St Blaise Church of England Primary School

Exploring and achieving as we grow together

MFL scheme of work (from September 2026)

Christian values underpinning learning: *Together we love and respect. We are creative, we are determined, we are confident, we are kind.*

Intent

All schemes of work reflect our passion for a creative curriculum that allows our children to learn through exploration.

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.

We aspire for our children to engage in Spanish as their modern foreign language through exploration and creativity. The National curriculum (2014) recognises the power of MFL in primary education to:

- liberate pupils to learn a foreign language and expose them to another culture.
- foster the pupils' curiosity and deepen their understanding of the world.
- enable children to express their thoughts and ideas in another language through speaking and writing.
- give children new ways of thinking.
- build the foundations for learning further languages.

Our MFL curriculum has been developed because we believe that learning a new language:

- ★ is engaging and enjoyable for children and adults.
- ★ increases their confidence and ability to perform.
- ★ supports appropriate use of intonation and pronunciation.
- ★ encourages a growth mindset.
- ★ expands pupils' global thinking and understanding of other cultures.

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Implementation - KS2

In Key Stage Two, the children in Beech and Maple begin Spanish as their modern foreign language. The decision to adopt Spanish as our modern foreign language was due to its wide-scale presence across the globe - it is the official language of twenty countries.

Spanish will be taught through the implementation of the scheme *Language Angels*, a high-quality foreign languages curriculum. Language Angels supports the progression of MFL learning, with children developing their Spanish skills through regularly taught and well-resourced lessons. Children will progressively acquire, use and apply their growing bank of Spanish vocabulary, skills and grammatical knowledge through a sequence of age-appropriate topics and themes - all taught by their class teacher. The topics and themes act as building blocks for their developing Spanish language.

The planning ensures a differentiated level of challenge for the pupils, with the dynamic approach to planning each unit supporting this progression over the next few years. The lessons offer appropriate levels of challenge to ensure pupils learn effectively and continuously throughout the unit and throughout the year. Our ultimate aim is to ensure children continue to develop their love for languages and an enthusiasm for developing their knowledge and skills.

Where possible and appropriate, the Language Angels units link to the class topics to support our cross-curricular approach at St Blaise. Their Spanish listening, speaking, reading and writing skills will gradually develop as they revisit and reuse prior learning to build on their competence and confidence. The cross-curricular approach is reflected in the KS2 Curriculum Map, which acts as a map to outline the teaching coverage for each class and their overall coverage in an academic year.

The four units below are embedded through the scheme of learning in KS2 Spanish:

Early	Early Language Unit This unit is most suitable for young language learners that are just starting out on their language learning journey. Some basic general knowledge of this period of history is useful but not essential.	**Progressive**	Progressive Language Unit This cross-curricular unit is most suitable for language learners that have completed a wide variety of units from the Early Learning and Intermediate teaching types. Pupils are continuing to develop their range of core vocabulary in Spanish whilst beginning to grasp basic grammar. Some basic general knowledge of this historical period would also help but is not essential.
Intermediate	Intermediate Language Unit This unit is a cross-curricular unit most suitable for language learners that have completed a variety of units from the Early Learning teaching type. Pupils are beginning to develop their range of core vocabulary in Spanish whilst beginning to grasp basic grammar.	**Other** **Extra**	Other / Extra Language Unit These units provide 'extra' coverage for teachers to embed throughout the year. The units can also be used as recap sessions where necessary. The sessions should provide a 'boost' for the class, should the focus be Spanish phonetics, grammar or further knowledge about Spanish culture.

Overview of KS2 scheme

This academic year, 2025/26 will be our third year of teaching Spanish at St Blaise, following the Language Angels learning blocks. Beech class are new to the language and will be forming the early building blocks for their Spanish development while Willow and Maple continue to develop their current understanding and skills.

National curriculum expectations - KS2

Pupils should be taught to:

- ➔ listen attentively to spoken language and show understanding by joining in and responding.
- ➔ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- ➔ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- ➔ speak in sentences, using familiar vocabulary, phrases and basic language structures.
- ➔ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- ➔ present ideas and information orally to a range of audiences.
- ➔ read carefully and show understanding of words, phrases and simple writing.
- ➔ appreciate stories, songs, poems and rhymes in the language.
- ➔ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- ➔ write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- ➔ describe people, places, things and actions orally and in writing.
- ➔ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Assessment in Spanish:

- Pupil voice – to assess pupil understanding, engagement and progression across the term, the year and KS2.
- MFL displays and MFL folders - opportunities for pupils to practise their written and spoken language through varied activities, for pupils to proudly display their efforts and for a clear demonstration of progression.
- Informal assessment will be used where appropriate (e.g. End of Unit quizzes, pupil feedback forms, speaking and listening tasks)

Co-ordinator role:

- to celebrate the successes of their class and the Key Stage Two community.
- Monitor teaching and learning through learning walks, pupil voice and book looks.
- Provide ongoing advice and signposting for colleagues.
- Ensure that creativity and exploration continues throughout the teaching and learning of Spanish.

Success Criteria / Scheme of work criteria

	LKS2 Beech Class	*UKS2 Maple Class*
Speaking	I can listen to spoken language. I can show my understanding of spoken language by joining in and, at times, responding. I can begin to recognise language sounds and patterns through songs and rhymes. I can begin to engage in simple conversations. I can begin to ask and answer questions. I can begin to express my own opinions in Spanish and respond to the opinions of others. I can begin to use familiar vocabulary, phrases and language structures from my unit to speak in sentences.	I can listen attentively to spoken language. I can show my understanding of spoken language by joining in and confidently responding. I can reproduce language sounds and patterns through songs and rhymes. I can engage in simple conversations. I can begin to ask and answer questions. I can begin to express my own opinions in Spanish and respond to the opinions of others. I can use familiar vocabulary, phrases and language structures from my unit to speak in sentences.
Listening	I can link the spelling of a word to the Spanish sounds. I can begin to appreciate stories, songs, poems and rhymes in Spanish.	I can link the spelling of a word to the Spanish sounds. I can appreciate stories, songs, poems and rhymes in Spanish.
Reading	I can begin to use pronunciation and intonation when reading aloud. I can read aloud to present my ideas or information. I can read in the language carefully, showing my awareness of words, phrases and simple writing in Spanish. I can broaden my vocabulary and develop my understanding of new words when I read them in written material.	I can use appropriate pronunciation and intonation when reading aloud. I can read aloud to present my ideas or information. I can read in the language carefully, showing my awareness of words, phrases and simple writing in Spanish. I can broaden my vocabulary and develop my understanding of new words when I read them in written material.
Writing	I can begin to describe people, places, things and actions in my writing. I can begin to write phrases from my memory and adapt them to make a new sentence. I can begin to express my ideas clearly in writing.	I can describe people, places, things and actions in my writing. I can write phrases from my memory and adapt them to make a new sentence. I can express my ideas clearly in writing.

Impact - Long Term

- That children's experiences will support the acquisition of a new language
- That children will be able to communicate effectively to others – imparting their knowledge and enthusiasm
- That children will understand the world beyond
- That children will be able to build on their knowledge throughout their education then adult life – creating lifelong learners
- That most children will have an on-going interest and in some cases a passion for MFL

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Cycle D (2026/27)	BEECH	**Year 3:** Aprendo español (I Am Learning Spanish) Wk 2-7 Early La fonetica (phonics) 4 sessions Extra	**Year 3:** Los días de la semana (Days of the Week) Wk1 Other Los meses (Months of the Year) Wk2 Other Los números (numbers) Wk3/4/5/6/7 Other Los instrumentos (Instruments) Wk8 Early	**Year 3:** Los animales (Animals) Wk 1-4 Early Sé… (I Know How...) Wk5 Early	**Year 3:** Las estaciones (Seasons) Wk 1-3* Early La fruta y las verduras (Fruits/Vegetables) Wk 4-6* Early	**Year 3:** Las formas (Shapes) Wk 1-3* Early La fecha (The Date) Wk 4-6* Intermediate	**Year 3:** La clase (The Classroom) Wk 1-6 Intermediate Los helados (Ice-Creams) WK 7 Early OR El cálculo (Mental Maths) Wk7 Other
	WILLOW	**Year 4:** *Recap:* I am Learning Spanish/ Phonics Wk 1-4 Early/Extra Me presento (Presenting Myself) Wk5-7 Intermediate	**Year 4:** *Recap:*Days of the Week, Months of the Year, numbers Wk 1-3 Other La historia de la antigua Gran Bretaña (Ancient Britain) Wk4-8 Early	**Year 4:** ¿Tienes una mascota? [Do You Have a Pet?] Wk 1-4 Intermediate Los colores (colours) Wk5 Other	**Year 4:** Mi familia (My Family) Wk 1-3 Intermediate Mi casa (My Home) Wk 4-6 Intermediate	**Year 4:** ¿Qué tiempo hace? (What Is the Weather?) Wk 1-3 Intermediate ¿Qué hora es? (What Time Is It?) Wk 4-6 Other	**Year 4:** La ropa (Clothes) Wk 1-3 Intermediate Hábitats (Habitats) Wk 4-6 Intermediate Los helados (Ice-Creams) WK 7 Early OR El cálculo (Mental Maths) Wk7 Other
	HAZEL	**Year 5:** *Recap:* I am Learning Spanish/ Phonics Wk 1-4 Early/Extra *Recap:*Days of the Week, Months of the Year, numbers Wk 1-3 Other	**Year 5:** Los planetas (Planets) Wk 1-5 Progressive	**Year 5:** Hábitats (Habitats) Wk1-5 Progressive	**Year 5:** En el colegio (At School) Wk 1-4 Progressive	**Year 5:** Comer sano (Healthy Lifestyles) Wk 1-4 Intermediate En la cafetería (At the Café) Wk 5-7 Progressive	**Year 5:** Yo en el mundo (Me in the World) Wk1-6 Progressive Los helados (Ice-Creams) WK 7 Early OR El cálculo (Mental Maths) Wk7 Other
	MAPLE	**Year 6:** *Recap:* I am Learning Spanish/ Phonics Wk 1-4 Early/Extra Los romanos (Romans) Wk 5-7 Intermediate	**Year 6:** *Recap:*Days of the Week, Months of the Year, numbers Wk 1-3 Other Los vikingos (Vikings) Wk 5-7 Progressive	**Year 6:** Tradiciones y celebraciones Wk 1-4 Intermediates	**Year 6:** Ricitos de Oro y los tres osos (Goldilocks and the Three Bears) Intermediate La casa Tudor (Tudors) Intermediate	**Year 6:** La Segunda Guerra Mundial (World War 2) Wk1-6 Progressive	**Year 6:** Los Juegos Olímpicos (The Olympics) Intermediate El cálculo (Mental Maths) Wk7 Other