

Learning another language offers pupils the opportunity to explore relationships between language and identity and develop a deeper understanding of other cultures and the world around them. Our aim is for a languages education to promote pupils' curiosity and deepen their understanding of the world.

Rationale for MFL

Our school follows the Primary Languages Network scheme of work, which is taught weekly within Key Stage 2. It is a live scheme, which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of MFL whilst maintaining a 'primary' focus. The children in Key Stage 2 build up their knowledge and skills by working through the language learning stages from Stage 1 through to Stage 4. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Teaching will be mainly through specific lessons however, it is expected that teachers will plan opportunities for speaking and promoting of the language they are learning. Teachers should also seek out cross-curricular links such as exploring the language of different cultures and time periods they may be learning about in their other lessons.

With the introduction of a new scheme, we have implemented a progressive 'cycle' approach, where children are working on securing strong language foundations (Stages 1 and 2) in 'cycle 1', before progressing on to the next stage in 'cycle 2' the following year. In 'cycle 2', the children will be working through the language learning stages from Stage 1 in Year 3 to Stage 3 in Year 6. By cycle 3, pupils will work on each stage as they progress through Key Stage 2 and will continue to follow this progression model for subsequent years.

By the time of their time at Atlas, children will have gained confidence in their abilities and understanding of a language, they will have gained new knowledge of a different culture whilst also broadening their knowledge of languages.

Nothing is learned unless it rests in long-term memories

MFL Long Term Plan

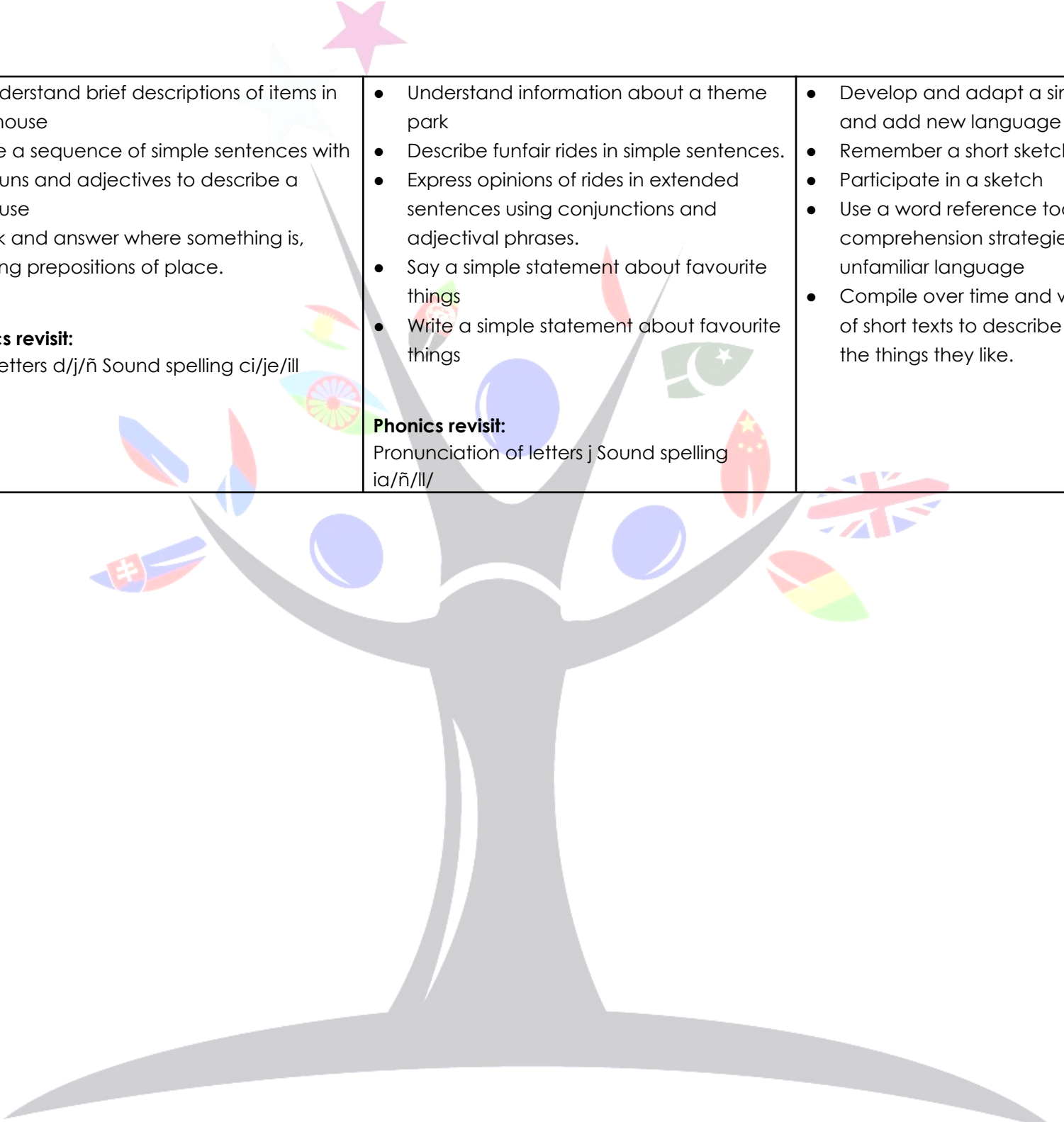
	Cycle 1 – 2023/2024	Cycle 2 – 2024/2025	Cycle 3 – 2025/2026 +
Year 3	Stage 1	Stage 1	Stage 1
Year 4	Stage 2	Stage 2	Stage 2
Year 5	Stage 2	Stage 3	Stage 3
Year 6	Stage 2	Stage 3	Stage 4

	AUTUMN	SPRING	SUMMER
Spanish Stage 1	Autumn 1: a new start. I can: <ul style="list-style-type: none"> Say a greeting Respond to a question about name or feelings 	Spring 1: Animals I like and don't like. I can: <ul style="list-style-type: none"> Remember and say animal nouns Write a simple sentence about a favourite animal Recognise a noun in a sentence 	Summer 1: Fruits, vegetables, hungry giant story. I can: <ul style="list-style-type: none"> Understand and say fruit/veg nouns Recall numbers 0-15 Count fruits Understand, enjoy, join in with story and board game Ask politely for an item Attempt to write a simple sentence using conjunction "and"
Cycle 1 –23/24 = Year 3	<ul style="list-style-type: none"> Attempt a question – name or feelings Remember some nos between 0-11 Say at least 4 colours 		
Cycle 2 –24/25 = Year 3	Phonics Beginning: Silent letters H Pronunciation of letters j/z/v	Phonics Beginning: Stress on letters à Pronunciation v/j/z Sound spelling rr/ll	
Cycle 3 –24/25+ = Year 3	Sound spelling uy/ci/ce/ll/ei/ie Autumn 2: Calendar and celebrations. I can: <ul style="list-style-type: none"> Read and say some adjectives of colour 	Spring 2: Carnival and using numbers. I can: <ul style="list-style-type: none"> Recall numbers 0-11 	Phonics Beginning: Silent letters h Sound spelling za/ia

	<ul style="list-style-type: none"> Recognise and say a day of week Attempt to copywrite accurately a day of week Recognise and say most months Attempt to write accurately an important month of year <p>Phonics Beginning: Silent letters h Pronunciation j/v Sound spelling ao/me</p>	<ul style="list-style-type: none"> Recall personal info questions from Autumn 1 Say age Recall some months of year Recall some days of week Attempt to say and write the date <p>Phonics Beginning: Pronunciation of letters letters j/g/v/z Sound spelling ce/cu</p>	<p>Summer 2: Going on a picnic, Aliens in Spain, Language Puzzle. I can:</p> <ul style="list-style-type: none"> Identify and understand familiar colours in a sentence Remember and say familiar colours Understand and join in with a story Ask the question "Where do you live/ Respond to the question with "I live in .." <p>Phonic Beginning: Silent letters h Pronunciation of letters z/v Sound spelling gua/ll</p>
<p>Spanish Stage 2</p> <p>Cycle 1 –23/24 = Year 4,5, and 6</p> <p>Cycle 2 –24/25 = Year 4</p> <p>Cycle 3 –24/25+ = Year 4</p>	<p>Autumn 1: Welcome to school. I can:</p> <ul style="list-style-type: none"> answer several questions about themselves ask several questions about a friend understand and respond to classroom instructions recall days of week recall months of year say and write some nouns for places in school say and write some nouns for classroom objects <p>Phonics revisit: Silent letters h Pronunciation of letters j/v/ñ Sound spelling ce/ll/ci/au/die/vei/iz</p>	<p>Spring 1: Family tree and faces. I can:</p> <ul style="list-style-type: none"> Remember and say nouns for members of family Recognise, understand and say parts of face nouns Write a simple sentence with a part of face and a colour. <p>Phonics revisit: Stress on letters á/é/ Silent letters h Pronunciation é/è/ç Sound spelling ue/ll/qué/iz/ja/jos/za</p> <p>Spring 2: Face and body. I can:</p> <ul style="list-style-type: none"> Recognise and use accurately body part nouns 	<p>Summer 1: Feeling unwell, Jungle animals. I can:</p> <p>Recall body part nouns</p> <ul style="list-style-type: none"> Explain what hurts and how feeling Take part in at the doctors' roleplay Identify jungle animal nouns Remember jungle animal nouns Identify and find meaning of unfamiliar adjectives Understand and join in with a story. Say/write a simple sentence – noun, adjective, conjunction about jungle animals. <p>Phonics revisit: Silent letters H Pronunciation i/v Sound spelling ir/re</p>

	<p>Autumn 2: My town, your town. I can:</p> <ul style="list-style-type: none"> • Listen and respond accurately to sequence of commands • Communicate simple instructions • Recognise and read places in town nouns <p>Phonics revisit: Silent letters h Pronunciation ñ Sound spelling ver/zul/tea/jo/llo/ao/u</p>	<ul style="list-style-type: none"> • Understand simple descriptive sentence about body parts with colour adjectives and size adjectives • Say and write simple sentence about for a physical description • Follow a simple sequence of physical movement commands • Communicate a simple sequence of physical movement commands <p>Phonics revisit: Silent letters h Pronunciation z/v/j Sound spelling ll/os</p>	<p>Summer 2: The weather, Ice creams, Language Puzzle. I can:</p> <ul style="list-style-type: none"> • Read and understand 3 simple sentences about the weather • Say and write 3 simple sentences about the • Weather • Understand some ice cream flavours • Describe a favourite ice cream • Participate in a buy an ice cream roleplay <p>Phonics revisit: Silent letters h Pronunciation v/i Sound spelling ia/me/io/ll/hace/iem.</p>
<p>Spanish Stage 3</p> <p>Cycle 2 –24/25 = Year 5 and 6</p> <p>Cycle 3 –24/25+ = Year 5</p>	<p>Autumn 1: Talking about Us. I can:</p> <ul style="list-style-type: none"> • Say an extended sentence about how feeling with a reason • Say a 3rd person singular sentence with details about someone else • recognise and say at least 5 school subjects • say and write an extended opinion about a school subject using a like/dislike verb <p>Phonics revisit: Stress on letters í/á/ó/ú Sound spelling oy/que/ci</p> <p>Autumn 2: Time in the city. I can:</p>	<p>Spring 1: Healthy eating and going to the market. I can:</p> <ul style="list-style-type: none"> • Remember and say familiar fruit/veg nouns • Identify cognates and semi cognates (fruit/veg nouns) • Say some numbers between 0 and 100 • Participate in an at the market roleplay • Follow simple instructions for a recipe • Give simple instructions for a recipe <p>Phonics revisit: Stress on letters á Pronunciation letters z/v/ Sound Spellings cual/ce/ í</p> <p>Spring 2: Clothes. I can:</p>	<p>Summer 1: Out of this World. I can:</p> <ul style="list-style-type: none"> • Understand information and simple ID card • Ask and answer details about identity • Recognise planets in target language • Use adjectives accurately to describe planets • Read and understand simple facts about the planets. • Recall and use prior learning to create a simple imaginary planet description. <p>Phonics revisit: Silent letters h Pronunciation z/j Sound spelling va/y/que</p> <p>Summer 2: Going to the seaside and language puzzles. I can:</p>

	<ul style="list-style-type: none"> Understand at least 5 places in the city/town nouns Say and write a simple sentence to describe what is in a town/city Say and write the nouns for presents on a charity stall Ask and answer politely to purchase an item Participate in a simple shopping dialogue Write a simple descriptive sentence about a festive jumper. <p>Phonics revisit: Pronunciation z/v/ñ Sound spelling que/qui/ci/ía</p>	<ul style="list-style-type: none"> Identify and understand clothes nouns Say nouns for clothes accurately Read and understand descriptive sentences about clothes Use nouns and adjectives accurately to create descriptive sentences Use parts of the verb to wear to write simple clothes descriptions <p>Phonics revisit: Silent letters h Pronunciation z/j Sound spelling ll/ce/za</p>	<ul style="list-style-type: none"> Understand and say nouns for beach bag items Use sentence starters to create a sequence of sentences Use "you can" + infinitive of a verb to create a persuasive sentence Say/write extended sentences to describe a day at the seaside. <p>Phonics revisit: Silent letters h Pronunciation v/j/y Sound spelling jug/ace</p>
<p>Spanish Stage 4</p> <p>Cycle 3 –24/25+ = Year 6</p>	<p>Autumn 1: Revisiting me, Telling the time, Everyday Life. I can:</p> <ul style="list-style-type: none"> Participate in brief conversations about themselves and others. Understand and say several o'clock time phrases Say and write a sequence of daily routine sentences Ask and answer some question about own daily routine <p>Phonics revisit: Silent letters h Pronunciation of letters v/y/j/o/e Sound spelling vei/ce/qui/ci/ll/q</p> <p>Autumn 2: Homes and houses. I can:</p>	<p>Spring 1: Investigating sports. I can:</p> <ul style="list-style-type: none"> Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jugar Give an opinion Say and write a description of a sport <p>Phonics revisit: Silent letters d/j/ñ Sound Spellings ci/ce/on/illo/rr/áis</p> <p>Spring 2: Funfair and favourites. I can:</p>	<p>Summer 1: Café culture. I can:</p> <ul style="list-style-type: none"> Understand a target language menu. Ask for 3 drinks politely Ask for 3 snacks politely Ask politely for a typical target language breakfast items Participate in short café roleplays <p>Phonics revisit: Pronunciation of letters v/x Sound spelling ch</p> <p>Summer 2: Performance, Transition to KS3, Language Puzzle. I can:</p> <ul style="list-style-type: none"> Understand a simple short sketch



	<ul style="list-style-type: none"> • Understand brief descriptions of items in a house • Use a sequence of simple sentences with nouns and adjectives to describe a house • Ask and answer where something is, using prepositions of place. <p>Phonics revisit: Silent letters d/j/ñ Sound spelling ci/je/ill</p>	<ul style="list-style-type: none"> • Understand information about a theme park • Describe funfair rides in simple sentences. • Express opinions of rides in extended sentences using conjunctions and adjectival phrases. • Say a simple statement about favourite things • Write a simple statement about favourite things <p>Phonics revisit: Pronunciation of letters j Sound spelling ia/ñ/ll/</p>	<ul style="list-style-type: none"> • Develop and adapt a simple short sketch and add new language • Remember a short sketch • Participate in a sketch • Use a word reference tool and comprehension strategies to access unfamiliar language • Compile over time and write a sequence of short texts to describe themselves and the things they like.
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