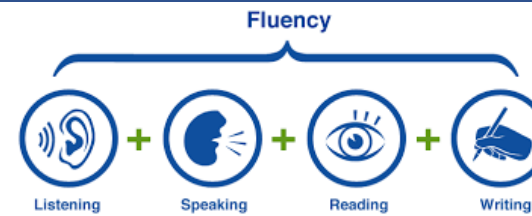


Spanish LTP



Intent

At MRA we aim to give the children in our care as wide a range of opportunities and experiences as possible. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. We ensure that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to speakers, both in speech and in writing. We also provide opportunities for them to communicate for practical purposes and learn new ways of thinking. We are committed to ensuring our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. We aim to provide an appropriate balance of spoken and written language that will lay the foundation for further foreign language teaching at KS3. Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. We believe that many children enjoy learning to speak another language. We believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired.



Implementation

Children are gently introduced to some spoken Spanish vocabulary in EYFS and KS1. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. In KS2, each class has a timetabled Spanish lesson of 45-60 minutes. At MRA, we use a variety of techniques to encourage children to have an active engagement with languages: well-structured lessons, games, role-play, talk tasks, independent task, grammar focus, big questions, knowledge recall, challenges, cross-curricular, action songs and rhymes, puppets and toys, reading, ICT programs and websites. At MRA, we also benefit from our native Spanish teachers in KS1 and KS2 classrooms, in order to expose the children to more than one voice in the foreign language. We plan the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages and ensure that knowledge is sequenced carefully across the Spanish curriculum. We build children's confidence through constant praise for any contribution they make in the foreign language. We base the teaching on the 2014 National Curriculum through the Hackney Learning Trust Scheme of Work for modern foreign languages, a recognised provider within Hackney. We have adapted this to the context of our school and the abilities of our children to ensure it 'goes beyond' the National Curriculum.



Impact

At MRA, learning a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works, which help them to up level their grammar skills. Learning another language gives children a new perspective on the world. They develop intercultural understanding and show values of respect, tolerance and equality. Our Spanish curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. Children will be provided with opportunities to communicate with each other in the target language as well as learn how language skills can be applied to a range of languages. Pupils are aware that language has structure, and that the structure differs from one language to another, and they will also enrich their language learning by developing an understanding of Hispanic culture. As a result of our provision, we have been recently awarded with the "Premio Español Primaria" Silver Level.



Progression

The Spanish curriculum is designed so that each lesson builds coherently on the skills and knowledge taught in previous lessons and previous year groups. The key knowledge and skills that students acquire throughout each unit have been carefully mapped to ensure progression between year groups throughout the school. Vocabulary is taught and reviewed throughout the different year groups to ensure long term memory. Each lesson is planned meticulously to provide opportunities to develop the essential skills speaking, listening, reading and writing. Our pupils will have the opportunity to apply this knowledge in their KS3 Languages curriculum, as the vast majority of our pupils select Spanish as a second language in their Secondary Schools and subsequently undertaking their Spanish GCSE.



Enrichment

Spanish is designed to provide cross-curricular activities (Maths, DT, Art, Music, Geography and History) to engage pupils and contextualise the learning within different subjects. Pupils have access to Spanish Club, which is delivered termly throughout the academic year, once per week after school. Spanish club is an opportunity to develop their cultural understanding as well as their communication skills. The Spanish Champions is focused on specific pupils that are committed to promote Spanish at MRA during school hours. We provide different activities throughout the year such as European Languages Day, Language inspired assembly delivered by the Spanish Champions, a Hispanic Day, trip to Spanish shops and viewing a Spanish Movie.



Spanish LTP Year Group Map



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Hola, ¿cómo te llamas? Greetings, name, numbers 1 – 10, classroom instructions, colours. Poem: ' <u>Two Little Dicky Birds...</u> '		Mi cuerpo Wellbeing, body parts, actions verbs, fruits. Song: ' <u>Cabeza, hombros, rodillas, pies.</u> '		Ricitos de Oro Farm animals, family members. Story: ' <u>Goldilocks.</u> '	
Year 1	Hola Greetings, name and wellbeing, age. Introduction to Spanish meeting: days of the week and months of the year.	¿Qué forma es? Shapes and colours.	¡Aquí faltan cosas! Small classroom objects, Large classroom objects.	¿Qué veis ahí? Animal story: ' <u>Oso marrón.</u> '	Mi cuerpo Body parts.	Toma mucha fruta Fruits, drinks.
Year 2	¡Contando voy!, ¡Contando vengo! Name, wellbeing, age. Greetings, numbers 1 – 20.	¡Cumpleaños feliz! Numbers 20-31. Classroom instructions, days of the week and months of the year. Birthday.	Querido Zoo Jungle animals. Animal story with adjectives.	¡Queremos comer! Revision: verb instructions, fruits and drinks.	Caperucita roja A fairytale in Spanish.	Vamos a la playa The beach, ice-cream flavour and role play.
Year 3	Español Spanish speaking countries, greetings. Feelings. Adverbs of quantity. Singular persons of estar. DT/art Nazca lines.	¿Qué fecha es? Numbers, days of the week, months of the year, the date. There is / there are.	¡Cumpleaños feliz! (2) Birthday, age. vocabulary related to birthday party. Singular possessive determiners.	Hay un monstruo en el armario Body parts, colours, adjective agreement. Plural and singular. Size adjectives. <i>Ser</i> and <i>tener</i> .	Me gusta bailar, me gustas tú Likes and dislikes with colours and some infinitive verbs in –AR.	Mi familia Family members, singular persons of llamarse and tener, pets.
Year 4	Vamos al cole Spanish speaking countries, means of transport.	¿Qué te gusta hacer? Like and dislikes. Spanish conjugations. The infinitive form of several verbs.	¿Dónde vives? Where do you live? Where are you from? Demonyms. European countries. Spanish speaking cities. <i>Ser</i> and <i>estar</i> .	Raúl viaja en el tiempo Reading. TPRS. Reading comprehension. Pastimes. Subordinate conjunction <i>porque</i> .	Toma mucha fruta Healthy lifestyles, sports and food.	Animalandia Animals, descriptions.
Year 5	¿Qué tiempo hace? The weather, the temperature, cardinal directions. Clothing.	Bravo por la música Music and instruments. The verb ' <i>tocar</i> '. Imperatives, ordinal numbers. Subordinate conjunction <i>porque</i> . DT making a maraca.	Un paseo por la ciudad Buildings, city places. Directions. Ask for and give directions.	Los Super Siete The super seven verbs: hay, quiero, voy, está, tiene, gusta, es. Shops and shop items.	¿Qué hora es? Tell the time.	Raúl el super cocinero. Reading. TPRS. Reading comprehension. DT recipe cooking.
Year 6	En el colegio School items. School subjects. School places. Prepositions of place. Reviewing time and days of the week.	Los planetas Planets. Vocabulary related to universe. Adjectives. Más ... que, menos ... que. The superlative form. <i>Ser</i> and <i>estar</i> .	Todo sobre mi; Poetry. Gloria Fuertes. Physical and personal descripción. Adjective position. Picture description.	Raúl y las alas mágicas Reading skill. TPRS. Reading comprehension.	SATS Review	Vamos de compras Role play about restaurants. Role play shops. Money.