 **SPANISH (MFL) AT ST THOMAS C OF E PRIMARY ACADEMY**

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| **BIG IDEAS**  **MFL is used as a gateway to understand the world and different cultures. It enables children to make stronger connections to humanity.**    **In MFL children are given a platform to foster their curiosity of language. Each child is given regular opportunities to be creative by being able to listen and communicate in Spanish.**  **Their engagement and creativity helps develop their confidence, understanding and pronunciation.**    Exposure to MFL enables children to make connections to different places. They are immersed in another European country’s culture were they have opportunities to show appreciation for a new place.    **MFL can be used to make comparisons between English and Spanish. They can appreciate similarities and differences in both spoken and written language.** | **INTENT**  The aim at St Thomas’ is to provide opportunities for children to develop as independent, confident, resilient and successful, life-long learners.  Through the implementation of a broad and balanced curriculum, we aim for our children to have high aspirations and to make an active and positive contribution to their school, their community and the wider society; now and in the future. We want our children to be equipped with the skills and knowledge to able to keep them safe and healthy both mentally and physically.  We recognise that MFL can be used as a platform to foster the children’s curiosity of language. Each child is given regular opportunities to listen and communicate in Spanish. Their engagement helps develop their confidence, understanding and pronunciation.  We live in a multicultural society. Here a St Thomas’ we embrace and celebrate others for their language, culture and identity. Speaking an additional language can be used as a gateway to break down barriers. Additionally, a second language opens numerous doors in terms of a child’s employability. | **DEEP LEARNING AND RETRIEVAL**  The whole curriculum at St Thomas’ is structured to promote and exploit opportunities to make sure new learning is committed to long term memory. This is done by the way in which the curriculum is structured overall as a spiral curriculum in the main.  The ilanguages programme of study is used as a foundation that consolidates and builds on their existing knowledge. Over time, they will increase their familiarity with both spoken and written language which enables them to communicate and express their ideas.  Teachers use the ilanguages programme to assess what learning has taken place. Questions will cover not only what is currently taught but what has gone before, but in the previous; term, year group in Key Stage 2.  Testing out ‘sticky knowledge’ happens each lesson and in every subject. Children have access to knowledge organisers to build and revisit previous learning. Also they have curriculum passports to self-assess to monitor their progress and understanding. |
| **SEQUENCING**  The MFL curriculum at St Thomas’ is derived from the National Curriculum programme of study. In Key Stage 2 The curriculum is delivered through The ilanguages scheme of work  The MFL curriculum is a ‘spiral curriculum’ where concepts are regularly revisited to ensure that meaningful connections are made.  The children are taught the different Units from the ilanguages Scheme of work where prior learning is used as a foundation for new learning which is subsequently well developed.  Prior learning is referenced throughout the scheme of work and children become very familiar with both written and spoken language. In Foundation Stage and Key Stage 1 children are introduced to Spanish through greetings. In Key stage 2 each year group has a specific unit focus. Each unit is structured into structured lesson that build on their evolving knowledge. | **CONCEPTS**  The ilanguages programme teaches all units of Spanish using the following concepts. (Many are covered and repeated to ensure a spiralised curriculum)   * **Culture** * **Vocabulary** * **Listening** * **Speaking** * **Reading** * **Writing** * **Phonics** * **Grammar** * **Singing** * **Watching** * **Collaborative leaning** |