

Whole School MfL Overview

INTENT

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The MFL curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

Character: Languages provide students with the compassion to listen and consider the opinions of others, the forgiveness to accept mistakes, the honesty and confidence to support others in their learning and the determination to find joy and hope in communicating in another language. Languages inspire students to be curious about the world beyond their classroom and help us to better understand different cultures.

Competence: Languages are a gateway to new opportunities and experiences. A language inspires new ways thinking and develops key communication skills. Languages help us to write fluently and speak confidently and spontaneously.

Community: A language inspires curiosity and deepens our understanding of the world. Through language learning we become curious about the world, experience new cultures, widen our horizons and overcome communication barriers. We can better appreciate the diversity in our world and gain a sense of global responsibility, respect and tolerance.

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the

curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for MFL:

| Core Concepts in MFL | | | |
|-------------------------------------|---------------------|--------------------------------------|---|
| Speak confidently and spontaneously | Write imaginatively | Read fluently and listen effectively | Be respectful and curious about the culture |

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

MFL Delivery

| Lesson Timings | Type of delivery |
|---|--|
| MFL is taught weekly in KS2 for 30minutes per lesson. | <p>The MFL lessons are predominantly discrete to enable focus on development of language.</p> <p>In MFL the areas covered link to themes each half term to provide rich and meaningful links to learning outside of subject lessons.</p> <p>Within the Oasis curriculum there are choices of Target Language (TL) - German, Spanish and French - lessons to follow and NLPs are also working with academies individually where other languages have been chosen for contextual purposes.</p> |

CONTENT

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|---|--|---|------------------|
| EYFS | By the end of the year, children will be able to: <ul style="list-style-type: none"> To be able to answer the register in Spanish To be able to say hello in Spanish | | | | | |
| Year 1 | By the end of the year, children will be able to: <ul style="list-style-type: none"> Know numbers 1-10 To know basic greetings (hello, good-bye, good morning, good afternoon, good night, how are you?) | | | | | |
| Year 2 | By the end of the year, children will be able to: <ul style="list-style-type: none"> Know numbers 1-20 To know simple weather terms (sunny, rainy, cloudy etc) | | | | | |
| Year 3 | Culture: Introduction to Greetings (recap from year 1 and 2) Greetings recap: Saying and asking your name How are you? | Culture: TL speaking countries & Saying where you live Countries Weather Weather Maps Weather Reports | Culture: Traditional Food Ice Cream Flavours Eiscafe and menus Opinions on ice creams Ordering in an ice cream cafe | Colours Describing the colour of objects Saying what your favourite colour is Culture: artist Designing a picture in | Numbers Pencil case items Pencil case and colours Culture: classroom My classroom | Cultural Stories |

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|--------|--|---|--|--|---|------------------|
| | Classroom Language Instructions Days of the Week | | | the style of the artist | | |
| Year 4 | Brothers and sisters Family tree Recap numbers 1-20 Brother and sister age Culture – description of a person from Spain My family celebration – creative task | Recap weather Verb = 2nd idea Key environmental problems Culture: attitudes to the environment Things to do to improve the environment My promise to the environment | Culture: Festivals Recap colours Clothes Describing clothes Design an outfit for the celebrations | Recap numbers Big numbers Describing someone else's age Culture: famous scientists Science: The greatest scientific discovery was... | Spanish school subjects Describe a school subject Opinions on school subjects Culture: Spanish school Describing your favourite teacher | Cultural Stories |
| Year 5 | My favourite things Sports Describing sports Hobbies and opinion words Expressing detailed opinions using subordinating conjunctions | Places in the town Describing your town – adjectives Comparing your town now and then – imperfect tense Culture: Spanish town Designing an ideal town | Clothes Months and seasons – what clothes you wear Colours recap and clothes adjectives Adjective endings Ideal school uniform | Social media Hobbies How often should you go on social media? Dangers of social media Modal verbs – safe use of social media Future tense – staying safe online in the future | Describing hair and eyes Personality Describing myself (hair/eyes/personal description) Describing your friend Wanted poster | Cultural stories |
| Year 6 | Body parts Body aches Time Daily routine Time and daily routine | Recap countries – past tense where we went on holiday Transport – how we travelled How was the weather Culture: Spanish holiday destination – new vocab | Shops in the town Souvenirs Big numbers Recap colours/descriptions Role Play – buying a souvenir | Food Food adjectives Opinions on food Comparing food Cooking a traditional Spanish dish – follow the recipe | Buildings in the town Directions Treasure hunt – using directions Saying what you can do in your town | Cultural Stories |

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| | | what can we do there? Writing a holiday postcard | | | | |
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| Progression Points against the Core Concepts <i>An Oasis Academy Clarksfield linguist can...</i> | | | | |
|---|--|--|---|--|
| Core Concepts | Progression Point 1 (Y3) | Progression Point 2 (Y4) | Progression Point 3 (Y5) | Progression Point 4 (Y6) |
| Speak confidently and spontaneously | <ul style="list-style-type: none"> Use Phonics knowledge to develop appropriate pronunciation. Speak in sentences using familiar vocabulary Ask and answer familiar questions | <ul style="list-style-type: none"> Use Phonics knowledge to develop appropriate pronunciation. Speak in sentences using familiar vocabulary Ask and answer familiar questions | <ul style="list-style-type: none"> Develop appropriate pronunciation Use simple language and be understood Engage in conversations and express opinions. Present ideas and information orally Speak confidently and spontaneously Refer to 2 tenses | <ul style="list-style-type: none"> Develop appropriate pronunciation Use simple language and be understood Engage in conversations and express opinions. Present ideas and information orally Speak confidently and spontaneously Refer to past, present and future events |
| Write imaginatively | <ul style="list-style-type: none"> Write in simple sentences Express opinions Write short phrases from memory | <ul style="list-style-type: none"> Write in simple sentences Express opinions Write short phrases from memory | <ul style="list-style-type: none"> Adapt known language to create new ideas Describe people, places and things Understand basic grammar Express opinions Write imaginatively Refer to 2 tenses | <ul style="list-style-type: none"> Adapt known language to create new ideas Describe people, places and things Understand basic grammar Express extended opinions Write imaginatively with adventurous word choices Refer to past, present and future tenses |
| Read fluently and listen effectively | <ul style="list-style-type: none"> Listen and engage Show understanding of words and ideas Broaden vocabulary Appreciate, poems and rhymes | <ul style="list-style-type: none"> Listen and engage Show understanding of words and ideas Broaden vocabulary Appreciate stories, songs, poems and rhymes | <ul style="list-style-type: none"> Show understanding of words in simple texts. Understand basic grammar Recognise words in an unfamiliar context | <ul style="list-style-type: none"> Show understanding of words and phrases in simple texts. Understand basic grammar Recognise words in an unfamiliar context |
| Understand and respect the culture of the TL country | <ul style="list-style-type: none"> Appreciate, poems and rhymes Develop an awareness for the culture, traditions and key festivals in the TL country | <ul style="list-style-type: none"> Appreciate stories, songs, poems and rhymes Develop an awareness for the culture, traditions and key festivals in the TL country | <ul style="list-style-type: none"> Compare key festivals and celebrations in the TL country and UK | <ul style="list-style-type: none"> Compare key festivals and celebrations in the TL country and UK |
| (Grasp key grammar concepts) | <ul style="list-style-type: none"> Recognise different genders Recognise 2 tenses | | <ul style="list-style-type: none"> Recognise 3 tenses Understand word order rules Understand adjective rules Use grammar and linguistic knowledge to change the meaning of phrases | |