



Co-op Academy
Portland

MFL

**Curriculum Intent, Implementation and Impact for
MFL at Co-op Academy Portland**

At Co-op Academy Portland, our curriculum is built on the foundations of the statutory National Curriculum. Our deliberately sequenced substantive and disciplinary knowledge will ensure that learning is built progressively from Nursery to Year 6 in identified strands that enable our children to become competent language learners. Each topic is delivered using an 'enquiry based approach', driven by a big question. This helps our children to develop transferable problem solving skills.

We aim to provide children with a high-quality education that engages, inspires, and challenges them. We will equip pupils with the knowledge and skills needed for their futures. As pupils progress, we aim to develop their ability to think critically and gain a more rigorous understanding of subjects.

Community is the backbone of our school, and we integrate our Co-op values into our curriculum to benefit our children and families. These values permeate through our curriculum, fostering the next generation of responsible, socially mindful citizens.

Our aims are that our pupils are able to:

- To develop an interest in learning other languages, specifically Spanish.
- Be introduced to another language through exciting, creative and meaningful learning experiences.
- Encourage children's confidence and creative skills through the exploration of another language.
- Foster pupils' curiosity and deepen their understanding of the world around them, whilst enhancing their cultural appreciation and understanding.
- Develop listening, speaking, reading and writing skills

Long Term Plan (Years 3-6):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	A new start (Greetings, feelings, numbers, colours)	Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)	Animals I like and don't like (Animal nouns, singular and plural, opinions, story)	Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)	Fruits and vegetables Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	Going on a picnic (Picnic story, food items, polite request) Aliens in Spain (Explore Spain, ask and answer 'where do you live?') Language Puzzle*
Year 4	Welcome to school (Recap core language, rooms in a school, classroom objects)	My town, your town (Commands, shops, asking and giving directions)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)	Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)	Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*
Year 5	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Time in the city (Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descrip	Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)
Year 6	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)	Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)	Tapas culture (Tapas culture in Spain, opinions, hotel breakfasts, café roleplay)	Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – <u>Transition to KS3</u>) Language <u>Puzzle*</u>

- In Years 3-6, this subject is taught weekly for one hour in alternate half terms
- Our Medium Term Plans provide detailed information to staff, including:
 - Prior/ future learning; National Curriculum coverage; The 'big question'; A lesson sequence with mapped out Substantive and Disciplinary knowledge; Essential knowledge and Vocabulary.

How do we know that the children have made progress in MFL?

Class Teachers:

- Every lesson starts with a quick recap, with questions linking back to previous learning. This ensures that any gaps in substantive knowledge are quickly identified and addressed.
- Quality first teaching ensures that AfL opportunities are present throughout each lesson, enabling practitioners to give feedback in the moment to make sure all children make progress.
- Teacher marking identifies any misconceptions, and these are addressed verbally or through written responses by children before the next lesson.

Subject Leaders:

- During the half term the subject is being taught, subject leaders will complete learning walks to evaluate the teaching and learning environments related to their subject. This will be completed on the school feedback proforma and then shared with teachers.
- As part of this assessment process, pupil voice will also be completed to triangulate this with the book look.
- Assessment is used as a tool to support curriculum development.