



### Curriculum Principles in Modern Foreign Languages

<b>We know that our children need:</b>			
To develop their understanding of the wider world.	To raise aspiration for all.	To develop their vocabulary	
<b>We know this because:</b>			
Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum.	Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be.	We understand that on entry a spoken language for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary.	
<b>These are important to ensure our children:</b>			
Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. <b>Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society.</b> Are <b>SUCCESS</b> ful, well rounded, responsible young people who make a positive contribution to their community and beyond.	Continually strive to learn more, know more and be the best version of themselves. <b>Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond.</b> Work together so that all can achieve their potential with the knowledge that <b>SUCCESS</b> is in our hands.	Are confident, articulate and successful communicators. <b>Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency.</b> Can achieve <b>SUCCESS</b> throughout the curriculum and the wider world by constantly developing speech and language. Have a love and a passion for reading.	
<b>Therefore, our curriculum is based on the following principles:</b>			
<b>Memory (inc. knowledge)</b>	<b>Opportunities</b>	<b>Vocabulary (inc. Reading)</b>	<b>Equality and Equity</b>
Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our	We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies.	Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects.	Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.



<p>children will be ready for the challenges and opportunities of the future.</p>			
<p><b>In modern foreign languages this is evidenced through:</b></p>			
<p>KKPDs mapped out learning from F1 to Yr 6 – more ambitious than National Curriculum.</p> <p><b>An MfL curriculum that begins in F1 and builds on year on year.</b></p> <p>The opportunity to continuously revisit prior learning as part of established MAPPS lesson design model.</p> <p><b>Use of assessment tools to help retain children’s learning.</b></p> <p>Use of the Leitner model/ flash cards to help with retaining knowledge.</p> <p><b>Picture games, memory using Language Angels (Computing links).</b></p> <p>Curriculum links to other subjects – history and ancient Britain – children learn phrases from enquiry in Spanish – Roman Britain, Habitats, WWII, Olympics, traditional tales.</p> <p><b>Assessment opportunities to identify gaps in learning/ knowledge.</b></p>	<p>Learning about Spain as a country during MFL lessons, the country, people, traditions and culture.</p> <p><b>Learning about specific elements of Spanish history and culture for example Pablo Picasso and Vincent Van Gogh (Yr 4/5 art).</b></p> <p>Mainly taught discretely but also as an enhancer making curriculum links to other subjects – history and ancient Britain – children learn phrases from enquiry in Spanish - Roman Britain, Habitats, WWII, Olympics, traditional tales.</p> <p><b>Use of traditional Spanish children’s songs.</b></p> <p>Daily register taken in Spanish and other languages encouraging children to learn about other countries.</p> <p><b>‘Spanish Day’ planned into the yearly map to allow all children to be immersed in Spanish culture and experience elements of Spanish tradition.</b></p> <p>Language Angels used as a resource to enhance the teaching of the KKPDs.</p>	<p><b>A vocab rich environment with a focus on phase 3 words (blue for new/ black think back).</b></p> <p>Displays in KS2 evidence vocabulary in the Spanish that children will need in their learning.</p> <p><b>Flashcards on display in classrooms and used to revisit vocabulary.</b></p> <p>A range of books in Spanish to immerse themselves in the language.</p> <p><b>Using the written language during curriculum lessons to embed knowledge within the enquiry books.</b></p> <p>Listening and spelling activities using native Spanish speakers.</p> <p>Curriculum links to other subjects – history and ancient Britain – children learn phrases from enquiry in Spanish - Roman Britain, Habitats, WWII, Olympics, traditional tales.</p> <p><b>Spanish children’s songs help children to be immersed in the language.</b></p>	<p><b>Quality first teaching of MFL allows all children to access the learning.</b></p> <p>Learning is scaffolded up, so all children aspire to know and learn more.</p> <p><b>Children learn about another country, the people, cultures, and traditions. Also, people from around the world who may also speak Spanish.</b></p> <p>All children have access to the use of IT equipment to support in their learning.</p> <p><b>Support provided in lessons for children when required to allow all children to make progress.</b></p> <p>‘Spanish Day’ planned into the yearly map to allow all children to be immersed in Spanish culture and experience elements of Spanish tradition. Children develop an understanding and appreciation of Spanish culture.</p>