



What are the Knowledge, Skills and Understanding we want our pupils to gain?

JC, Oct 2019

Intent of our MFL curriculum – To provide the children with the skills to speak Spanish 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. The children should be able to varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Year A	Term 1 and 2	Term 3 and 4	Term 5 and 6
EYFS	<p>Topic – How do you do? Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora Using these greetings in everyday situations (register/carpet time etc).</p>	<p>Topic – Can I have a pet panda? Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora Focus- Learning numbers to 12 with games and songs</p>	<p>Topic – Where can I find a pirate? Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Senor, Senorita; Senora Focus- Learning numbers to 12 with games and songs</p>
KS1	<p>Topic – Whose party is it? Topic – Fire To locate countries where Spanish is spoken. To use single words, phrases and short sentences in greetings, To ask and answer the question What’s your name using single words, phrases and short sentences</p> <p>Year 1 – children to focus on pronunciation and recognising words Year 2 – children to include some writing opportunities.</p>	<p>Topic – How do I get to..? Topic – Where are all the wild things? To use single words, phrases and short sentences to ask and answer the question How are you? To Listen and respond to rhymes, stories and songs when learning Spanish numbers 1-12 then 13-31.</p> <p>Year 1 – children to focus on pronunciation and recognising words Year 2 – children to include some writing opportunities.</p>	<p>Topic – Once upon a time To use phrases and short sentences to ask and answer the question How old are you? To use single words, phrases and short sentences. To Listen and respond to rhymes, stories and songs when learning months of the year.</p> <p>To Perform simple communicative tasks using single words, phrases and short sentences when asking and answering the question When is your birthday?</p> <p>Year 1 – children to focus on pronunciation and recognising words Year 2 – children to include some writing</p>

			opportunities.
Lower KS2	<p>Topic – North, East, South, West Topic – Extreme survival</p> <p>What’s today’s date?</p> <p>To revise numbers 1-31, months of the year and days of the week. The children will focus on spelling the numbers, days and months correctly.</p> <p>To be able to ask and say the date confidently.</p>	<p>Topic – Rise of the Robots Topic – Down in the Valley</p> <p>What colour is it?</p> <p>To say and spell the colours correctly.</p> <p>Do you have any brothers or sisters? To say whether they have any brothers and sisters. To ask and answer questions.</p>	<p>Topic – Snap, Crackle and Pop!</p> <p>Have you got any pets? To write simple sentences</p>
Upper KS2	<p>Topic – Mmm chocolate Topic – Why aorta keep fit</p> <p>What is the weather like? To be able to describe different types of weather.</p> <p>Listen for specific words and phrases. Use physical responses to show recognition and understanding of specific words and phrases. Write simple words and phrases using a model and some words from memory</p> <p>Numbers 40-100 Listen for specific words and phrases. Apply phonic and whole word knowledge of foreign language in order to decode text</p>	<p>Topic – Get off me land Topic – Were we a fish?</p> <p>What do you want to eat? Listen for specific words and phrases. Make links between spoken and written words.</p> <p>What do you like to eat? To ask and respond to the question “Qué quieres” in relation to different food types.</p> <p>Practise asking and answering questions about what food they like. Match phrases and short sentences to pictures or themes. Know about some aspects of everyday life and compare them to their own.</p>	<p>Topic – Dragon’s Den</p> <p>Colours and animals Listen attentively and understand more complex phrases and sentences Make simple sentences and short texts</p> <p>Two frogs Re-read frequently a variety of short texts. Make simple sentences and short texts</p>

Year B	Term 1 and 2	Term 3 and 4	Term 5 and 6
EYFS	<p>Topic – How do you do? Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Señor, Señorita; Senora Using these greetings in everyday situations (register/carpet time etc).</p>	<p>Topic – Can I have a pet panda? Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Señor, Señorita; Senora Focus- Learning numbers to 12 with games and songs</p>	<p>Topic – Where can I find a pirate? Focus: Greetings: To say single word greetings and goodbyes e.g. Hola; Adios. Señor, Señorita; Senora Focus- Learning numbers to 12 with games and songs</p>
KS1	<p>Topic – Our amazing world Topic – Toy Story To locate countries where Spanish is spoken.</p> <p>To use single words, phrases and short sentences in greetings,</p> <p>To ask and answer the question What’s your name using single words, phrases and short sentences</p> <p>Year 1 – children to focus on pronunciation and recognising words Year 2 – children to include some writing opportunities.</p>	<p>Topic – We are artists Topic – Maps and routes To use single words, phrases and short sentences to ask and answer the question How are you?</p> <p>To Listen and respond to rhymes, stories and songs when learning Spanish numbers 1-12 then 13-31.</p> <p>Year 1 – children to focus on pronunciation and recognising words Year 2 – children to include some writing opportunities.</p>	<p>Topic – Seaside and weather To use phrases and short sentences to ask and answer the question How old are you?</p> <p>To use single words, phrases and short sentences. To Listen and respond to rhymes, stories and songs when learning months of the year.</p> <p>To Perform simple communicative tasks using single words, phrases and short sentences when asking and answering the question When is your birthday?</p> <p>Year 1 – children to focus on pronunciation and recognising words Year 2 – children to include some writing opportunities.</p>
Lower KS1	<p>Topic – Going Global Topic – Raiders and Traders Where do you live? To be able to say and write simple sentences explaining where they live, in which town or village, and in which country.</p> <p>My town To recognise, write and say specific places in town. Children will apply their phonic and whole word knowledge of Spanish in order to decode</p>	<p>Topic – Walk like an Egyptian Topic – Who is roaming in the rainforest? Directions To ask for directions to particular place in town. The children will need to read and write a variety of directional phrases.</p> <p>Places around school To be able to use appropriate names for rooms in school.</p>	<p>Topic – Dig for Victory Classroom objects To know the names of various objects in the classroom.</p> <p>The children will need to ask and answer questions.</p> <p>What time is it? To tell the time to the nearest hour.</p>

	text.		
Upper KS2	<p>Topic – What’s out there? Topic – Who let the gods out? Body parts Listen attentively and understand more complex phrases and sentences. Make simple sentences and short texts</p> <p>Directions in town Understand the majority of spoken passages containing complex sentences e.g. descriptions, information, instructions. Write sentences using a model.</p>	<p>Topic – Is it me or is it hot in here? Topic – Victorious Victorians At school and telling the time Understand longer and more complex sentences. Write sentences using a model. Apply most words correctly.</p> <p>Numbers Understand more complex phrases (<i>number sentences</i>). Identify different types of text and read short authentic texts for information.</p>	<p>Topic – How steady is your hand? What’s your favourite subject? Understand longer and more complex sentences. To understand and express reasons. Construct a short text to give a description.</p>

Spanish http://webfronter.com/camden/mfl/menu/mnu3.shtml#m-liid_468645

Threshold Concepts	KS1 LKS2 UKS2 Examples of Deeper Questioning Starters related to Threshold Concepts		
		Where is? Where did? When is? When did? <i>(Comparing – discussion of similarities and differences)</i>	Where is? Where did? When is? When did? Which is? Which could? <i>(Choice)</i>
	Where is? Where did? What is? What did?	Where is? Where did? What is? What did? When did? Which could?	Where is? Where did? What is? What did? When did? Which could? Why might? <i>(Reason)</i>
	Where is? What did? When did? Who are?	Where is? What did? When did? Who are? Who can? Which could?	Where is? What did? When did? Who are? Who can? Which could? Why would? <i>(Reason)</i> How might? <i>(Imagination)</i>
	Where is? What are? <i>(Characteristics)</i> Where can? What can? <i>(Possibilities)</i>	Where is? What are? <i>(Characteristics)</i> Where can? What can? <i>(Possibilities)</i> What could? Where would? <i>(Probability)</i>	Where is? What are? <i>(Characteristics)</i> Where can? What can? <i>(Possibilities)</i> What could? Where would? <i>(Probability)</i> Why will? How might?
	Where is? What is? Which is?	Where is? What is? Which is? Which could? Why could?	Where is? What is? Which is? Which could? Why could? Why might? How will?

Deeper Questioning Grid

2nd

	Is? Present	Did? Past	Can? Possibility	Would/ Could? Probability	Will? Prediction	Might? Imagination
What? Event						
Where? Place						
When? Time						
Which? Choice						
Who? Person						
Why? Reason						
How? Meaning						

Deeper thinking

1st

- Recall Questioning should always be secure at the earlier levels before moving on to the deeper levels of questioning.
- Whilst the questioning above gives examples of how the questioning can move on through Key Stages, they should not be limited by nor planned for, purely by age and stage.
- Questioning should be matched to the child's ability to demonstrate secure knowledge and understanding in the earlier stages of recall.