (both Video2Teach and Click2Teach).

Stage 1 – Beginning

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: A new start	L1 ✓	L5 ✓	L3 ✓	L3 ✓	L4 ✓			L1 ✓	L6 ✓		L2 ✓	L3 ✓
Autumn 2: Calendar and celebrations	L3 ✓	L1 ✓		L4 ✓	L4 ✓		L5 ✓	L6 ✓	L5 ✓			L2 ✓
Spring 1: Animals I like and don't like	L2 ✓	L1 ✓	L2 ✓	L3 ✓	L1 ✓	L3 ✓	L5 ✓	L5 ✓	L4 ✓	L6 ✓	L6 ✓	L4 ✓
Spring 2: Carnival and playground games	L1 ✓	L1 ✓	L3 ✓	L4 ✓	L3 ✓	L4 ✓	L2 ✓	L2 ✓	L6 ✓	L5 ✓	L4 ✓	L5 ✓
Summer 1: Fruit and vegetable nouns, Hungry Giant	L1 ✓	L1 ✓	L4 ✓	L4 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L5 ✓	L6 ✓	L6 ✓	L4 ✓
Summer 2: Going on a picnic	L1 ✓	L1 ✓	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L1 ✓
Summer 2: Aliens in France/Spain/ Germany	L4 ✓	L4 ✓	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L5 ✓	L5 ✓

MFL Coverage Document

Stage 2 – Revisit and develop

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: Welcome to school	L1 ✓	L5 ✓	L1 ✓	L1 ✓	L2 ✓		L6 ✓	L4 ✓	L4 ✓		L6 ✓	L5 ✓
Autumn 2: My town, your town	L1 ✓	L2 ✓	L5 ✓	L3 ✓	L3 ✓	L6 ✓	L2 ✓	L1 ✓	L4 ✓	L6 ✓	L5 ✓	L5 ✓
Spring 1: Family tree	L1 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L3 ✓
Spring 1: Faces	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L4 ✓	L4 ✓	L4 ✓	L5 ✓	L6 ✓	L6 ✓	L6 ✓
Spring 2: Body parts (Yoga)	L1 ✓	L2 ✓	L3 ✓	L3 ✓	L1 ✓	L4 ✓	L3 ✓	L1 ✓	L4 ✓	L6 ✓	L6 ✓	L5 ✓
Summer 1: Feeling unwell	L1 ✓	L1 ✓	L2 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L1 ✓
Summer 1: Jungle animals	L3 ✓	L3 ✓	L3 ✓	L4 ✓	L3 ✓	L5 ✓	L4 ✓	L4 ✓	L3 ✓	L6 ✓	L6 ✓	L5 ✓
Summer 2: The weather	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L1 ✓	L3 ✓	L3 ✓	L3 ✓
Summer 2: Ice creams	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L4 ✓		L4 ✓	L5 ✓	L5 ✓	L5 ✓

MFL Coverage Document



Stage 4 – Revisit and enhance

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: Revisiting me	L1 ✓	L1 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓
Autumn 1: Daily life of a superhero (including Time)	L3 ✓	L3 ✓	L6 ✓	L5 ✓	L3 ✓	L5 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓
Autumn 2: Homes and houses	L1 ✓	L2 ✓	L4 ✓	L4 ✓	L2 ✓	L4 ✓	L3 ✓	L6 ✓	L5 ✓	L4 ✓	L3 ✓	L6 ✓
Spring 1: Playing and enjoying sport	L1 ✓	L1 ✓	L2 ✓	L3 ✓	L5 ✓	L5 ✓	L1 ✓	L2 ✓	L1 ✓	L5 ✓	L5 ✓	L4 ✓
Spring 2: Funfair and favourites	L1 ✓	L2 ✓	L5 ✓	L3 ✓	L2 ✓	L4 ✓	L2 ✓	L6 ✓	L1 ✓	L4 ✓	L5 ✓	L3 ✓
Summer 1: Café culture (F, G) Tapas (S)	L4 ✓	L1 ✓	L6 ✓	L2 ✓	L3 ✓	L5 ✓	L5 ✓	L1 ✓	L2 ✓	L4 ✓	L5 ✓	L6 ✓
Summer 2: Performance Time	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L3 ✓	L1 ✓	L1 ✓	L5 ✓	L2 ✓	L4 ✓	L6 ✓

MFL Scheme of Work



Spanish KS2 Scheme of Work Overview

This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons below.

Knowledge
Organiser

DfE AT
Unit Map

Core Skills
Progress

Phonics
Map

Half Term/ Stage	Stage 1 <u>LTP</u>	Stage 2 <u>LTP</u>	Stage 3 <u>LTP</u>	Stage 4 <u>LTP</u>
Autumn 1	A new start (Greetings, feelings, numbers, colours)	Welcome to school (Recap core language, rooms in a school, classroom objects)	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)
Autumn 2	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	My town, your town (Commands, shops, asking and giving directions)	Time in the city (Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)
Spring 1	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)
Summer 1	Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Tapas culture (Tapas culture in Spain, opinions, hotel breakfasts, café roleplay)
Summer 2	Going on a picnic (Picnic story, food items, polite request) Aliens in Spain (Explore Spain, ask and answer 'where do you live?') Language Puzzle*	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*

PLN Action Plan






	Key focuses for development			
	School understanding of PFL 4 skills/ 12 AT's/ expectations/ structure of SoW	Teaching of PFL Quantity/ quality/ regularity	Progress of students Sufficient progress?/ clear steps/ knowledge organisers	Monitoring & Tracking How are you monitoring?/ what are you using?/ Afl clouds/
Where are we now? An honest assessment of the current situation in school	Children and staff are new to PLN scheme. All KS2 children have been exposed to Spanish and have shown an understanding of speaking, listening, reading and writing skills.	Teachers have taught Spanish fortnightly alternating with CPD from subject specialist. Teachers will now be teaching, using PLN scheme 30-40 mins weekly.	Due to 1 and a half form entry, Spanish is being taught on a cycle A and B. All children will access the whole Spanish curriculum. Using the core progression document, teachers will ensure that in mixed classes the children will have a different output.	AFL clouds 2x per year.
Where do we want to get to? Think about where you want your current year 3's to be in 4 years/ long term	All children to have an understanding of languages and the 4 skills of languages. To be secondary ready.	30-40 minutes weekly will suffice. Action: to monitor and ensure this is being completed by teachers and not pushed to the side.	All children to have accessed all stages of the SMFL national curriculum by the time they leave Blackrod Primary.	Excel document to be used to show progress for each child.
How will we get there? What small steps can be made to move closer to the target	Weekly lessons, using video to teach, using CPD available to help, close monitoring and evaluation from subject leaders.	Starting with video 2 teach as a tool (lesson taught by a native speaker online) then move onto click 2 teach when feeling more confident with pronunciation and language speaking skills.	Knowledge organisers used so children can see the vocabulary and skills needed for the topic and to aid them throughout.	Excel document to be used to show progress for each child. AFL clouds 2x per year.
How far have we got to go? How long will it take to achieve this target/ realistically	Spring term 2024			








Children's work



Complete the sentences with the correct adjective:
 valiente - tímido - creativa - fuerte -
 activa - gracioso - deportista - tranquilo

Soy  Soy  Soy 
 t ímido . a diva . d eporlista .

Soy  Soy  Soy 
 v aliente . g raciosa . c reativa .

Soy  Soy 
 f uerte . t ranquilo .

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READ AND DRAW
 Read the descriptive sentences and draw a picture of the people.

Tengo el pelo castaño y los ojos marrones. Tengo el pelo rojo y los ojos azules.
 Tengo el pelo castaño y los ojos azules.

Tengo el pelo rubio y los ojos negros. Tengo el pelo negro y los ojos verdes.
 Tengo pelo castaño y ojos azules.

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