

# Victoria Dock Primary School

## Modern Foreign Languages Curriculum Overview



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# The Curriculum – Our Approach

## Victoria Dock Curriculum – Ambition for All

At Victoria Dock Primary School, we celebrate our rich, multicultural school community through a purposeful and progressive curriculum. Throughout their school journey, our children experience drivers of



Our curriculum is designed to provide a broad and balanced education that meets the needs of each and every one of our pupils. The children are provided with a breadth of learning opportunities, which encourage them to explore and exercise their creativity by growing and developing into enthusiastic and highly motivated learners.

At Victoria Dock Primary School, we acknowledge the importance of developing the whole child instead of solely preparing for academic success. Our curriculum offers excellent opportunities for each child to explore and exercise their passions for sport, music, acting, artistic flair, business and enterprise and much more. These activities are shared regularly with parents, carers and visitors through performances, workshops, exhibitions and assemblies. We consider our local community to be of paramount importance. We believe it is invaluable to educate the children about the area in which they live and learn and to build a sense of pride in our local community.

In addition, we offer the opportunity for children to make a highly influential and tangible contribution to the daily life of the school and the wider community through involvement in our School Council or our Buddy Teams.

# Victoria Dock Primary School

## Curriculum Drivers

### Aspiration

- \* Use prior knowledge as a springboard for new learning
  - \* Resilience and perseverance
- \* Listen and learn from others
  - \* Leadership skills
- \* Appreciate and use local knowledge
- \* Recognise success for all



### Collaboration

- \* Everyone's contribution has value and worth
  - \* Build and maintain healthy relationships with others
- \* Encourage respect and the opinion of others
- \* Confidence in our own voices
- \* Leadership and group work



### Community

- \* Understand and accept differences
  - \* Tolerance
- \* Appreciate the uniqueness of others
  - \* Compassion
- \* Celebrate equality and diversity



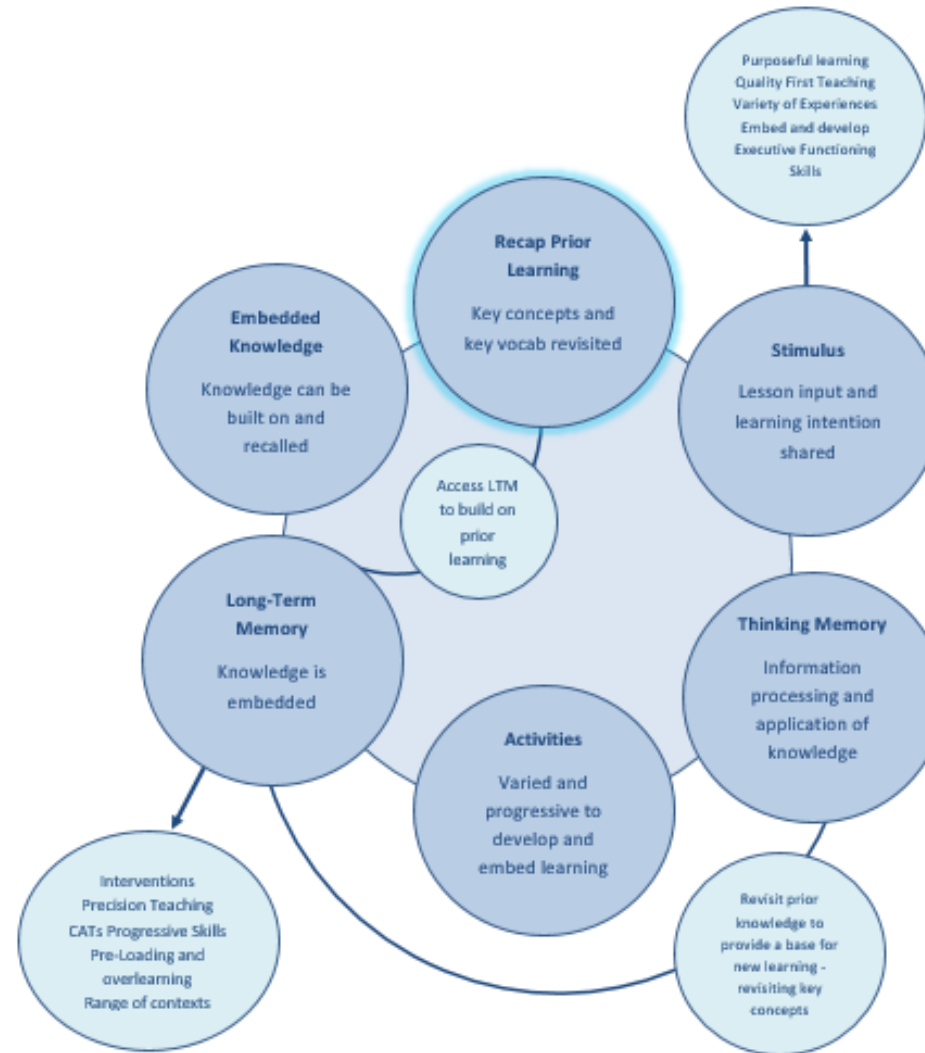
### Enrichment

- \* Celebrate and embrace talent
  - \* Appreciate the Arts
  - \* Broaden life skills
- \* Have the confidence to learn new and unfamiliar things
- \* Ensure visits and visitors enhance learning








# Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



## Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Languages				
<b>Languages are taught progressively through the 3 pillars of: Phonics, Vocabulary and Grammar.</b>				
To develop these key areas, the curriculum has been structured progressively through each of the following aspects				
				
Listening	Speaking	Reading	Writing	Grammar

## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
Languages		Similarity and differences between languages. How this can help learn a language				Speaking, listening and communicating in another language. Building vocabulary	

## Key concepts (Big Ideas) in LANGUAGES

Languages are taught progressively through the 3 pillars of:

- *Phonics* (the system of the sounds of a language and how these are represented in written words)
- *Vocabulary* (building a body of useful words for different contexts and situations to enable communication and understanding)
- *Grammar* (including syntax and inflectional and/or derivational features i.e.: the systems for changing the form of a word and for creating new words respectively)

For most pupils, they will be beginners when learning a new language. Their main tasks will therefore be to:

- Learn and internalise the sounds, vocabulary and grammar of the language
- Understand and produce these when they are combined into sentences
- Build up the range and complexity of grammatical features and vocabulary to increase the length and complexity of text that is spoken, written or understood

Pupils will learn a language through a series of thematic units e.g. myself, family, food, weather etc... to give a context to apply their phonics, vocabulary and grammar knowledge. In each unit, they will have opportunities for **speaking, listening, reading and writing**.

**PHONICS:** Phonics is embedded through all units of work. Pupils will learn to recognise, say, read and write the sounds needed for form words and to pronounce them correctly. As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:

- The pronunciation of the letters 'C' and 'Z' as 'TH' in Spanish (depending on the vowel that follow)
- Rolling 'RR' sound and rolling 'R' sound if a word starts with a letter 'R'
- 'Hard' or 'soft' pronunciation of the letters 'G' and 'C' depending if the vowel after is a 'hard' vowel (A,O, U) or 'soft' vowel (E, I)
- The effect of accents













### **GRAMMAR:**

Pupils will learn the rules of grammar that apply to a different language and revisit these rules through different context, applying them in speaking, listening, reading and writing activities.

### **VOCABULARY:**













Pupils will be taught a bank of **topic words** and use these, alongside their developing grammar and phonics knowledge, to understand and construct phrases and sentences in a different language with increasing complexity. In addition, there will also be a focus on **common words** which are repeated regularly to support pupils understanding and construction of language. The development of vocabulary is embedded through the units of work and applied to speaking, listening, reading and writing activities.


MFL Key Concepts Year Group Mapping – Cycle A




	Autumn	Spring	Summer
EYFS			
Years 1 and 2			
Years 3 and 4	<p>Greetings</p>  <p>Musical Instruments</p> 	<p>Vegetables</p>  <p>Shapes</p> 	<p>In the Classroom</p>  <p>At the Cafe</p> 
Year 5	<p>Presenting Myself</p>  <p>At Home</p> 	<p>Olympics</p>  <p>At the Weekend</p> 	<p>Healthy Living</p>  <p>Me in my World</p> 
Year 6			




MFL Key Concepts Year Group Mapping – Cycle B

	Autumn	Spring	Summer
EYFS			
Years 1 and 2			
Years 3 and 4	<p>I'm Learning Spanish</p>  <p>Animals</p> 	<p>I Can</p>  <p>Fruits</p> 	<p>Ice Cream</p>  <p>The Weather</p> 
Year 5	<p>The Date</p>  <p>Family</p> 	<p>Pets</p>  <p>Clothes</p> 	<p>Habitats</p>  <p>At School</p> 
Year 6			

Knowledge and skills sequencing		LANGUAGES						
		ONGOING OBJECTIVES			Y3	Y4	Y5	Y6
<b>PHONICS</b>	<p>Pupils will learn the sounds associated with the letters of the Spanish alphabet as they progress through Key Stage 2.</p> <p>In addition, they are introduced to additional phonemes at the start of each appropriate year and revisit them within each unit.</p> <p>As well as the phonemes, pupils will also encounter the following Spanish linguistic and grammatical concepts as they progress through the units:</p> <ul style="list-style-type: none"> <li>- The pronunciation of the letters 'C' and 'Z' as 'TH' in Spanish (depending on the vowel that follow)</li> <li>- Rolling 'RR' sound and rolling 'R' sound if a word starts with a letter 'R'</li> <li>- 'Hard' or 'soft' pronunciation of the letters 'G' and 'C' depending if the vowel after is a 'hard' vowel (A,O, U) or 'soft' vowel (E, I)</li> <li>- The effect of accents</li> </ul>				<u>ch</u> – chocolate <u>j</u> – jirafa <u>ñ</u> – niña <u>ll</u> – caballo <u>rr</u> – perro	<u>ca</u> – casa <u>ce</u> – cerdo <u>ci</u> – cinco <u>co</u> – conejo <u>cu</u> – cuatro	<u>ga</u> – gato <u>ge</u> – geografía <u>gi</u> – girasol <u>go</u> – goma <u>gu</u> – gusano	<u>b</u> – beber <u>v</u> – vaca <u>cc</u> – diccionario <u>qu</u> – química <u>z</u> – zanahorias
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
<b>GRAMMAR</b>  		<p>Start to understand that foreign languages can have different structures to English eg: many nouns have a determiner/article in foreign languages which we don't have in English</p>		<p>Start to understand the concept of noun gender and the use of articles</p> <p>Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some')</p> <p>Introduce simple adjectival agreement (eg: adjectival agreement when describing nationality), the negative form and possessive adjectives (eg: 'In my pencil case I have...' or 'In my pencil case I do not have')</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive)</p> <p>Understand better the rules of adjectival agreement and possessive adjectives</p> <p>Start to explore full conjugation (EG: 'I wear...', 'he/she verb wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat')</p>	<p>To understand gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like)</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'</p>	

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Listening</b> 		To appreciate short stories and fairy tales and start to understand some of the familiar words in what they hear		To listen to and enjoy short stories, nursery rhymes and songs  To be able to recognise familiar words and short phrases covered in the units taught	To learn to listen to longer passages and understand more of what they hear  To be able to pick out key words and phrases from current and previous units when listening	To be able to listen more attentively and for longer periods  To understand more of what they hear, even when some language may be unfamiliar, by using decoding skills	To be able to listen to longer text and more authentic foreign language material  To learn to pick out cognates and familiar words to gain a broad understanding of what they have heard, even though some language may be unfamiliar
<b>Speaking</b> 		To learn to repeat and reproduce language and key words with accurate pronunciation		To learn to communicate with others using simple words and short phrases	To be able to communicate with others with improved confidence and accuracy  To learn to ask and answer questions based on the language covered in the units	To be able to communicate on a wider range of topics and themes  To be able to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity	To learn to recall previously learnt language and incorporate it with new language with increasing speed and spontaneity  To be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate
<b>Reading</b> 		To be able to identify the written version of some of the words they hear		To be able to read familiar words and short phrases accurately by applying phonics knowledge  To understand the meaning in English of some words read in the foreign language	To be able to read aloud short pieces of text, applying phonics knowledge  To understand most of what they read in a foreign language when the text is based on familiar language	To understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context  To increase knowledge of phonemes and letter strings and apply these when reading	To be able to tackle unknown language with increased accuracy by applying phonics knowledge, including awareness of accents, silent letters etc...  To decode unknown language using a bilingual dictionary

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Writing</b>  		<p>To consolidate letter formation skills by copying words in a foreign language from a model example</p> <p>To start to reproduce nouns and determiners/articles from a model example</p>		<p>To be able to write familiar words and short phrases using a model or vocabulary list</p>	<p>To be able to write some short phrases based on familiar topics</p> <p>To begin to use conjunctions and the negative form where appropriate</p>	<p>To be able to write a paragraph using familiar language incorporating conjunctions, a negative response or adjectival agreement when required</p> <p>To be able to substitute words for suitable alternatives</p>	<p>To be able to write a piece of text using language from a variety of units covered</p> <p>To learn to adapt any models provided to show solid understanding of grammar covered</p> <p>To begin to incorporate conjugated verbs and to use conjunctions, adjectives and possessive adjectives</p>