



## Modern Foreign Languages Programme of Study 2020

### Purpose of Study

#### Our school curriculum will ensure;

All our pupils will be inspired by the love of learning a Modern Foreign Language that will continue into their adult life. We will stimulate cultural awareness including the differences and similarities between countries, along with providing an extensive insight into knowledge, vocabulary and grammar. We endeavor to enable our pupils to express their ideas and thoughts in another language by working on the four basic language skills: speaking, listening, reading and writing, which will be built upon as the child progresses through school. At Ivanhoe, we understand and appreciate that learning a new language is a fundamental life skill for children to gain a real social perspective into the world, cultures and traditions. We understand that the natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience for our pupils. As the second most spoken language world-wide, learning Spanish will also prepare pupils to participate in our rapidly changing world and will potentially give them greater opportunities in their adult life.

#### The national curriculum states that;

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### Aims

#### Our school curriculum will ensure;

- Introduce children to another language in a way that is enjoyable and accessible to all pupils
- Stimulate and encourage children about language, culture and country traditions
- Develop speaking and listening skills by being exposed to **native speakers**
- Develop reading and writing skills using a fun and engaging approach
- The children experience Spanish activities and **traditions**
- Our pupils recognise how symbols, products and objects can represent the **culture** of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- Children will recognise, understand and respect **cultural diversity**, and describe the life of children in the country the language is spoken

#### The national curriculum for Modern Foreign Language aims to ensure that all pupils:



- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied

### Glossary

**Native speakers** – A person who has spoken the language in question from earliest childhood.

**Cultural diversity** - The existence of a variety of cultural or ethnic groups within a society.

**Culture** - The ideas, customs, and social behaviour of a particular people or society

**Tradition** - A long-established custom or belief that has been passed on from one generation to another.

## Programme of Study - Early Years and Key Stage 1

### Early Years and KS1

#### **Our school curriculum will ensure children are taught:**

Children in Early Years and KS1 will be introduced to Spanish in a fun and engaging way. They will be exposed to Spanish cultures and traditions and will compare this to others. Throughout their time in Key Stage 1, our pupils will build on their understanding and appreciation of other cultures and traditions and each year group will focus on a particular area of learning. Our pupils will start to understand the way of life for Spanish children and begin to appreciate the similarities and differences between them. Teachers will deliver the majority of their Spanish lessons through stories, poems and songs to ensure all children are accessing enjoyable learning. Through the four basic forms of language, Early Years and KS1 will begin to learn two of them, those being – speaking and listening. This will allow our pupils to develop their understanding of the Spanish language through the key stage.

#### **The National Curriculum states pupils should be taught:**

Modern Foreign Languages (MFL) are not required to be taught in Foundation Stage and Key Stage 1.



**Speaking and Listening**

**Foundation**

Our foundation stage pupils will start to learn a foreign language at a very early age at Ivanhoe. We believe this will enable our children to reap significant advantages such as promoting healthy development, and the many cognitive and social benefits will last a lifetime. We will teach pupils through songs, videos, games, interactive activities and lessons based on a practical communicative approach.

- To say numbers 0-10
- Greetings (hello/goodbye/good morning/Merry Christmas)
- Learn a Spanish poem/rhyme/song

**Vocabulary**

**Greetings:**

Hola, Buenos días, Buenas tardes, Feliz Navidad

**Numbers 0-10:**

Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez

**Year 1**

- Revise foundation work – Spanish quiz
- Join in with songs, rhymes, raps and stories which enable them to practice the sounds of the language in an enjoyable way.
- Greetings (hello/goodbye/good morning/good day/good night/Merry Christmas)
- Introducing ourselves: My name is..., ¿and you?
- Yes/No
- Numbers 0-10

**Year 2**

- Revise year 1 work – Spanish quiz
- Join in with songs, rhymes, raps and stories which enable them to practice the sounds of the language in an enjoyable way.
- Introducing ourselves: ¿What’s your name? My name is ...
- Classroom commands
- Feelings – happy/sad/OK
- How are you? – ¿Que tal?
- Days of the week
- Months of the year
- Numbers 0-10 (counting forwards and backwards)

**Vocabulary**



<p><b>Year 1</b>  <b>Greetings:</b>                  Hola, Buenos días, Buenas tardes, Buenas noches, Feliz Navidad</p> <p><b>Introducing yourself:</b>                  Me llamo, y tú</p> <p><b>Numbers 0-10:</b>                  Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</p> <p><b>Yes/No:</b>                  Sí/no</p>	<p><b>Year 2</b>  <b>Greetings:</b>                  Hola, Buenos días, Buenas tardes, Buenas noches, ¿Cómo te llamas? Me llamo</p> <p><b>Days of the week:</b>                  Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo</p> <p><b>Months of the year:</b>                  Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre.</p> <p><b>Feelings:</b>                  ¿Que tal? Muy bien, regular, mal, Estupendo</p> <p><b>Classroom commands:</b>                  Eschudad (listen) Mirad (look) Levantaos (stand) Sentaos (sit down)                  Silencio (silent)</p>
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**Spiritual and Emotional Engagement**

At Ivanhoe, the spiritual and emotional well-being of our pupils is the most important factor and their needs, emotionally and educationally always come first. We will be providing our children with numerous Spanish events and activities for our children to take part in, which will let them experience cultural differences and similarities, as stated in the purpose of study.

Children who are exposed early to other languages display more positive attitudes to the cultures associated with those languages. At Ivanhoe, we want the experience of learning a language to introduce them to the world in ways they might otherwise have not experienced. We want our pupils to recognise that there are other ways to live and behave which are valid, despite not being the same as the one that the child knows at home. At the same time, recognising that there are certain basic, fundamental truths that are common to our humanity, such as the need for honesty, trust and mutual respect in order for us all to live together in harmony.

**Foundation**



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### **Flamenco dancing**

To enhance the excitement of starting to learn a Modern Foreign Language, our foundation pupils will be exposed to Flamenco dancing which is an important part of Spanish culture and tradition. They will have the opportunity to watch professional native Spanish dancers dance and take part in the art themselves.

### **Year 1**

#### **Tasting traditional Spanish foods**

Our pupils will be exposed to Spanish foods, where they will taste the Spanish culture! Foods such as, olives, chorizo, jamon, figs and pomegranate. The children can make comparisons between common Spanish and British foods.

### **Year 2**

#### **Spanish Christmas**

Our pupils will appreciate 'Spanish Christmas'. They will sing a traditional Spanish Christmas song and have the opportunity to taste Spanish Christmas foods their famous hot chocolate drink. Our children will be taught the traditional Spanish dance the 'Jota.' Our pupils will then have the opportunity to make comparisons with their own Christmas traditions.

## **Programme of Study – Key Stage 2**

### **Modern Foreign Language – KS2**

#### **Our school curriculum will ensure children are taught:**

Through pure excitement, enjoyment and challenge, our KS2 pupils at Ivanhoe will strive to be enthusiastic learners and develop positive attitudes to language learning throughout life. The skills, knowledge and understanding gained, through the four forms of language, those being - speaking, listening, reading and writing will make a major contribution to the development of children's oracy and literacy, and to their understanding of their own culture/s and those of others. KS2 pupils will begin to notice accents and start to imitate pronunciation and recognise how punctuation may vary between Spanish and English. As they move up throughout the key stage children will start to build sentences and initiate and sustain basic conversation. Each year group will have a specific cultural or traditional topic that they study in that year. The topics will progress from what they have already been exposed too - from their time in Key Stage 1.

#### **The national curriculum for Modern Foreign Language aims to ensure that all pupils:**



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Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

**Speaking and Listening**

<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- Revise year 2 work – <u>Spanish quiz</u></li> <li>- Numbers 0-15</li> <li>- Colours</li> <li>- Domestic animals</li> <li>- Zoo animals</li> <li>- Fruit</li> <li>- About me             <ul style="list-style-type: none"> <li>o (Me llamo__</li> <li>o Tengo ____ años</li> </ul> </li> <li>- Verb – ‘Es’ (is)</li> <li>- Connective – y (and)</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>- Revise year 3 work – <u>Spanish quiz</u></li> <li>- Describe me</li> <li>- Body parts</li> <li>- Family members</li> <li>- Verb – ‘Es’ he/she is</li> <li>- Connective – y (and)</li> <li>- Listen for specific words and phrasing.</li> <li>- Verb – like (gusto)</li> <li>- Verb – have (tengo)</li> <li>- Numbers – 0-20</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>- Revise year 3 &amp; 4 work – <u>Spanish quiz</u></li> <li>- Times of day</li> <li>- Weather</li> <li>- Seasons</li> <li>- Food</li> <li>- Numbers to 100 – counting in tens (10,20,30,40 etc)</li> <li>- Listen for specific words and phrasing.</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>- Revise year 4 &amp; 5 work – <u>Spanish quiz</u></li> <li>- Work out how to pronounce unknown words</li> <li>- Listen for specific words and phrasing.</li> <li>- Hobbies</li> <li>- Occupations</li> <li>- Numbers 0-100</li> </ul>
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**Reading**

<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- About me             <ul style="list-style-type: none"> <li>o Me llamo ____</li> <li>o Tengo ____ años</li> </ul> </li> <li>- Days of the week</li> <li>- Months of the year</li> <li>- Numbers 0-15</li> <li>- Colours</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>- Revise year 3 work – <u>Spanish quiz</u></li> <li>- Verb (to like)</li> <li>- Verb (to have)</li> <li>- Body parts</li> <li>- Family members</li> <li>- Numbers 0-20</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>- Revise year 4 work – <u>Spanish quiz</u></li> <li>- Weather</li> <li>- Foods</li> <li>- Numbers to 100 – counting in tens (10,20,30,40 etc)</li> <li>-</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>- Revise year 5 work – <u>Spanish quiz</u></li> <li>- Numbers 0-100</li> <li>- Hobbies</li> <li>- Recognise male and female words (o and a endings/uno/una)</li> </ul>
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Writing			
<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- About me                             <ul style="list-style-type: none"> <li>- Me llamo ____</li> <li>- Tengo ____ años</li> </ul> </li> <li>- Days of the week</li> <li>- Months of the year</li> <li>- Colours</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>- Revise year 3 work – <u>Spanish quiz</u></li> <li>- Describe me                             <ul style="list-style-type: none"> <li>- Me llamo ____</li> <li>- Tengo</li> <li>- Tengo ojos azules (I have blue eyes)</li> </ul> </li> <li>- Me gusta (I like)</li> <li>- Tengo (I have)</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>- Revise year 4 work – <u>Spanish quiz</u></li> <li>- Describe the weather</li> <li>- Favourite foods</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>- Revise year 5 work – <u>Spanish quiz</u></li> <li>- Short paragraph about you - including family, hobbies, likes and dislikes</li> <li>- Consolidating previous learning</li> </ul>
Vocabulary			
<p><b>Year 3</b></p> <p><b>Colours:</b> Rojo, azul, blanco, negro, verde, amarillo, naranja, rosa, gris, marron, morado</p> <p><b>Days of the week:</b> Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo</p> <p><b>Months of the year:</b> Enero, Febrero, Marzo, is Abril, is Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre.</p>	<p><b>Year 4</b></p> <p><b>Verb:</b> Me gusta (I like) Tengo (I have) Describe me Me llamo ____ Tengo ____ años Tengo ojos azules (I have blue eyes)</p> <p><b>Body parts:</b> Una cabeza (head) El hombro (shoulder) La rodilla (knee) Una Nariz (nose)</p>	<p><b>Year 5</b></p> <p><b>Times of day:</b> Por la mañana (in the morning) por la tarde (in the afternoon) por la noche (in the evening) a las (o'clock)</p> <p><b>Weather:</b> Hace frio (it's cold) Hace color (it's hot) Hace buen tiempo (it's good weather) Hace mal tiempo (it's bad weather) Hace sol (it's sunny) Hace viento (it's windy)</p>	<p><b>Year 6</b></p> <p><b>Hobbies:</b> Jugar al fútbol (to play football) Jugar al tenis (to play tennis) Bailar (to dance) Nadar (to swim) Leer (to read) Ver la tele (to watch television)</p> <p><b>Occupations:</b> Es médico (doctor) Es vendedor/vendedora (salesman/woman) Es profesor/profesora (teacher)</p>



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<p><b>Domestic animals:</b>                  El gato (cat)                  El perro (dog)                  El pez (fish)                  El hamster (hamster)                  El conejo (rabbit)                  El caballo (horse)                  La rata (rat)</p> <p><b>Zoo animals:</b>                  El tigre (tiger)                  El elefante (elephant)                  El León (lion)                  El jirafa (giraffe)                  El cocodrilo (crocodile)                  El oso (bear)</p>	<p>Unos ojos (eyes)                  El pelo (hair)                  La pierna (leg)                  El pie (foot)                  El estómago (stomach)                  La mano (hand)                  El brazo (arm)</p> <p><b>Family members:</b>                  Padre (father)                  Madre (mother)                  Hermano (brother)                  Hermana (sister)                  Abuelo: grandfather                  Abuela: grandmother                  Tío: uncle                  Tía: aunt</p>	<p>Hay niebla (there's fog)</p> <p><b>Seasons:</b>                  en otoño (autumn)                  en invierno (winter)                  en primavera (spring)                  en verano (summer)</p> <p><b>Food:</b>                  El pan (bread)                  El arroz (rice)                  La pasta (pasta)                  Las patatas (potatoes)                  el pescado (fish)                  la ensalada (salad)                  el helado (ice-cream)                  las galletas (cookies)</p>	<p>Es camarero/camarera                  (waiter/waitress)</p>
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**Spiritual and Emotional Engagement**

Language lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this area as well as giving them a new perspective on their own language. At Ivanhoe, the spiritual and emotional well-being of our pupils is the most important factor and their needs, emotionally and educationally are always our first priority. We will be providing our children with numerous Spanish events and activities for our children to take part in, which will let them experience cultural differences and similarities, as stated in the purpose of study. Children who are exposed early to other languages display more positive attitudes to the cultures associated with those languages. At Ivanhoe, we want the experience of learning a language to introduce them to the world in ways they might otherwise have not experienced. To recognise that there are other ways to live and behave which are valid, despite not being the same as the one that the child knows at home. At the same time, recognising that there are certain basic, fundamental truths that are common to our humanity, such as the need for honesty, trust and mutual respect in order for us all to live together in harmony.

**Year 3**

**Semana Santa - Easter Holy Week.**





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It commemorates the last week of Jesus' life, beginning with his arrival in Jerusalem, celebrated on Palm Sunday, and culminating in his Resurrection on Easter Sunday. Spain and many other Catholic Spanish-speaking countries are known for their elaborate processions and celebrations during this week. Our children will compare the similarities and differences between how different countries celebrate Easter.

### Year 4

#### **Spanish art/artist and Gaudí Architecture**

Spanish art is internationally renowned for being diverse, innovative and exciting. Our pupils will study the famous 'Pablo Picasso' who is regarded as one of the most influential artists of the 20th century. They will compare him to artists from the 21<sup>st</sup> century to see how art work has changed and developed over the years. Children will look into the famous Gaudi, one of the most unique and distinctive architectural styles.

### Year 5

#### **Spanish music delivery**

Traditional Spanish music and dance symbolizes the passion of Spanish culture. Our pupils will listen to and appreciate the sound of the Spanish classical guitar. They will understand and acknowledge that music is a very significant part of Spanish culture and the evolution of traditional Spanish music and dance has influenced the music we hear today.

### Year 6

#### **Spanish film and Bull running debate**

Our year 6 pupils will have the opportunity to watch an engaging Spanish film. We aim for our children to be engrossed in the storyline of the movie and invested in the characters while they listen to the native language. By watching a foreign film—hearing the dialogue and seeing facial expressions—our pupils can begin to understand the feelings and views of the person.

Our pupils in their final year of primary school will also take part in a debate. The debate will be whether or not they agree with the traditional Spanish 'Bull Running' festival, which takes part in various parts of the country.