

Curriculum Map – MFL

	Reception		
Topic	Celebrating Languages Spoken by our Family and Friends	Spanish	French
EYFS Curriculum	<p>All of the below to be taught with focus on EYFS areas of learning and development:</p> <p>Communication and Language - Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Understanding the World - The frequency and range of children's personal experiences increases their knowledge and sense of the world around them e.g. celebrating languages spoken at home. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p>		
CPD Training	<p>Links to St. Gregory's Catholic College for CPD training for staff in Spanish and French</p> <p>*** Any links to videos / stories / songs should always be checked by the teacher as part of safeguarding, before sharing with children ***</p>		
Disciplinary Knowledge	<p>I am thinking like a Linguist...</p> <p>I can tell you the language I speak at home. I can tell you languages my friends speak. I can describe anywhere I have visited where they speak other languages</p>	<p>I am thinking like a Linguist...</p> <p>I can tell you if anyone in my family or friends speak Spanish. I can describe if I have been away on holiday to Spain or a country where they speak Spanish. I can share photos of a visit or holiday and describe what I was doing.</p>	<p>I am thinking like a Linguist...</p> <p>I can tell you if anyone in my family or friends speak French. I can describe if I have been away on holiday to France or a country where they speak French. I can share photos of a visit or holiday and describe what I was doing.</p>
ELG Goal	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. 	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> I can make comments about what I have heard and ask questions to clarify my understanding. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories. 	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from non-fiction texts and – when appropriate – maps.
MFL Skills	<ul style="list-style-type: none"> I can listen attentively, as part of a whole class or in a small group, to stories about other countries, cultures or languages I can answer specific questions about stories from other countries, cultures and languages – comments or actions I can talk about the language I speak at home I can talk about how the language I speak sounds different to the language other people may speak I can tell my teacher when I have heard other languages spoken and where I was 	<ul style="list-style-type: none"> I can talk about a story, cartoon or song I have heard in Spanish, saying what I liked about it I can repeat words I have heard e.g. hola and say them to my teacher or a friend I can ask questions about words if I don't understand them I can say how greetings in Spanish sound different to greetings in my own language 	<ul style="list-style-type: none"> I can talk about a story, cartoon or song I have heard in French, saying what I liked about it I can repeat words I have heard e.g. bonjour and say them to my teacher or a friend I can ask questions about words if I don't understand them I can say how greetings in French sound different to greetings in my own language I can talk about the languages I know and like with others I can talk about what information books tell me about other places I can tell you what a map is and find one in a book
Weekly Overview (Story Book / Song / Video links)	<p>Teacher to add titles of books from book corner (below) which show or teach about other countries, cultures, languages</p> <ul style="list-style-type: none"> *** *** *** 	<p>Introducing Greetings and Spanish Stories – Verbally</p> <p>Wk 1 & 2: Spanish Greetings https://www.bbc.co.uk/bitesize/topics/zvbbbqt/articles/z3d8wnb</p> <p>Wk 3: I Like Myself by Karen Beaumont – Read by Mrs Clark in English https://www.youtube.com/watch?v=Wc6BGZ6Lip0</p> <p>Wk 4: I Like Myself by Karen Beaumont – Read by Mrs Clark in Spanish https://www.youtube.com/watch?v=pmRwnAoB2h4</p> <p>Wk 5: ¡Vamos! Let's Go to the Market by Raul the Third (a comic book read in English and Spanish by Mrs Clark) https://www.youtube.com/watch?v=laVTb3N3Vbw</p> <p>Wk 6 (if time or repeat earlier learning): Parts of the Body Song https://www.bbc.co.uk/bitesize/topics/zvbbbqt/articles/znc22v4#zv98hv</p>	<p>Introducing Greetings and French Songs – Verbally</p> <p>Wk 1: Bonjour Bonjour – French Greetings for Kids https://www.youtube.com/watch?v=7b3pKOaFL1I</p> <p>Peppa Pig Meets Delphine Donkey - https://www.youtube.com/watch?v=ruv55pFa0a0</p> <p>Wk 2: Bonjour Bonjour – French Greetings for Kids https://www.youtube.com/watch?v=7b3pKOaFL1I</p> <p>Peppa Pig Meets Delphine Donkey https://www.youtube.com/watch?v=ruv55pFa0a0</p> <p>Wk 3: Bonjour Bonjour – French Greetings for Kids https://www.youtube.com/watch?v=7b3pKOaFL1I</p> <p>If your happy and you know it clap your hands https://www.youtube.com/watch?v=AapuPCdet3M</p> <p>Wk 4: Ca va Song - How are you in French! https://www.youtube.com/watch?v=JiCtLewE38w</p> <p>If your happy and you know it clap your hands https://www.youtube.com/watch?v=AapuPCdet3M</p> <p>Wk 5: Ca va Song - How are you in French! https://www.youtube.com/watch?v=JiCtLewE38w</p> <p>Twinkle, Twinkle Little Star https://www.youtube.com/watch?v=4ebisolg-00</p> <p>Wk 6: Ca va Song - How are you in French! https://www.youtube.com/watch?v=JiCtLewE38w</p>

			Twinkle, Twinkle Little Star https://www.youtube.com/watch?v=4ebisolg-00
Vocabulary	Children to share simple greetings in languages they speak	Hola (hello) buenos días (good morning) buenas tardes (good afternoon) buenas noches (good night/evening) adios (goodbye) gracias (goodbye)	Bonjour (good morning) salut (hello) au revoir (goodbye) merci (thank you) ca va? (how are you?) ca va bien (I'm ok)
Trips / Visitors	Invite parents in to share their language through simple greetings or a story	Mrs Garrett Cervantes (TA) and any family or friends who speak Spanish to be invited to visit the class	Buddies to meet and greet in French and any family or friends who speak French to be invited to visit the class
Community Engagement	Celebrate and engage in different languages during Meet the Teacher and Catch Up and Cake visits	Celebrate and engage in different languages during class assemblies	Celebrate and engage in different languages during celebration assemblies and Catch Up and Cake visits

Curriculum Map – MFL

Year 1 – Building on languages from EYFS			
Topic	Celebrating Languages Spoken by our Family and Friends	Spanish	French
English Spoken Language Curriculum	Spoken language – Years 1 to 6 <i>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.</i>		
CPD Training	Links to St. Gregory's Catholic College for CPD training for staff in Spanish and French *** Any links to videos / stories / songs should always be checked by the teacher as part of safeguarding, before sharing with children ***		
Disciplinary Knowledge	I am thinking like a Linguist... I can tell you the language I speak at home. I can tell you languages my friends speak. I can describe anywhere I have visited where they speak other languages	I am thinking like a Linguist... I can tell you if anyone in my family or friends speak Spanish. I can describe if I have been away on holiday to Spain or a country where they speak Spanish. I can share photos of a visit or holiday and describe what I was doing.	I am thinking like a Linguist... I can tell you if anyone in my family or friends speak French. I can describe if I have been away on holiday to France or a country where they speak French. I can share photos of a visit or holiday and describe what I was doing.
NC Objectives English Programme of Study & Jigsaw	Spoken language <ul style="list-style-type: none"> I can listen and respond appropriately to adults and my peers I can ask relevant questions to extend my understanding and knowledge Jigsaw Unit Links <ul style="list-style-type: none"> Autumn 'Being Me in My World' – Being Part of a Class / Rights and Responsibilities 	Spoken language <ul style="list-style-type: none"> I can use words I am taught to build my vocabulary I can articulate and begin to explain my answers Jigsaw Unit Links <ul style="list-style-type: none"> Spring 'Celebrating Difference' – Making New Friends / Celebrating Difference in Everyone 	Spoken language <ul style="list-style-type: none"> I can articulate and begin to explain my opinions I can maintain attention and begin to participate actively in conversations, staying on topic Transition work for moving to Year 2
MFL Skills	<ul style="list-style-type: none"> I can listen appropriately to adults and my peers, as part of a whole class or in a small group, to stories about other countries, cultures or languages I can respond appropriately to adults and my peers, as part of a whole class or in a small group, to stories about other countries, cultures or languages I can ask questions to adults and peers about a story, song or video about another language I can ask questions to adults and peers to find out more information I understand how important it is to respect others in my class 	<ul style="list-style-type: none"> I can talk about a story, cartoon or song I have heard in Spanish, saying what I liked about it and picking out words of interest I can repeat words I have heard e.g. hola and say them to my teacher or a friend, trying to use in the correct context I can ask questions about words if I don't understand them I can explain if I like or dislike a story, video or song, giving reasons for my answer I understand that to make friends, we may use different languages I can celebrate the differences in myself and others in my class 	<ul style="list-style-type: none"> I can talk about a story, cartoon or song I have heard in French, saying what I liked about it and why I can repeat words I have heard e.g. bonjour and say them to my teacher or a friend, clearly I can ask questions about words if I don't understand them I can say how greetings in French sound different to greetings in my own language I can talk about the languages I know and like with others, explaining why I like them
Weekly Overview (Story Book / Song / Video links)	Teacher to add titles of books from book corner (below) which show or teach about other countries, cultures, languages <ul style="list-style-type: none"> *** *** *** 	Revise Greetings and Spanish Stories from Reception – Verbally Wk 1 and Wk 2: Spanish Greetings https://www.bbc.co.uk/bitesize/topics/zvbbbqt/articles/z3d8wnb Wk 3: I Like Myself by Karen Beaumont – Read by Mrs Clark in English https://www.youtube.com/watch?v=Wc6BGZ6Lip0 Wk 4: I Like Myself by Karen Beaumont – Read by Mrs Clark in Spanish https://www.youtube.com/watch?v=pmRwnAoB2h4 Wk 5: Vamos! Let's Go to the Market by Raul the Third (a comic book read in English and Spanish by Mrs Clark) https://www.youtube.com/watch?v=laVTb3N3Vbw Wk 6 (if time or repeat earlier learning): Parts of the Body Song https://www.bbc.co.uk/bitesize/topics/zvbbbqt/articles/znc22v4#zv98hv	Revise Greetings and French Songs from Reception – Verbally Wk 1: Bonjour Bonjour – French Greetings for Kids https://www.youtube.com/watch?v=7b3pKOaFL1I Peppa Pig Meets Delphine Donkey - https://www.youtube.com/watch?v=ruv55pFa0a0 Wk 2: Bonjour Bonjour – French Greetings for Kids https://www.youtube.com/watch?v=7b3pKOaFL1I Peppa Pig Meets Delphine Donkey https://www.youtube.com/watch?v=ruv55pFa0a0 Wk 3: Bonjour Bonjour – French Greetings for Kids https://www.youtube.com/watch?v=7b3pKOaFL1I If your happy and you know it clap your hands https://www.youtube.com/watch?v=AapuPCdet3M Wk 4: Ca va Song - How are you in French! https://www.youtube.com/watch?v=JiCtLewE38w If your happy and you know it clap your hands https://www.youtube.com/watch?v=AapuPCdet3M Wk 5: Ca va Song - How are you in French! https://www.youtube.com/watch?v=JiCtLewE38w Twinkle, Twinkle Little Star https://www.youtube.com/watch?v=4ebisolg-00 Wk 6: Ca va Song - How are you in French! https://www.youtube.com/watch?v=JiCtLewE38w Twinkle, Twinkle Little Star https://www.youtube.com/watch?v=4ebisolg-00

Vocabulary	Children to share simple greetings in languages they speak	Hola (hello) buenos días (good morning) buenas tardes (good afternoon) buenas noches (good night/evening) adios (goodbye) gracias (goodbye) ¿Qué tal? (how are you?) ¿y tú? (and you?) bien (good) fenomenal (phenomenal) ¿Cómo está? (How are you?) mal (bad) muy bien (very good) muy mal (very bad) genial (brilliant)	Bonjour (good morning) salut (hello) au revoir (goodbye) merci (thank you) ca va? (how are you?) ca va bien (I'm ok) bonjour tout le monde (good morning everyone) mes amis (my friends) coucou tout le monde (hello everyone) et toi? (and you?) ca ne va pas (I'm not ok) ca va mal (I'm bad) ca va tres bien (I'm very good) ca va super bien (I'm great)
Trips / Visitors / Enrichment	Invite parents in to share their language through simple greetings or a story	Mrs Garrett Cervantes (TA) and any family or friends who speak Spanish to be invited to visit the class	Buddies to meet and greet in French and any family or friends who speak French to be invited to visit the class
Community Engagement	Celebrate and engage in different languages during Meet the Teacher and Catch Up and Cake visits	Celebrate and engage in different languages during class assemblies	Celebrate and engage in different languages during celebration assemblies and Catch Up and Cake visits

Curriculum Map – MFL

Year 2 – building on languages from Year 1 and before			
Topic	Celebrating Languages Spoken by our Family and Friends	Spanish	French
English Spoken Language Curriculum	Spoken language – Years 1 to 6 <i>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.</i>		
CPD Training	Links to St. Gregory's Catholic College for CPD training for staff in Spanish and French *** Any links to videos / stories / songs should always be checked by the teacher as part of safeguarding, before sharing with children ***		
Disciplinary Knowledge	<p>I am thinking like a Linguist... I can tell you the language I speak at home. I can tell you languages my friends speak. I can describe anywhere I have visited where they speak other languages</p>	<p>I am thinking like a Linguist... I can tell you if anyone in my family or friends speak Spanish. I can describe if I have been away on holiday to Spain or a country where they speak Spanish. I can share photos of a visit or holiday and describe what I was doing.</p>	<p>I am thinking like a Linguist... I can tell you if anyone in my family or friends speak French. I can describe if I have been away on holiday to France or a country where they speak French. I can share photos of a visit or holiday and describe what I was doing.</p>
NC Objectives Programme of Study & Jigsaw	<p>Spoken language</p> <ul style="list-style-type: none"> I can listen and respond appropriately to adults and my peers I can ask relevant questions to extend my understanding and knowledge <p>Jigsaw Unit Links</p> <ul style="list-style-type: none"> Autumn 'Being Me in My World' – Being Part of a Class / Rights and Responsibilities 	<p>Spoken language</p> <ul style="list-style-type: none"> I can use words I am taught to build my vocabulary I can articulate and begin to explain my answers <p>Jigsaw Unit Links</p> <ul style="list-style-type: none"> Spring 'Celebrating Difference' – Making New Friends / Celebrating Difference in Everyone 	<p>Spoken language</p> <ul style="list-style-type: none"> I can articulate and begin to explain my opinions I can maintain attention and begin to participate actively in conversations, staying on topic <p>Transition work for moving to Year 2</p>
MFL Skills (subject content)	<ul style="list-style-type: none"> I can listen appropriately to adults and my peers, as part of a whole class or in a small group, to stories about other countries, cultures or languages I can respond appropriately to adults and my peers, as part of a whole class or in a small group, to stories about other countries, cultures or languages I can ask questions to adults and peers about a story, song or video about another language I can ask questions to adults and peers to find out more information I understand how important it is to respect others in my class 	<ul style="list-style-type: none"> I can talk about a story, cartoon or song I have heard in Spanish, saying what I liked about it and picking out words of interest I can repeat words I have heard e.g. hola and say them to my teacher or a friend, trying to use in the correct context I can ask questions about words if I don't understand them I can explain if I like or dislike a story, video or song, giving reasons for my answer I understand that to make friends, we may use different languages I can celebrate the differences in myself and others in my class 	<ul style="list-style-type: none"> I can talk about a story, cartoon or song I have heard in French, saying what I liked about it and why I can repeat words I have heard e.g. bonjour and say them to my teacher or a friend, clearly I can ask questions about words if I don't understand them I can say how greetings in French sound different to greetings in my own language I can talk about the languages I know and like with others, explaining why I like them
Weekly Overview (Story Book / Song / Video links)	<p>Teacher to add titles of books from book corner (below) which show or teach about other countries, cultures, languages</p> <ul style="list-style-type: none"> *** *** *** 	<p>Revise Greetings and Spanish Stories from Year 1 and Introduce Numbers – Verbally</p> <p>Wk 1 and Wk 2: Spanish Greetings https://www.bbc.co.uk/bitesize/topics/zvbbbqt/articles/z3d8wnb</p> <p>Wk 3 and Wk 4: Numbers 1- 10 in Spanish https://www.youtube.com/watch?v=7itl8WhEmVs</p> <p>Wk 5: The 1-2-3 Challenge https://www.bbc.co.uk/bitesize/articles/zwbkwnb#z6rdqfr</p> <p>Wk 6: Pollito Tito - Chicken Little in Spanish with English subtitles https://www.youtube.com/watch?v=UijM1gt0-hM</p>	<p>Revise Greetings and French Songs and Introduce Numbers – Verbally</p> <p>Wk 1: Bonjour Bonjour – French Greetings for Kids https://www.youtube.com/watch?v=7b3pKOaFLlI If your happy and you know it clap your hands https://www.youtube.com/watch?v=AapuPCdet3M</p> <p>Wk 2: Bonjour Bonjour – French Greetings for Kids https://www.youtube.com/watch?v=7b3pKOaFLlI If your happy and you know it clap your hands https://www.youtube.com/watch?v=AapuPCdet3M</p> <p>Wk 3: Ca va Song - How are you in French! https://www.youtube.com/watch?v=JiCtLewE38w Twinkle, Twinkle Little Star https://www.youtube.com/watch?v=4ebisolg-00</p> <p>Wk 4: Ca va Song - How are you in French! https://www.youtube.com/watch?v=JiCtLewE38w Twinkle, Twinkle Little Star https://www.youtube.com/watch?v=4ebisolg-00</p> <p>Wk 5: French Say Your name Song https://www.youtube.com/watch?v=q-Osve-zCis Numbers 0-10 https://www.youtube.com/watch?v=D7YONGVGHxw</p> <p>Wk 6: French Say Your name Song https://www.youtube.com/watch?v=q-Osve-zCis Numbers 0- 20 https://www.youtube.com/watch?v=dljvaKP3hUU</p>
Vocabulary	Children to share simple greetings in languages they speak	Hola (hello) buenos días (good morning) buenas tardes (good afternoon) buenas noches (good night/evening) adios (goodbye) gracias (goodbye) ¿Qué	Bonjour (good morning) salut (hello) au revoir (goodbye) merci (thank you) ca va? (how are you?) ca va bien (I'm ok) bonjour tout le monde (good

		tal? (how are you?) ¿y tú? (and you?) bien (good) fenomenal (phenomenal) ¿Cómo está? (How are you?) mal (bad) muy bien (very good) muy mal (very bad) genial (brilliant) uno (one) dos (two) tres (three) cuatro (four) cinco (five) seis (six) siete (seven) ocho (eight) nueve (nine) diez (ten)	morning everyone) mes amis (my friends) coucou tout le monde (hello everyone) et toi? (and you?) ca ne va pas (I'm not ok) ca va mal (I'm bad) ca va tres bien (I'm very good) ca va super bien (I'm great) comme ci comme ca (I'm so so) ca ne va pas du tout mal (it's not bad at all) tu t'appelles comment? (What is your name?) je m'appelle (my name is...) enchante (delighted to meet you) enchante mes amis (delighted to meet you my friends)
Trips/ Visitors / Enrichment	Invite parents in to share their language through simple greetings or a story	Mrs Garrett Cervantes (TA) and any family or friends who speak Spanish to be invited to visit the class	Mrs Courtney to visit class for afternoon
Community Engagement	Celebrate and engage in different languages during Meet the Teacher and Catch Up and Cake visits	Celebrate and engage in different languages during class assemblies	Celebrate and engage in different languages during celebration assemblies and Catch Up and Cake visits

Curriculum Map – MFL

	Year 3 –building on languages from Year 2 and before		
Topic	Latin	Spanish	French
MFL Curriculum Purpose of Study and Subject Content for KS2	<p>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.</p> <p>Subject Content Spanish and French - The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. Latin - If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p>		
CPD Training	<p>Latin Training took place with Bristol Classics Hub, but this will need repeating in 2024/2025 or 2025/2026 Links to St. Gregory's Catholic College for CPD training for staff in Spanish and French *** Any links to videos / stories / songs should always be checked by the teacher as part of safeguarding, before sharing with children ***</p>		
Disciplinary Knowledge	<p>I am thinking like a Linguist... I enjoy learning about new languages. I can tell you the language I speak at home, my friends speak or languages I have heard on my travels. I can recognise that Latin is an ancient language.</p>	<p>I am thinking like a Linguist... I am interested to learn about Spanish, the language's meaning, its sound and where it came from. I can recognise that Spanish is a modern foreign language. I can communicate some of my basic thoughts about given subjects, in Spanish.</p>	<p>I am thinking like a Linguist... I am interested to learn about French, the language's meaning, its sound and where it came from. I can recognise that French is a modern foreign language. I can communicate some of my basic thoughts about given subjects, in French.</p>
NC Aims LKS2	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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. 	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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. 	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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.
MFL Skills (subject content)	<ul style="list-style-type: none"> I can engage in conversations; ask and answer questions I can listen attentively to spoken Latin I can speak in sentences, using familiar vocabulary, phrases and basic language structures 	<ul style="list-style-type: none"> I can explore the patterns and sounds of Spanish, through songs and rhymes I can engage in conversations; ask and answer questions I can present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> I can appreciate stories, songs, poems and rhymes in French I can read carefully and show understanding of words, phrases and simple writing I can describe people, places, things and actions orally and in written French
Weekly Overview (Story Book / Song / Video links)	<p>Introduce Minimus Mouse Part 1 – Starting out in Latin by Barbara Bell Wk 1: Meet the Family Wk 2: Food Glorious Food Wk 3: Work, Work, Work Wk 4: The Best Days of Your Life Wk 5: Romans and Britons Wk 6: Off to Town</p> <p>https://www.minimuslatin.co.uk/fun-stuff.html follow link to find printable resources such as: Mouse Trumps Make Your Own Minimus Comic Label a soldier Word search etc. https://www.minimuslatin.co.uk/minimus-resources.html follow the link to find: song lyrics play scripts counting etc.</p>	<p>Revise Greetings from Year 2 and Introduce Family, Days of the Week and Spanish Culture Wk 1: 'Spanish Greetings' (Knowledge Organiser 'Greetings') https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-spanish-greetings-with-ben-shires/zfksqp3 Wk 2: 'Talking about Myself' (Knowledge Organiser 'Greetings') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-spanish-talking-about-myself-with-rhys-stephenson/zpbnf82 Wk 3: 'Introductions in Spanish' (Knowledge Organiser 'Family, Days of the Week and Activities Spanish Culture') https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-virtually-there-spain/znx8xs Wk 4 and Wk 5: 'Meeting a Spanish Family' (Knowledge Organiser 'Family, Days of the Week and Activities Spanish Culture') https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-virtually-there-spain/znx8xs Wk 6: 'A Song in Spanish about the Days of the Week and Activities' (Knowledge Organiser 'Family, Days of the Week and Activities Spanish Culture')</p>	<p>Revise Greetings from Year 2 and Introduce Meet the Family and How to Introduce Yourself Wk 1: 'French Greetings' (Knowledge Organiser 'French Greetings') https://www.bbc.co.uk/bitesize/articles/z4c3382 Wk 2: 'Talking about Myself' (Knowledge Organiser 'French Greetings') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-french-talking-about-myself-with-mwaksy-mudenda/zwvtp4j Wk 3: 'Meet the Family' (Knowledge Organiser 'Meet the Family, The Days of the Week and Introducing Me!') https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtually-there-france/zjby8xs Wk 4: 'Meet the Family' (Knowledge Organiser 'Meet the Family, The Days of the Week and Introducing Me!') https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtually-there-france/zjby8xs Wk 5: 'How to Introduce Yourself' (Knowledge Organiser 'Meet the Family, The Days of the Week and Introducing Me!') https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtually-there-france/zjby8xs</p>

	<p>https://www.minimuslatin.co.uk/childrens-work.html follow the link to find examples of children's work</p> <p>The above could be used for Home Learning</p>	<p>Culture' https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-virtually-there-spain/znx8xs</p> <p>Home Learning Link from The British Council - The Great Spanish Language Challenge – see resources in file & emailed</p>	<p>Wk 6: 'How to Introduce Yourself' (Knowledge Organiser 'Meet the Family, The Days of the Week and Introducing Me!') https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtually-there-france/zjby8xs</p> <p>Home Learning Link from The British Council - The Great French Language Challenge – see resources in file & emailed</p>
Vocabulary	<p>Quis es? (who are you? 1 person), qui estis? (who are you – more than 1 person) mater (mother) pater (father) filia (daughter) filius (son) infans (little child) servi (slaves) Vindolanda (at Vindolanda) vespa (wasp) cuniculus (rabbit) balaena (whale) delphinus (dolphin) porcus (pig) parva (small) magnus (big) scribe (I am writing) purgo (I am cleaning) lego (I am reading) verro (I am sweeping) laborant (they are working) dormio (I sleep) lacrimo (I cry) laboro (I work) scribe (I write) lego (I read) sedeo (I sit) rideo (I smile) cur? (why?) celeriter (quickly) equito (I ride) pugno (I fight) diligenter (carefully) ferociter (fiercely) colo (I farm) vado (I am going) ludi (games) Eboracum (to York) pilulae (beads) ibi (there) variae (colourful) arma (weapons)</p> <p><i>More vocabulary is also in the books to support</i></p>	<p>Hola (hello) adios (goodbye) Buenos Dias (Good Morning) Buenos Tardes (Good Afternoon) Buenos Noches (Good Evening) bien (good) muy bien (very good) estupendo (brilliant) regular (so so) mal (bad) fatal (awful) ¿cómo te llamas? (What is your name?) me llamo (I am called...) me gusta (I like..) no me gusta (I don't like...) el fútbol (football) el tenis (tennis) el piano (piano) nadar (swim) bailar (to dance) pintar (to paint) corer (to run) Leer (to read) mi madre (my mother) mi padre (my father) mi hermana (my sister) mi hermano (my brother) mi abuela (my grandmother) mi abuelo (my grandfather) mi tía (my aunt) mi tío (my uncle) mi primo (my cousin - male) mi prima (my cousin - female) fiesta (Festival or celebration) siesta (to sleep or rest) paella (spanish rice dish made with chicken, seafood and vegetables) castillo (castle) estadio de fútbol (football stadium) playa (the beach) museo (museum) compras (shopping) Lunes (Monday) Martes (Tuesday) Miércoles (Wednesday) Jueves (Thursday) Viernes (Friday) Sábado (Saturday) Domingo (Sunday)</p>	<p>Salut (hi) Au Revoir (goodbye) Bonjour (Good Morning) Bonsoir (Good Evening) Bonne Nuit (Good Night) Comment Ca Va? (How are you?) bien (good) pas mal (not bad) tres bien (very good) mal (bad) super (super) tres mal (awful) D'où viens-tu? (where are you from?) Je viens d'Angleterre (I am from England) comment t'appelles-tu? (What is your name?) je m'appelle (I am called...) j'aime (I like...) je n'aime pas (I don't like...) le football (football) chanter (to sing) la musique (music) nager (swim) danser (to dance) dessiner (to draw) courir (to run) Lire (to read) ma mère (my mother) mon père (my father) ma sœur (my sister) mon frère (my brother) ma grand-mère (my grandmother) mon grand père (my grandfather) mon cousin (my cousin - male) ma cousine (my cousin - female) où habites-tu? (Where do you live?) j'habite... (I live...) quel âge as-tu? (How old are you?) j'ai...ans (I am...years old) ca va? (How's it going?) ca va bien (It's good) s'il vous plait (please) merci (Thank you) zero (0) un (1) deux (2) trois (3) quatre (4) cinq (5) six (6) sept (7) huit (8) neuf (9) dix (10) onze (11) douze (12) Lundi (Monday) Mardi (Tuesday) Mercredi (Wednesday) Jeudi (Thursday) Vendredi (Friday) Samedi (Saturday) Dimanche (Sunday)</p>
Trips/Visitors/Enrichment	Invite parents in to share their language through simple greetings or a story	Mrs Garrett Cervantes (TA) and any family or friends who speak Spanish to be invited to visit the class	Mrs Courtney/Member of staff/parent to visit class for afternoon
Community Engagement	Celebrate and engage in different languages during Meet the Teacher and Catch Up and Cake visits	Celebrate and engage in different languages during class assemblies	Celebrate and engage in different languages during celebration assemblies and Catch Up and Cake visits

Curriculum Map – MFL

Year 4 – building on Languages from Year 3 and before			
Topic	Latin	Spanish	French
MFL Curriculum Purpose of Study and Subject Content for KS2	<p>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.</p> <p>Subject Content Spanish and French - The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. Latin - If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p>		
CPD Training	<p>Latin Training took place with Bristol Classics Hub, but this will need repeating in 2024/2025 or 2025/2026 Links to St. Gregory's Catholic College for CPD training for staff in Spanish and French *** Any links to videos / stories / songs should always be checked by the teacher as part of safeguarding, before sharing with children ***</p>		
Disciplinary Knowledge	<p>I am thinking like a Linguist... I enjoy learning about new languages. I can tell you the language I speak at home, my friends speak or languages I have heard on my travels. I can recognise that Latin is an ancient language.</p>	<p>I am thinking like a Linguist... I am interested to learn about Spanish, the language's meaning, its sound and where it came from. I can recognise that Spanish is a modern foreign language. I can communicate some of my basic thoughts about given subjects, in Spanish.</p>	<p>I am thinking like a Linguist... I am interested to learn about French, the language's meaning, its sound and where it came from. I can recognise that French is a modern foreign language. I can communicate some of my basic thoughts about given subjects, in French.</p>
NC Aims LKS2	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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. 	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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. 	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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.
MFL Skills (subject content)	<ul style="list-style-type: none"> I can engage in conversations; ask and answer questions I can listen attentively to spoken Latin I can speak in sentences, using familiar vocabulary, phrases and basic language structures 	<ul style="list-style-type: none"> I can explore the patterns and sounds of Spanish, through songs and rhymes I can engage in conversations; ask and answer questions I can present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> I can appreciate stories, songs, poems and rhymes in French I can read carefully and show understanding of words, phrases and simple writing I can describe people, places, things and actions orally and in written French
Weekly Overview (Story Book / Song / Video links)	<p>Introduce Minimus Mouse Part 2 – Starting out in Latin by Barbara Bell Wk 1: The Military Machine Wk 2: Clean and Healthy Wk 3: A Soldier's Life Wk 4: How Beautiful Wk 5: A Sad Day Wk 6: God's Hear Our Prayers!</p> <p>https://www.minimuslatin.co.uk/fun-stuff.html follow link to find printable resources such as: Mouse Trumps Make Your Own Minimus Comic Label a soldier Word search etc. https://www.minimuslatin.co.uk/minimus-resources.html follow the link to find: song lyrics play scripts counting etc.</p>	<p>Revising Greetings, Family, Days of the Week and Spanish Culture from Y3 Wk 1: 'Spanish Greetings' (Knowledge Organiser 'Greetings') https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-spanish-greetings-with-ben-shires/zfksqp3 Wk 2: 'Talking about Myself' (Knowledge Organiser 'Greetings') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-spanish-talking-about-myself-with-rhys-stephenson/zpbnf82 Wk 3: 'Introductions in Spanish' (Knowledge Organiser 'Family, Days of the Week and Activities Spanish Culture') https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-virtually-there-spain/znx8xs Wk 4 and Wk 5: 'Meeting a Spanish Family' (Knowledge Organiser 'Family, Days of the Week and Activities Spanish Culture') https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-virtually-there-spain/znx8xs Wk 6: 'A Song in Spanish about the Days of the Week and Activities' (Knowledge Organiser 'Family, Days of the Week and Activities Spanish Culture') https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-virtually-there-spain/znx8xs</p>	<p>Revise Greetings, Meet the Family and Introducing Yourself from Year 3 Wk 1: 'French Greetings' (Knowledge Organiser 'French Greetings') https://www.bbc.co.uk/bitesize/articles/z4c3382 Wk 2: 'Talking about Myself' (Knowledge Organiser 'French Greetings') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-french-talking-about-myself-with-mwaksy-mudenda/zwvtp4j Wk 3: 'Meet the Family' (Knowledge Organiser 'Meet the Family, The Days of the Week and Introducing Me!') https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtually-there-france/zjby8xs Wk 4: 'Meet the Family' (Knowledge Organiser 'Meet the Family, The Days of the Week and Introducing Me!') https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtually-there-france/zjby8xs Wk 5: 'How to Introduce Yourself' (Knowledge Organiser 'Meet the Family, The Days of the Week and Introducing Me!') https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtually-there-france/zjby8xs</p>

	<p>https://www.minimuslatin.co.uk/childrens-work.html follow the link to find examples of children's work</p> <p>The above could be used for Home Learning</p>	<p>Home Learning Link from The British Council - The Great Spanish Language Challenge – see resources in file & emailed</p>	<p>Wk 6: 'How to Introduce Yourself' (Knowledge Organiser 'Meet the Family, The Days of the Week and Introducing Me!') https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtually-there-france/zjby8xs</p> <p>Home Learning Link from The British Council - The Great French Language Challenge – see resources in file & emailed</p>
Vocabulary	<p>Quid est? (what is it?) galea (helmet) gladius (sword) pilum (javelin) scutum (shield) cave! (be careful) lorics (breastplate) siste! (stop!) pugio (dagger) relinque (leave it!) periculosus (dangerous) ecce! (look!) milites (soldiers) apodyterium (changing room) tepidarium (warm room) caldarium (hot room) frigidarium (cold room) breviter (briefly) hilariter (cheerfully) segniter (lazily) prudenter (skilfully) signifier (standard bearer) vexillifer (flag bearer) cornice (horn player) centurio (centurion) gratias tibi ago (I thank you) capillamentum (wig) capilli (hair) ares (ears) unguentum (lip gloss) gemmae (jewels) quamquam (although) diu (for a long time) epistulam (letter) accipit (receives) tristissimus (very sad) mortua (dead) coronam (wreath) lucernam (lamp) titulum (inscription) sepulcrum (tomb) nihil (nothing) consumit (he eats) calidus (hot) arcessit (she summons) solliciti (worried) pavidi (frightened) tristes (sad) preces nostras (our prayers) deae matres (mother goddesses) vinum (wine) precem meam (my prayer)</p>	<p>Hola (hello) adios (goodbye) Buenos Dias (Good Morning) Buenos Tardes (Good Afternoon) Buenos Noches (Good Evening) bien (good) muy bien (very good) estupendo (brilliant) regular (so so) mal (bad) fatal (awful) ¿cómo te llamas? (What is your name?) me llamo (I am called...) me gusta (I like..) no me gusta (I don't like...) el fútbol (football) el tenis (tennis) el piano (piano) nadar (swim) bailar (to dance) pintar (to paint) corer (to run) Leer (to read) mi madre (my mother) mi padre (my father) mi hermana (my sister) mi hermano (my brother) mi abuela (my grandmother) mi abuelo (my grandfather) mi tía (my aunt) mi tío (my uncle) mi primo (my cousin - male) mi prima (my cousin - female) fiesta (Festival or celebration) siesta (to sleep or rest) paella (spanish rice dish made with chicken, seafood and vegetables) castillo (castle) estadio de fútbol (football stadium) playa (the beach) museo (museum) compras (shopping) Lunes (Monday) Martes (Tuesday) Miércoles (Wednesday) Jueves (Thursday) Viernes (Friday) Sábado (Saturday) Domingo (Sunday)</p>	<p>Salut (hi) Au Revoir (goodbye) Bonjour (Good Morning) Bonsoir (Good Evening) Bonne Nuit (Good Night) Comment Ca Va? (How are you?) bien (good) pas mal (not bad) tres bien (very good) mal (bad) super (super) tres mal (awful) D'où viens-tu? (where are you from?) Je viens d'Angleterre (I am from England) comment t'appelles-tu? (What is your name?) je m'appelle (I am called...) j'aime (I like...) je n'aime pas (I don't like...) le football (football) chanter (to sing) la musique (music) nager (swim) danser (to dance) dessiner (to draw) courir (to run) Lire (to read) ma mère (my mother) mon père (my father) ma sœur (my sister) mon frère (my brother) ma grand-mère (my grandmother) mon grand père (my grandfather) mon cousin (my cousin - male) ma cousine (my cousin - female) où habites-tu? (Where do you live?) j'habite... (I live...) quel âge as-tu? (How old are you?) j'ai...ans (I am...years old) ca va? (How's it going?) ca va bien (It's good) s'il vous plait (please) merci (Thank you) zero (0) un (1) deux (2) trois (3) quatre (4) cinq (5) six (6) sept (7) huit (8) neuf (9) dix (10) onze (11) douze (12) Lundi (Monday) Mardi (Tuesday) Mercredi (Wednesday) Jeudi (Thursday) Vendredi (Friday) Samedi (Saturday) Dimanche (Sunday)</p>
Trips/Visitors	Invite parents in to share their language through simple greetings or a story	Mrs Garrett Cervantes (TA) and any family or friends who speak Spanish to be invited to visit the class	Mrs Courtney/Member of staff/parent to visit class for afternoon
Community Engagement	Celebrate and engage in different languages during Meet the Teacher and Catch Up and Cake visits	Celebrate and engage in different languages during class assemblies	Celebrate and engage in different languages during celebration assemblies and Catch Up and Cake visits

Curriculum Map – MFL

	Year 5 – building on Languages from Year 4 and before		
Topic	Latin	Spanish	French
MFL Curriculum Purpose of Study and Subject Content for KS2	<p>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.</p> <p>Subject Content Spanish and French - The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. Latin - If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p>		
CPD Training	<p>Latin Training took place with Bristol Classics Hub, but this will need repeating in 2024/2025 or 2025/2026 Links to St. Gregory's Catholic College for CPD training for staff in Spanish and French *** Any links to videos / stories / songs should always be checked by the teacher as part of safeguarding, before sharing with children ***</p>		
Disciplinary Knowledge	<p>I am thinking like a Linguist... I enjoy learning about new languages. I can tell you the language I have heard on my travels, where I was and why I was there. I can recognise that Latin is an ancient language. I can write simple words, phrases and sentences in Latin.</p>	<p>I am thinking like a Linguist... I am interested to learn about Spanish, in spoken and written form. I can recognise that Spanish is a modern foreign language. I can communicate in Spanish, for practical purposes e.g. greetings and finding out more about the interests of a new friend</p>	<p>I am thinking like a Linguist... I am interested to learn about French, in spoken and written form. I can recognise that French is a modern foreign language. I can communicate in French, for practical purposes e.g. greetings and finding out more about the interests of a new friend</p>
NC Aims UKS2	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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. 	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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. 	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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.
MFL Skills (subject content)	<ul style="list-style-type: none"> I can listen attentively to spoken Latin and show understanding by joining in and responding I can explore the patterns and sounds of Latin through songs and rhymes and link the spelling, sound and meaning of words I can engage in basic conversations and ask and answer questions in Latin I can seek clarification and ask for help, if and when required 	<ul style="list-style-type: none"> I can engage in conversations; ask and answer questions; express opinions and respond to those of others in Spanish I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly I can seek clarification and ask for help, if and when required 	<ul style="list-style-type: none"> I can speak in sentences in French, using familiar vocabulary, phrases and basic language structures I can develop accurate pronunciation and intonation, so that others understand when I am reading aloud or using familiar words and phrases I can understand basic grammar appropriate to my level of French studied, including (where relevant): feminine, masculine, how to apply these to build sentences; and how these differ from or are similar to English.
Weekly Overview (Story Book / Song / Video links)	<p>Revision of Minimus Mouse Part 1 Year 3 Latin Minimus Mouse – Starting out in Latin by Barbara Bell Wk 1: Meet the Family Wk 2: Food Glorious Food Wk 3: Work, Work, Work Wk 4: The Best Days of Your Life Wk 5: Romans and Britons Wk 6: Off to Town https://www.minimuslatin.co.uk/fun-stuff.html follow link to find printable resources such as: Mouse Trumps Make Your Own Minimus Comic Label a soldier Word search etc. https://www.minimuslatin.co.uk/minimus-resources.html follow the link to find: song lyrics</p>	<p>Revising Greetings from Y4, and Introducing Weather and Spanish School Wk 1: 'Spanish Greetings' (Knowledge Organiser 'Greetings') https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-spanish-greetings-with-ben-shires/zfksqp3 Wk 2: 'Talking about Myself' (Knowledge Organiser 'Greetings') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-spanish-talking-about-myself-with-rhys-stephenson/zpbnf82 Wk 3 and Wk 4: 'The Weather' (Knowledge Organiser 'The Weather and School') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-spanish-talking-about-the-weather-mwaksy-mudenda/zcq98hv Wk 5 and Wk 6: 'In a Spanish School' (Knowledge Organiser 'The Weather and School') https://www.bbc.co.uk/teach/class-clips-video/ks2-spanish-living-in-spain/zij2m39</p>	<p>Revising Greetings and Days of the Week from Y4 and Introducing Weather, Clothes and Colours Wk 1: 'French Greetings' (Knowledge Organiser 'French Greetings') https://www.bbc.co.uk/bitesize/articles/z4c3382 Wk 2: 'Talking about Myself' (Knowledge Organiser 'French Greetings') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-french-talking-about-myself-with-mwaksy-mudenda/zwvtp4j Wk 3: 'The Weather' (Knowledge Organiser 'The Weather and Seasons') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-french-talking-about-the-weather-rhys-stephenson/zwxwqfr Wk 4: 'The Weather' (Knowledge Organiser 'The Weather and Seasons') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-french-talking-about-the-weather-rhys-stephenson/zwxwqfr Wk5 and Wk 6: 'Clothes and Colour' song and general revision of term</p>

	<p>play scripts counting etc. https://www.minimuslatin.co.uk/childrens-work.html follow the link to find examples of children's work</p> <p>The above could be used for Home Learning</p>	<p>Home Learning Link from The British Council - The Great Spanish Language Challenge – see resources in file & emailed</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/french-ks2-clothes-and-colours/zkhxpg8 Home Learning Link from The British Council - The Great French Language Challenge – see resources in file & emailed</p>
Vocabulary	<p>Revision of Year 3 Latin Quis es? (who are you? 1 person), qui estis? (who are you – more than 1 person) mater (mother) pater (father) filia (daughter) filius (son) infans (little child) servi (slaves) Vindolandae (at Vindolanda) vespa (wasp) cuniculus (rabbit) balaena (whale) delphinus (dolphin) porcus (pig) parva (small) magnus (big) scribe (I am writing) purgo (I am cleaning) lego (I am reading) verro (I am sweeping) laborant (they are working) dormio (I sleep) lacrimo (I cry) laboro (I work) scribe (I write) lego (I read) sedeo (I sit) rideo (I smile) cur? (why?) celeriter (quickly) equito (I ride) pugno (I fight) diligenter (carefully) ferociter (fiercely) colo (I farm) vado (I am going) ludi (games) Eboracum (to York) pilulae (beads) ibi (there) variae (colourful) arma (weapons)</p> <p><i>More vocabulary is also in the books to support</i></p>	<p>Hola (hello) adios (goodbye) Buenos Dias (Good Morning) Buenos Tardes (Good Afternoon) Buenos Noches (Good Evening) bien (good) muy bien (very good) estupendo (brilliant) regular (so so) mal (bad) fatal (awful) ¿cómo te llamas? (What is your name?) me llamo (I am called...) me gusta (I like..) no me gusta (I don't like...) el fútbol (football) el tenis (tennis) el piano (piano) nadar (swim) bailar (to dance) pintar (to paint) corer (to run) Leer (to read) ¿qué tiempo hace? (what's the weather like?) es primavera (it's spring) en primavera (in spring) En primavera llueve (in spring it rains) es verano (it's summer) en verano (in summer) en verano hace calor (in the summer it is hot) es otoño (it's autumn) en otoño (in autumn) en otoño hace viento (in autumn it's windy) es invierno (it's winter) en invierno (in winter) en invierno hace frío! (in the winter it is cold) hace calor (it's hot) hace sol (it's sunny) está nublado (it's cloudy) hace viento (it's windy) llueve (it's raining/it rains) hace frío (it's cold) nieva (it's snowing/it snows) Esta es mi clase (This is my class) Matemáticas (Maths) Música (Music) Ciencias (Science) El patio (Playtime) Esta es mi profesora (This is my teacher) Geografía (Geography) Educación Física (PE) Historia (History) La Biblioteca (Library) Estos son mis compañeros de clase (These are my classmates) Tecnología (Technology) Teatro (Drama) Inglés (English) pintando (painting)</p>	<p>Salut (hi) Au Revoir (goodbye) Bonjour (Good Morning) Bonsoir (Good Evening) Bonne Nuit (Good Night) Comment Ca Va? (How are you?) bien (good) pas mal (not bad) tres bien (very good) mal (bad) super (super) tres mal (awful) D'où viens-tu? (where are you from?) Je viens d'Angleterre (I am from England) comment t'appelles-tu? (What is your name?) je m'appelle (I am called...) j'aime (I like...) je n'aime pas (I don't like...) le football (football) chanter (to sing) la musique (music) nager (swim) danser (to dance) dessiner (to draw) courir (to run) Lire (to read) le temps (the weather) le printemps (the spring) l'été (the summer) l'automne (the autumn) l'hiver (the winter) quel temps fait-il ? (what's the weather like?) il fait chaud (it's hot) il fait froid (it's cold) il fait beau (it's nice weather / it's sunny) il fait gris (it's cloudy) il pleut (it's raining / it rains) il neige (it's snowing / it snows) il y a du vent (it's windy)</p>
Trips/Visitors	<p>Invite parents in to share their language through simple greetings or a story</p>	<p>Mrs Garrett Cervantes (TA) and any family or friends who speak Spanish to be invited to visit the class</p>	<p>Mrs Courtney/Member of staff/parent to visit class for afternoon</p>
Community Engagement	<p>Celebrate and engage in different languages during Meet the Teacher and Catch Up and Cake visits</p>	<p>Celebrate and engage in different languages during class assemblies</p>	<p>Celebrate and engage in different languages during celebration assemblies and Catch Up and Cake visits</p>

Curriculum Map – MFL

	Year 6 – building on Languages from Year 5 and before		
Topic	Latin	Spanish	French
MFL Curriculum Purpose of Study and Subject Content for KS2	<p>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.</p> <p>Subject Content Spanish and French - The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. Latin - If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p>		
CPD Training	<p>Latin Training took place with Bristol Classics Hub, but this will need repeating in 2024/2025 or 2025/2026 Links to St. Gregory's Catholic College for CPD training for staff in Spanish and French *** Any links to videos / stories / songs should always be checked by the teacher as part of safeguarding, before sharing with children ***</p>		
Disciplinary Knowledge	<p>I am thinking like a Linguist... I enjoy learning about new languages. I can tell you the language I have heard on my travels, where I was and why I was there. I can recognise that Latin is an ancient language. I can write simple words, phrases and sentences in Latin.</p>	<p>I am thinking like a Linguist... I am interested to learn about Spanish, in spoken and written form. I can recognise that Spanish is a modern foreign language. I can communicate in Spanish, for practical purposes e.g. greetings and finding out more about the interests of a new friend</p>	<p>I am thinking like a Linguist... I am interested to learn about French, in spoken and written form. I can recognise that French is a modern foreign language. I can communicate in French, for practical purposes e.g. greetings and finding out more about the interests of a new friend</p>
NC Aims UKS2	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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. 	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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. 	<p>The National Curriculum for Languages aims to ensure that all pupils:</p> <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.
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Weekly Overview (Story Book / Song / Video links)	<p>Revision of Minimus Mouse Part 2 Year 4 Latin Minimus Mouse – Starting out in Latin by Barbara Bell Wk 1: The Military Machine Wk 2: Clean and Healthy Wk 3: A Soldier's Life Wk 4: How Beautiful Wk 5: A Sad Day Wk 6: God's Hear Our Prayers!</p> <p>https://www.minimuslatin.co.uk/fun-stuff.html follow link to find printable resources such as: Mouse Trumps Make Your Own Minimus Comic Label a soldier Word search etc. https://www.minimuslatin.co.uk/minimus-resources.html follow the link to find:</p>	<p>Revising Greetings, Weather and Spanish School from Year 5 Wk 1: 'Spanish Greetings' (Knowledge Organiser 'Greetings') https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-spanish-greetings-with-ben-shires/zfksqp3 Wk 2: 'Talking about Myself' (Knowledge Organiser 'Greetings') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-spanish-talking-about-myself-with-rhys-stephenson/zpbnf82 Wk 3 and Wk 4: 'The Weather' (Knowledge Organiser 'The Weather and School') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-spanish-talking-about-the-weather-mwaksy-mudenda/zcq98hv Wk 5 and Wk 6: 'In a Spanish School' (Knowledge Organiser 'The Weather and School') https://www.bbc.co.uk/teach/class-clips-video/ks2-spanish-living-in-spain/zjj2m39</p>	<p>Revising Greetings, Days of the Week, Weather, Clothes and Colours from Y5 Wk 1: 'French Greetings' (Knowledge Organiser 'French Greetings') https://www.bbc.co.uk/bitesize/articles/z4c3382 Wk 2: 'Talking about Myself' (Knowledge Organiser 'French Greetings') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-french-talking-about-myself-with-mwaksy-mudenda/zwvtp4j Wk 3: 'The Weather' (Knowledge Organiser 'The Weather and Seasons') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-french-talking-about-the-weather-rhys-stephenson/zwxwqfr Wk 4: 'The Weather' (Knowledge Organiser 'The Weather and Seasons') https://www.bbc.co.uk/teach/supermovers/ks2-mfl-french-talking-about-the-weather-rhys-stephenson/zwxwqfr Wk5 and Wk 6: 'Clothes and Colour' song and general revision of term https://www.bbc.co.uk/teach/class-clips-video/french-ks2-clothes-andcolours/zkxpg8</p>

	<p>song lyrics play scripts counting etc. https://www.minimuslatin.co.uk/childrens-work.html follow the link to find examples of children's work</p> <p>The above could be used for Home Learning</p>	<p>Home Learning Link from The British Council - The Great Spanish Language Challenge – see resources in file & emailed</p>	<p>Home Learning Link from The British Council - The Great French Language Challenge – see resources in file & emailed</p>
Vocabulary	<p>Revision of Year 4 Latin Quid est? (what is it?) galea (helmet) gladius (sword) pilum (javelin) scutum (shield) cave! (be careful) lorics (breastplate) siste! (stop!) pugio (dagger) relinque (leave it!) periculosus (dangerous) ecce! (look!) milites (soldiers) apodyterium (changing room) tepidarium (warm room) caldarium (hot room) frigidarium (cold room) breviter (briefly) hilariter (cheerfully) segniter (lazily) prudenter (skilfully) signifier (standard bearer) vexillifer (flag bearer) cornice (horn player) centurio (centurion) gratias tibi ago (I thank you) capillamentum (wig) capilli (hair) ares (ears) unguentum (lip gloss) gemmae (jewels) quamquam (although) diu (for a long time) epistulam (letter) accipit (receives) tristissimus (very sad) mortua (dead) coronam (wreath) lucernam (lamp) titulum (inscription) sepulcrum (tomb) nihil (nothing) consumit (he eats) calidus (hot) arcessit (she summons) solliciti (worried) pavidi (frightened) tristes (sad) preces nostras (our prayers) deae matres (mother goddesses) vinum (wine) precem meam (my prayer)</p>	<p>Hola (hello) adios (goodbye) Buenos Dias (Good Morning) Buenos Tardes (Good Afternoon) Buenos Noches (Good Evening) bien (good) muy bien (very good) estupendo (brilliant) regular (so so) mal (bad) fatal (awful) ¿cómo te llamas? (What is your name?) me llamo (I am called...) me gusta (I like..) no me gusta (I don't like...) el fútbol (football) el tenis (tennis) el piano (piano) nadar (swim) bailar (to dance) pintar (to paint) corer (to run) Leer (to read) ¿qué tiempo hace? (what's the weather like?) es primavera (it's spring) en primavera (in spring) En primavera llueve (in spring it rains) es verano (it's summer) en verano (in summer) en verano hace calor (in the summer it is hot) es otoño (it's autumn) en otoño (in autumn) en otoño hace viento (in autumn it's windy) es invierno (it's winter) en invierno (in winter) en invierno hace frío! (in the winter it is cold) hace calor (it's hot) hace sol (it's sunny) está nublado (it's cloudy) hace viento (it's windy) llueve (it's raining/it rains) hace frío (it's cold) nieva (it's snowing/it snows) Esta es mi clase (This is my class) Matemáticas (Maths) Música (Music) Ciencias (Science) El patio (Playtime) Esta es mi profesora (This is my teacher) Geografía (Geography) Educación Física (PE) Historia (History) La Biblioteca (Library) Estos son mis compañeros de clase (These are my classmates) Tecnología (Technology) Teatro (Drama) Inglés (English) pintando (painting)</p>	<p>Salut (hi) Au Revoir (goodbye) Bonjour (Good Morning) Bonsoir (Good Evening) Bonne Nuit (Good Night) Comment Ca Va? (How are you?) bien (good) pas mal (not bad) tres bien (very good) mal (bad) super (super) tres mal (awful) D'où viens-tu? (where are you from?) Je viens d'Angleterre (I am from England) comment t'appelles-tu? (What is your name?) je m'appelle (I am called...) j'aime (I like...) je n'aime pas (I don't like...) le football (football) chanter (to sing) la musique (music) nager (swim) danser (to dance) dessiner (to draw) courir (to run) Lire (to read) le temps (the weather) le printemps (the spring) l'été (the summer) l'automne (the autumn) l'hiver (the winter) quel temps fait-il ? (what's the weather like?) il fait chaud (it's hot) il fait froid (it's cold) il fait beau (it's nice weather / it's sunny) il fait gris (it's cloudy) il pleut (it's raining / it rains) il neige (it's snowing / it snows) il y a du vent (it's windy)</p>
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