

Swindon Academy Modern Foreign Language Curriculum Map

Intent




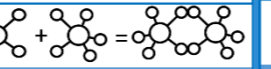




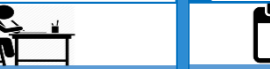

At Swindon Academy we value Modern Foreign Languages as an important part of the children's entitlement to a broad and balanced curriculum. MFL provides the children with knowledge about varying cultures around the globe, the geography and traditions intrinsic to these countries, and the communication skills to flourish in our modern, highly connected world. Through careful teaching and regular application, our children learn to speak and write accurately and effectively in a different language, and by mastering the essentials and applying them in a variety of contexts, the children are empowered to develop mastery over sophisticated oral communication and written work in this dialect.

This curriculum is not just for language development, as it will also endeavour to develop the children's sense of global identity and understanding of the countries that speak this language and what life is like, through exploring traditions, customs, geographical features, prominent figures, tourism and much, much more. Underpinning every bit of written and spoken work will be the theme of a real-world context, so that the language skills the children develop are not just rote recitals, but developed and practical communications that will apply and be useful to the world beyond our school.

Through an 'Immersion Day' format, our school takes a deep dive into our language for an entire school day, learning through a myriad of different tasks, experiences and projects. We encourage the entire school family to immerse themselves in a day of celebration of the language and culture that may otherwise remain unexplored for our children, in order to galvanise learning and engagement.

NC Purpose of Study: '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.'

Implementation – Rosenshine principles of instruction

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
									
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.	Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.	The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.	Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.	Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.	Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.	A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.	Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.	Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.	The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

KS1

At the end of KS1 a Swindon Academy student will have

Term	Immersion Day 1	Immersion Day 2	Immersion Day 3
Y1			
Key Content	Basic Numbers (1-12) Basic Greetings Ages	Number Consolidation Basic Colours Basic Shapes	Colour Consolidation Shape Consolidation Review of all Y1 content
Skills	Basic Pronunciation Oral Communication of simple sentences Basic recording of Spanish vocabulary Basic written sentences to express meaning	Basic Pronunciation Oral Communication of simple sentences and questions Basic recording of English to Spanish translations Basic written sentences to express meaning	Basic Pronunciation Oral Communication of simple sentences, questions and responses Basic recording of English to Spanish translations Basic written sentences to express meaning

Outcomes	Feliz Navidad – Celebration of Christmas in Spain (culture, traditions, food etc) Writing Outcome – Letters to Papa Noel	Working with Shapes Display – KS1 collaborates to create a display linking their Maths learning to Spanish, expressing the basic properties of shapes in both Spanish and English. Writing Outcome - labels for shapes and colours in Spanish	Designing and Describing Flags – children to study flags from around the world and design a flag for a remote Spanish island, communicating the properties and appearance of the elements of this flag both orally and in writing. Writing Outcome – label flags with shapes, colours and country name in Spanish
National curriculum coverage.	<ul style="list-style-type: none"> - 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 		

KS1 At the end of KS1 a Swindon Academy student will have			
Term	Immersion Day 1	Immersion Day 2	Immersion Day 3
Y2			
Key Content	Basic Numbers (1-12) Basic Greetings Ages Birthdays	Number Consolidation Basic Colours Basic Shapes	Colour Consolidation Shape Consolidation Review of all Y2 content
Skills	Basic Pronunciation Oral Communication of simple sentences Basic recording of English to Spanish translations Basic written sentences to express meaning	Basic Pronunciation Oral Communication of simple sentences and questions Developed recording of English to Spanish translations Basic written sentences to express meaning and ask questions	Basic Pronunciation Oral Communication of simple sentences, questions and responses Developed recording of English to Spanish translations Developing written sentences to express meaning and ask questions + communicate responses
Outcomes	Feliz Navidad – Celebration of Christmas in Spain (culture, traditions, food etc) Writing Outcome – Letters to Papa Noel	Working with Shapes Display – year group collaborate to create a display linking their Maths learning to Spanish, expressing the basic properties of shapes in both Spanish and English. Writing Outcome: Spanish account of classroom shape hunt.	Designing and Describing Flags – children to study flags from around the world and design a flag for a remote Spanish island, communicating the properties and appearance of the elements of this flag both orally and in writing. Writing Outcome – explanation of flag elements and country greeting slogan
National curriculum coverage.	<ul style="list-style-type: none"> - 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 		

KS2 At the end of KS2 a Swindon Academy student will have			
Term	Immersion Day 1	Immersion Day 2	Immersion Day 3
Y3			
Key Content	Numbers (1-20) Developed Greetings Ages Feelings Birthdays	Numbers Consolidation Classroom Items Basic School Lessons Food Likes and Dislikes Feelings Consolidation	Colours Developed Colours Shapes Developed Shapes Review of all Y3 content
Skills	Developed Pronunciation Oral Communication of simple and developed sentences Basic and developed recording of English to Spanish translations Basic and developed written sentences to express meaning	Developed Pronunciation Oral Communication of simple and developed sentences to show feeling Basic and developed recording of English to Spanish translations Basic and developed written sentences to express meaning and feelings	Developed Pronunciation of extended sentences Oral Communication of simple and developed sentences to show feeling Basic and developed recording of English to Spanish translations Basic and developed written sentences to express meaning and feelings
Outcomes	Feliz Navidad – Celebration of Christmas in Spain (culture, traditions, food etc) Writing Outcome – Letters to Papa Noel	Diary about my School Day – basic recount of school day – lessons, lunch, feelings Writing Outcome: Diary entry	Spanish Foods Display – year group to collaborate on display celebrating the Spanish foods they have tried and express feeling on what they liked and disliked with developed description Writing Outcome – food review
National curriculum coverage.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 <p>The starred (*) content above will not be applicable to ancient languages.</p>		

KS2 At the end of KS2 a Swindon Academy student will have			
Term	Immersion Day 1	Immersion Day 2	Immersion Day 3
Y4			
Key Content	Numbers (1-31) Days of the Week Developed Greetings Developed Feelings	Body Parts Developed Colours Developed Numbers Animals	Animal Consolidation Body Part Consolidation Review of all Y4 content

Skills	Developed Pronunciation of sentences Oral Communication of simple and developed sentences to show feeling Basic and developed recording of English to Spanish translations Basic and developed written sentences to express meaning	Developed Pronunciation of extended sentences Oral Communication of simple and developed sentences to show feeling and extended pieces of work Basic and developed recording of English to Spanish translations Basic and developed written sentences to express meaning and feelings	Developed Pronunciation of extended sentences Oral Communication of simple and developed sentences to show feeling, extended pieces of work Developed recording of English to Spanish translations Basic and developed written sentences to express meaning and feelings, extended pieces of work
Outcomes	Feliz Navidad – Celebration of Christmas in Spain (culture, traditions, food etc) Writing Outcome – Letters to Papa Noel	Wildlife of Spain Display – year group will collaborate on a display celebrating the wildlife and natural aspects of Spain, with writing that describes these animals and plants. Writing Outcome – Spanish nature fact files	Design and Describe a Monster – children will use knowledge to create a monster with features of animals and various body parts, also drawing on understanding of shapes and colours. Writing Outcome – monster description
National curriculum coverage.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 <p>The starred (*) content above will not be applicable to ancient languages.</p>		

KS2			
At the end of KS2 a Swindon Academy student will have			
Term	Immersion Day 1	Immersion Day 2	Immersion Day 3
Y5			
Key Content	Numbers 1-50 Lunchtime and foods Festivals in Spain	Describing animals Music	Developed food likes and dislikes Healthy eating Olympics Review of all Y5 content
Skills	Developed Pronunciation of extended sentences Oral Communication of simple and developed sentences to show feeling and extended pieces of work Basic and developed recording of English to Spanish translations Basic and developed written sentences to express meaning and feelings Begin to write phrases from memory	Developed Pronunciation of extended sentences Oral Communication of simple and developed sentences to show feeling and extended pieces of work Basic and developed recording of English to Spanish translations Basic and developed written sentences to express meaning and feelings Write phrases from memory and adapt these to create new sentences.	Developed Pronunciation of extended sentences Oral Communication of simple and developed sentences to show feeling and extended pieces of work Basic and developed recording of English to Spanish translations Basic and developed written sentences to express meaning and feelings Write phrases from memory and adapt these to create new sentences.

Outcomes	Feliz Navidad – Celebration of Christmas in Spain (culture, traditions, food etc) Writing Outcome – Letters to Papa Noel	Carnival of the animals - using the music ‘Carnival of the animals’ as a stimulus, children will choose an animal to create a poster of, using adjectives to describe it’s appearance, behaviour and habitat. Writing Outcome – Posters describing animals and their habitats	Healthy eating and fitness - Linking ideas about healthy eating, sports and the Olympics, children will create a healthy eating plan for an athlete Writing Outcome – Healthy eating plan for an Olympic athlete
National curriculum coverage.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 <p>The starred (*) content above will not be applicable to ancient languages.</p>		
KS2 At the end of KS2 a Swindon Academy student will have			
Term Y6	Immersion Day 1	Immersion Day 2	Immersion Day 3
Key Content	Numbers 1-100 Telling the time The school day School times and subjects	My local area Rivers and continents The planets	Visiting a theme park Directions Transport Places in Spain Review of all Y6 content
Skills	Developed Pronunciation of extended sentences Oral Communication of simple and developed sentences to show feeling and extended pieces of work Basic and developed comprehension of texts written in Spanish Basic and developed recording of English to Spanish translations Basic and developed written sentences to express meaning and feelings Write phrases from memory and adapt these to create new sentences.	Developed Pronunciation of extended sentences Oral Communication of simple and developed sentences to show feeling and extended pieces of work Basic and developed comprehension of texts written in Spanish Basic and developed recording of English to Spanish translations Basic and developed written sentences to express meaning and feelings Write phrases from memory and adapt these to create new sentences.	Developed Pronunciation of extended sentences Oral Communication of simple and developed sentences to show feeling and extended pieces of work Basic and developed comprehension of texts written in Spanish Basic and developed recording of English to Spanish translations Basic and developed written sentences t to express meaning and feelings Write phrases from memory and adapt these to create new sentences.
Outcomes	Feliz Navidad – Celebration of Christmas in Spain (culture, traditions, food etc) Writing Outcome – Letters to Papa Noel	Space and home planet exploration - children to adapt their learning about the local area and rivers and continents to create their own new planet. Writing Outcome – Planets labelled with sentences in Spanish to describe features	Holiday brochures - Using vocabulary learned, including that of a theme park, create a brochure for a town in Spain. Writing outcome – Holiday brochure for a Spanish town

National curriculum coverage.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">- 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 <p>The starred (*) content above will not be applicable to ancient languages.</p>
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