



Coads Green Primary School Knowledge and Skills Organiser

MFL - Spanish



Purpose of Study

Our scheme of learning for Spanish is based on the National Curriculum and sourced from a variety of internet sources:

Pupils will be taught to:

- ✓ 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
- ✓ read carefully and show understanding of words, phrases and simple writing
- ✓ appreciate stories, songs, poems and rhymes in the language
- ✓ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ✓ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ✓ describe people, places, things and actions orally and in writing Languages
- ✓ 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.

The lessons have been sequenced to reinforce learning and build on knowledge.

Intent

Discovering new words, exploring new cultures.

Through the teaching of Modern Foreign Languages, we intend to provide children with a gateway to other cultures, to prepare children to be a global citizen now and in their future roles within a multi-cultural community. We aim to grow children's confidence and curiosity when learning languages, building firm foundations for future language learning.

Implementation

Pupils across KS2 at Coads Green Primary School are taught Spanish. This has recently been developed and is taught by a Higher Level Teaching Assistant who speaks the language confidently.

Pupils are engaged in high quality and enjoyable sessions where they learn to foster their curiosity and deepen their understanding about Spain.

They are taught to converse in practical situations and learn new ways of thinking.

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving, Creativity, Resilience and Determination.

Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

Visible Learning	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
	<i>Do I know what I need to do to complete my task? Can I plan and organise my learning before I start? Where am I with my learning? How well have I achieved my success criteria? What is my next step? I can seek feedback from others to help me in my next steps.</i>	<i>Can I explain my learning to someone else? I know and can explain what strategies I have used in my learning. I can make links between new content and ideas and learning I already know. I can share my ideas and questions to deepen my understanding. I know how I did at the end of my learning. I can explain how things link together.</i>	<i>Can I organise my knowledge to support new learning? I can look for and recognise similarities and differences in my tasks. I can organise my knowledge to support new learning. When have I applied my learning to another area? I know where I am heading in my learning.</i>

				<i>I understand what I am learning, where I am going and how to get there. I know what success looks like.</i>
	Autumn	Spring	Summer	
Year A 3+4 Knowledge	This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.	This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).		During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).
Skills by the end of the academic year	Reading Pupils can make links between some phonemes and spellings and read aloud familiar words. Notice the spelling of familiar words. Recognise how sounds are represented in written form.	Writing Pupils can write some familiar simple words accurately using resources. Write some familiar simple words from memory.	Speaking Pupils can communicate with others using simple words and phrases. Use the correct pronunciation in spoken work.	Listening Pupils can understand a few familiar spoken words and phrases.
Year B 3+4 Knowledge	Pupils are introduced to useful vocabulary of the days of the week, months of the year and numbers.	Pupils are first introduced to useful vocabulary from the story 'from Head to toe – body parts and actions – and then introduced to the story in video format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways. The idea is that everyone can have a go and feel successful. Pupils will be taught Old Macdonald in Spanish and then encouraged to write one or two new versus based on animals they have encountered in the book From head to toe.		In this term, learners will look at different instruments and traditional Spanish music. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) & 'encantar' (to love) and the fact that the adjectives used to describe things must match the number & gender of the thing they describe.

Skills by the end of the academic year	<p>Reading</p> <p>Pupils can read and understand familiar words and short written phrases.</p> <p>Follow a short text while listening and reading, saying some of the text.</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>Apply phonic knowledge to decode text.</p> <p>Recognise and apply simple agreements (gender, plural singular)</p> <p>Recognise negative statements.</p> <p>Recognise categories of words (colours, numbers).</p>	<p>Writing</p> <p>Pupils can write some familiar words and phrases (noun, gender and adjective), with minimal support.</p> <p>Use questions.</p> <p>Use phonic knowledge to support accurate pronunciation and to write simple words and phrases.</p> <p>To recognise and apply simple agreements.</p>	<p>Speaking</p> <p>Pupils can use questions.</p> <p>Use phonetic knowledge to support accurate pronunciation and to say simple words and phrases.</p>
			<p>Listening</p> <p>Pupils can listen to and identify words and short phrases.</p> <p>Communicate by answering a wider range of questions.</p> <p>Recognise negative statements.</p> <p>Recognise and apply simple agreements (gender, plural singular)</p>
Metacognition	<p>Planning</p> <p><i>What resources do I need to carry out my task?</i></p> <p><i>Where do I start and what strategies will I use?</i></p> <p><i>What type of resources will I need to complete my learning?</i></p> <p><i>Have I got everything I need to complete my task?</i></p> <p><i>How can I break down the task into smaller steps to make my learning more manageable?</i></p>	<p>Monitoring</p> <p><i>Do I need any different techniques to improve my understanding of the process?</i></p> <p><i>Am I finding this challenging?</i></p> <p><i>Do I need to re-read information to make it clearer?</i></p> <p><i>Do I need to change my strategy?</i></p>	<p>Evaluation</p> <p><i>Did I use the right strategy?</i></p> <p><i>How did the feedback I received help me?</i></p> <p><i>For future tasks, would I use another strategy?</i></p>
Year A 5+6 Knowledge	<p>Within this unit pupils will learn how to ask for and give the time.</p> <p>They learn the numbers 1-100 and how to ask and give their age. Then they learn key phonic sounds. They read will sing songs, and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case</p>	<p>Pupils are first introduced to useful vocabulary from the story a very hungry caterpillar – numbers, days of the week, fruits, foods – and then introduced to the story in video format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways. The idea is that everyone can have a go and feel successful.</p>	<p>This unit focuses on sports and opinions. Learners pronounce sports accurately from text, applying their phonics knowledge from previous learning. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they</p>

	<p>items and animals) and simple adjectives. They are made aware of gender. They use the verb forms ‘tengo – I have’, ‘es – it is’ and implicitly encounter the negative forms of these.</p> <p>Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p>	<p>Pupils will have their food and drink vocabulary extended so they can give their favourite foods at different meals times based on likes and dislikes. Pupils will have an understanding of the similarities and differences between mealtimes in the UK and Spain.</p>	<p>like/dislike doing, using 'me gusta' + infinitive verb.</p>	
<p>Skills by the end of the academic year</p>	<p>Reading</p> <p>Pupils can read and understand some main points from a short text. Recognise typical conventions of word order and compare to English. Understand and use negative statements.</p>	<p>Writing</p> <p>Pupils can understand how simple sentences are written. Write words, phrases and a few sentences using resources. Join simple sentences using y/pero Understand and use negative statements. Apply knowledge of language rules and conventions when building short conversations. recognise 1st, 2nd and 3rd person singular forms of familiar verds.</p>	<p>Speaking</p> <p>Pupils can express simple opinions. Develop accuracy in pronunciation and intonation. Keep a simple conversation going. Understand and use negative statements. Apply knowledge of language rules and conventions when building short sentences.</p>	<p>Listening</p> <p>Pupils can pick out some of the main points from short spoken passages. Join in short conversations. Understand simple opinions. Understand and use negative statements.</p>
<p>Year B 5+6 Knowledge</p>	<p>Pupils begin this unit by learning /revising the weather. They will be able to give opinions on the different seasons and to investigate what the weather is like in Spain and Spanish territories. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries.</p>	<p>Pupils will learn about key cities in Spain. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective ‘mucho’ (lots of). Pupils are also</p>	<p>Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can. Following on from this, learners extend their learning to the theme of holidays. They</p>	

		encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.	research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.	
Skills by the end of the academic year	Reading Pupils can understand the main points and opinions of a longer written text (letter, story, song). Can use a bilingual dictionary or online dictionary to understand unfamiliar language.	Writing Pupils can write a short text attempting to use accurate nouns, adjectives and some commonly used regular verbs.	Speaking Pupils can take part in a simple conversation and express opinions. Generally accurate pronunciation.	Listening Pupils can understand the main points and some detail from short spoken passage with some familiar language.
Metacognition	Planning <i>What resources do I need to carry out my task? Where do I start and what strategies will I use? What type of resources and materials will I need to complete my learning? How can I break down the task into smaller steps?</i>	Monitoring <i>Am I finding this challenging? Is there anything I need to stop and change to improve the understanding of my learning? Do I need to re-read information to make it clearer? Do I need to change my strategies?</i>	Evaluation <i>Did I use the right strategy? How did the feedback I received help me? For future tasks, would I use another strategy? Did I pace myself appropriately to get the task done?</i>	