



MFL Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Develop an understanding around the world around us. Different languages are used in our local communities and the wider world. The primary languages and where different languages are spoken more widely					
KS1	Appreciate French stories, songs, poems and rhymes		Appreciate Spanish stories, songs, poems and rhymes		Appreciate German stories, songs, poems and rhymes	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Describe people, places and actions orally		Describe people, places and actions orally		Describe people, places and actions orally	
	Listen attentively to spoken language and show understanding by joining in and responding		Listen attentively to spoken language and show understanding by joining in and responding		Listen attentively to spoken language and show understanding by joining in and responding	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	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*	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*	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	Read carefully and show understanding of words, phrases and simple writing	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Read carefully and show understanding of words, phrases and simple writing	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Read carefully and show understanding of words, phrases and simple writing
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
	Present ideas and information orally to a range of audiences	Describe people, places, things and actions orally and in writing	Present ideas and information orally to a range of audiences	Describe people, places, things and actions orally and in writing	Present ideas and information orally to a range of audiences	Describe people, places, things and actions orally and in writing
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	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	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	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	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	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	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

	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		these, for instance, to build sentences; and how these differ from or are similar to English		sentences; and how these differ from or are similar to English	
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- ♣ 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
 - 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

Key Stage 3

Pupils working at the level of year 7 will start the KS3 pathway with a developing love and interest in language acquisition and with an appreciation of other cultures. Pupils should feel secure in understanding and responding to familiar spoken and written language, though support will still need to be given at times. Spoken language will be with mostly accurate pronunciation and pupils will have a developing spontaneity to communicate what they want to say. The main topics covered include: Greetings and introductions, basic conversational language, places and directions, free time activities, family and friends, describing ourselves, simple opinions and numbers to 20. The skills pupils have covered include: cohesive devices, conjunctions, common verbs and common irregular verbs, a range of basic adjective including agreement and position, positive and negative phrases.

Many of our pupils are working well below age related expectations. MFL is often a subject where they are significantly behind. There are many reasons for this – with many of our pupils it is due to missing large parts of their educational journey. When they have accessed tutoring at home or part time timetables often MFL has been a subject t which has been ‘left off the timetable’

We will work from the point the pupil is at rather than trying to start form a point which is a long way from their prior knowledge or skills

Learning another language will provide pupils with the culturally enriching opportunities which will help them understand their place in the multi-cultural society we live in by providing an opening into another culture to explore. Our learning journeys are based around real world scenarios which are interesting and relatable to pupils allowing pupils to compare their learning with their own experiences of the world. Pupils are taught skills through speaking, listening, reading and writing to ensure they develop their linguistic competence alongside their grammar and vocabulary.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>¡Hablo en Español!</p> <p>Greetings Pupils will learn how to meet and greet people in Spanish and will look to introduce themselves in a basic way including their name, age, birthday. The main focus on this topic will be pronunciation, basic phonics and holding simple conversations.</p>	<p>¡Hablo en Español!</p> <p>Describing myself and others Pupils will learn to introduce and talk about themselves and their family through the use of simple adjectives. This will introduce pupils to the concept of gender and agreement and will allow detail to develop into their speaking</p>	<p>¡Hablo en Español!</p> <p>Los Animales</p> <p>Pupils will say whether they/ others have or don't have pets (negatives). This provides a further context where pupils can demonstrate their speaking and understanding of basic descriptions. Pupils will have the opportunity to explore and compare the wildlife in Spanish speaking countries and the UK.</p>	<p>Learning more about Spain and Spanish speaking countries</p> <p>Spanish Culture Traditional Spanish celebrations – around the World Traditional Spanish Food</p>	<p>¡Mi Escuela!</p> <p>My school day (Adverbials of time) Pupils will compare the experiences of children in Spanish schools with that of their own. Pupils will learn how to tell the time in Spanish and talk about their own school day.</p>	<p>Revisit and recap What have we learned across the year To develop a presentation which incorporates all topics covered this year</p>
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	<p>Como y Bebo</p> <p>Maintaining a conversation Pupils will look at different types of Spanish cuisine and compare with their own diet. Pupils will focus on conversation skills and take part in a restaurant role play.</p>	<p>¡Mi tiempo libre!</p> <p>My favourite activities Pupils will explore sports and free time activities popular in the Spanish speaking world and will compare with their own experiences. Pupils will talk about their favourite activities and say why</p>	<p>¡Mi Ciudad! Giving</p> <p>Directions (Adverbials of place) Pupils will build on the previous journey by using prepositions, imperative verbs, ordinal numbers and questioning to create clear sets of directions and instructions. Pupils will explore maps/ key facts about famous Spanish speaking towns and cities.</p>	<p>Voyager</p> <p>Countries and Nationalities Pupils will explore Spanish speaking countries around the world and explore the cultural similarities and differences in each. Pupils will be able to describe where they and others are from. Pupils will also say where they would like to go.</p>	<p>¡Mi tiempo libre!</p> <p>Current and previous plans Pupils will learn to use simple past and present tenses to say what they/ others are doing and have done previously. Pupils will compare their experiences with those of Spanish children.</p>	<p>El mundo del trabajo!</p> <p>Future Plans Pupils will use the vocabulary for different jobs in Spanish. They will then use the future tense and opinions to say what they want to do and why. We will take a look at careers which champion and value language learning.</p>
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p>¡Mi Ciudad!</p> <p>Describing where we live Pupils start off by looking at a case study of Barcelona and making cultural comparisons between there and the UK. Pupils will then learn to describe where they live by looking at places in the town, basic adjectives, quantities and negatives.</p>	<p>Talking about my everyday life – likes and dislikes, friends and relationships. Using the present, perfect tenses and conjunctions to give opinions and justifications to say how you are feeling, what you like and don't like, describe other people and how you get on with them, and talk about birthday celebrations.</p>	<p>Using the perfect and imperfect tenses, infinitive phrases, modal verbs and negatives to talk about a trip to a Spanish festival, giving information about what you must and must not do and the weather.</p>	<p>Using the near and simple future, conditional and perfect and imperfect tenses to give information and opinions about future and past holidays (where appropriate – or a wish trip) where is Spanish spoken around the world and why?</p>	<p>Giving information about what you must, can and cannot do at school and talking about your school day and your after school plans. Using the present tense, modal verbs, negatives and the conditional to give information and opinions, and ask and answer questions about your school and after school plans.</p>	<p>Talking about your future plans and the skills acquired by learning languages. Using the present, near and simple future and conditional, negatives, modal verbs, si clauses and conjunctions to talk about part-time jobs, future plans and ambitions and advantage</p>