

# MFL NC Aims

## KS2

Learning a foreign language is a liberation from insularity and provides an 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 in 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.

### **The national curriculum for languages aims to ensure that all pupils:**

- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

# KS 1 MFL- Breadth

## KS1

The NC does not specify aims or teaching area statements for KS1.

At Beaconside, years 1 and 2 are introduced to Spanish through praise, register-taking and simple songs.

# KS 2 MFL - Breadth

## KS2

### KS2: Overall focus in the National Curriculum is on:

- enabling pupils to make substantial progress in one language
- providing an appropriate balance of spoken and written language.
- enabling pupils to understand and communicate ideas, facts and feelings in speech and writing, (talking/reading/writing about familiar and routine matters, with pupils using knowledge of phonology, grammatical structures and vocabulary).
- practical communication

### The following teaching statements are taken from the NC – but have been grouped into key linguistic skills:

#### Speaking and listening

- 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
- describe people, places, things and actions orally

#### Reading

- read carefully and show understanding of words, phrases and simple writing
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- develop accurate pronunciation and intonation so that others understand when they are reading aloud.
- appreciate stories, songs, poems and rhymes in the language
- broaden vocabulary and develop an ability to understand new words that are introduced into familiar written material, including through using a dictionary

#### Writing

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions 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.



# MFL Topic Organisation

	Autumn		Spring		Summer	
	1	2	1	2	1	2
YR 3	<ul style="list-style-type: none"> <li>Intro to Spanish</li> <li>Phonics</li> <li>Greetings</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 1-12</li> <li>Euros 1</li> <li>Age</li> <li>Phonics</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Classroom commands</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Colours</li> <li>About Spain</li> <li>Spanish activity afternoon</li> </ul>	<ul style="list-style-type: none"> <li>Animals</li> </ul>	<ul style="list-style-type: none"> <li>Brown Bear story (Oso Pardo)</li> </ul>
YR 4	<ul style="list-style-type: none"> <li>Classroom commands</li> <li>Seeking clarification and help</li> <li>Phonics</li> <li>Numbers 13-31</li> </ul>	<ul style="list-style-type: none"> <li>Dates &amp; birthdays</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Snack foods and fruit</li> <li>Role play in café</li> </ul>	<ul style="list-style-type: none"> <li>The Hungry Caterpillar</li> <li>Spanish activity afternoon</li> </ul>	<ul style="list-style-type: none"> <li>Likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the head</li> </ul>
YR 5	<ul style="list-style-type: none"> <li>Classroom commands</li> <li>Seeking clarification and help</li> <li>Phonics</li> <li>Numbers 30-100</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Mealtimes – breakfast</li> <li>Conjugation of the verb – AR verbs</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Spanish activity afternoon.</li> </ul>	<ul style="list-style-type: none"> <li>Transport and countries</li> </ul>	<ul style="list-style-type: none"> <li>Spain – key places</li> </ul>
YR 6	<ul style="list-style-type: none"> <li>Classroom commands</li> <li>Seeking clarification and help</li> <li>Phonics</li> <li>Sports</li> </ul>	<ul style="list-style-type: none"> <li>Sports</li> </ul>	<ul style="list-style-type: none"> <li>Conjugation of the verb – present tense.</li> </ul>	<ul style="list-style-type: none"> <li>About me</li> <li>Spanish activity afternoon</li> </ul>	<ul style="list-style-type: none"> <li>Spanish traditional food</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>