



## The Crescent Primary School Curriculum

### Subject: MFL (Spanish)

#### **Intent: What are we trying to achieve with our (subject) curriculum?**

At The Crescent Primary, our vision is that our children will develop their language learning skills and become all round global citizens. We teach Spanish in order to prepare our children for a rapidly changing world. Learning a foreign language prepares our children for life in modern Britain, in which work and activities increasingly involve using languages other than English.

We intend that through learning Spanish, our pupils will develop an awareness of cultural differences and develop a tolerance of diversity within society. We also hope that through their learning of Spanish, our children will be open-minded and adventurous in all aspects of their life and learning.

Events to promote cultural capital:

- EU day of languages
- Chinese New Year
- Christmas, Easter, La Fallas Summer , Festival themed lessons in key with Spanish calendar

Pupils are able to make and build links between elements of learning through repetition of previously learnt language within following lessons. They also complete two 3L grids each half term to recap previous knowledge and understanding too

In lessons, children may sometimes have fiction texts or non-fiction texts to allow a range of contexts to be explored. We also try to include videos of news reports, videos and school videos from Spain for that first-hand experience of Spain. We work with a local secondary school and have children in (pre-COVID) to run workshops with KS2 about Spanish. These included pupils from secondary school teaching our primary pupils Spanish

Lessons cover a range of speaking, listening, reading and writing to ensure that the curriculum is broad and balanced. This combined with practical activities, videos, sound files and PowerPoints allows an immerse curriculum to engage pupils.

### Implementation: How do we deliver our (subject) curriculum?

The ILanguage scheme of work breaks down concepts and objectives into year 3, 4, 5 and 6. Each unit of work is tailored to the year group to build upon previous learning from the previous academic year. It also takes into consideration the age of the children. Within this, teachers still adapt and edit planning and lessons as required to meet the needs of their cohorts. We follow the suggested sequence of medium term planning from ILanguages which breaks objectives into 30 lessons to cover across the year. Each year groups long term plan is designed to link with each-others. For example, Year 3 4 5 and 6 will all begin the year recapping animals learnt the previous academic year and build upon these with new vocabulary. This helps promote consistency across the school and helps children to see links between each year group, especially when they have siblings in alternative year groups. The curriculum is designed and sequenced to build knowledge and skills.

The sequence of lessons aims to build upon the previous lessons knowledge and understanding with a different style of task. For example, in Year 4 they learn key vocabulary for facial features and colours whilst building upon year 3. After this, they have a dictionary skills teach lesson to promote reading skills whereby they look into adjectives. The following lesson, they combine their awareness of facial features, colours, numbers and adjectives from recapping Y3 and new vocabulary in Y4 and describe a 'monstre' for example: *trez negro nariz*. This is a speaking and listening task, and their partner has to draw what is being described.

As well as this, they listen to pre-recorded descriptions of monsters. The fourth lesson in this sequence will be a reading and writing task whereby children describe their own monster using the knowledge of the previous 3 lessons and academic year. This sequence promotes a good progress from starting points and breaks the learning into bitesize chunks. It also means that children's progress is supported for all pupils, with SEN pupils spending more time on speaking and listening tasks before they move onto reading and writing.

### Impact: What difference is our (subject) curriculum making to pupils?

Children are able to articulate that they are building upon their knowledge, for example Yr 3 numbers 1-10, Year 4 numbers 10-20, Year 5 numbers 20-50 and introduce up to 100, Year 6 numbers beyond 100. Children use their prior knowledge and build upon this.

The curriculum has enriched/provided opportunities for the children which they wouldn't have had if they had not been at The Crescent. These are as follows:

- EU day of languages
- Chinese New Year
- Christmas, Easter, La Fallas Summer , Festival themed lessons in key with Spanish calendar
- Sessions with KS3 pupils
- Pen pals from Spain - Spanish schools

Children across KS2 are now able to speak the basic language of Spanish; both holding simple conversations and articulating opinions on food, weather, subjects and other known key vocabulary. Through the regular teaching of Spanish alongside the ILanguages scheme, children are becoming more aware of their cultural capital and the differences and similarities between the spoken language of Spanish and English.

#### Evidence: How do we know?

Through regular book looks I can monitor that teachers are now teaching Spanish as per the policy guidelines. The outcomes in book suggest good quality-first teaching across all cohorts. With this in mind, I would like to carry out some learning walks to ensure this is triangulated between books and data. Progress is measured through data tracked on INSIGHT at each milestone data drop.

At each milestone data drop, teachers will assess their children on INSIGHT using below, close to, ARE, or greater depth. As subject lead, I will then analyze the data to find any common gaps in year groups and action these with year group leaders.

As well as this, all objectives that are covered across the year are on INSIGHT for teachers to track after each lesson / objective is taught. This allows me to see if pupils have achieved their expected outcomes.

Together with 3L grids that I monitor in book looks, this assessed if pupils are meeting their expected outcomes.

The yearly overview enabled learning to develop their knowledge year on year by mirroring when key concepts are taught (such as animals, numbers, etc). . Each year groups long term plan is designed to link with each-others. For example, Year 3 4 5 and 6 will all begin the year recapping animals learnt the previous academic year and build upon these with new vocabulary. This helps promote consistency across the school and helps children to see links between each year group, especially when they have siblings in alternative year groups. The curriculum is designed and sequenced to build knowledge and skills.

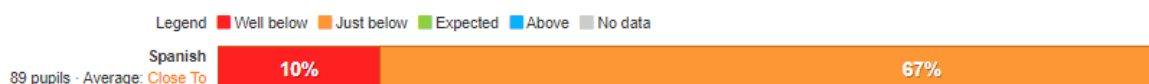
## Year 3



Since the last data drop, the 'working at expected level' has risen by 2% with another 3% less children now working at the 'just below' standard. Year 3 only have 1%

## Year 4

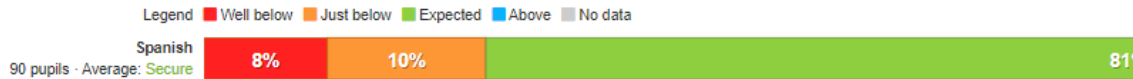
Attainment Overview for Pupils in Year 4 - 2021-2022 Spring 2 - Main Assessment



Since the last data drop, the 'working at expected level' has dropped by 18% with another 25% of children now working 'just below' the expected standard. However, the previous data was not accurate as there was an absent teacher and therefore one class was not assessed in their Spanish learning. When looking into the 10% well below children, they are children who often do not attend their afternoon lessons as they are in interventions as they are on the SEN register.

## Year 5

### Attainment Overview for Pupils in Year 5 - 2021-2022 Spring 2 - Main Assessment



Since the last data drop, the 'working at expected level' has dropped by 2% with another 5% of children now working 'well below' the expected standard. When looking into these children, they are children who often do not attend their afternoon lessons as they are either on a part-time schedule or are in interventions as they are on the SEN register.

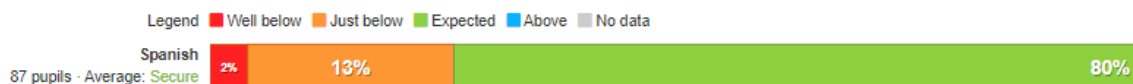
Below – 7 pupils	
AJI PAUL, Steev	Below
BENNETT, Daniel	Below
DAVIS, Chloe	Below
JONES, River	Below
MCLELLAN, Oscar	Below
NEW, Oakley	Below
TWINE, Timothy	Below

When looking into the 'just below' children, the gap has closed by 2% from the last data drop. Out of this 10%, 3% are SEN children and take part in afternoon interventions; therefore, they do not access all of their afternoon lessons. Out of the other 7%, only 1% are PP. The children who are showing as 'just below' are often in afternoon interventions also.

Close To – 9 pupils	
BALDWIN, Tom	Close To
CLARKE, Ella	Close To
EDWARDS, Calab	Close To
EWERS-PAINTIN, Kye	Close To
MULHALL, Jacob	Close To
NICOL, Jack	Close To
PITHER, Arabella	Close To
ROBERTS, Jacob	Close To
WYATT-CAIRNS, Loganjames	Close To

## Year 6

### Attainment Overview for Pupils in Year 6 - 2021-2022 Spring 2 - Main Assessment



Since the last data drop, the percentage of children meeting the expected standard has dropped by 2%. However, this is because Year 6 now have 2% of children currently working above age related expectations for their Spanish curriculum. Therefore, overall progress has been made and they are still holding their combined percentage for meeting expectations across year 6.

Below – 2 pupils

JOPE, Tj	Below
WILLIAMS, Angel	Below

The same two children are still working 'well below' age related expectations. This is because these two children are not currently attending school and are on a reduced curriculum to support their behavioural needs.

Close To – 11 pupils

ANGELL, Eddy	Close To	HERD-OLIVER, Brandon	Close To
AUSTIN, Joshua	Close To	HOUSE, Lacey	Close To
CULL, Amelia	Close To	JOYCE, Charlie	Close To
DUBLIN, Kacie-Leigh	Close To	JUCHA, Lijana	Close To
HARMAN, Jamie	Close To	PIKE, Rosie	Close To
WINTER, Mia-Rose	Close To		

The percentage of children working 'just below' age related expectations has dropped by 1% since the last data drop. Out of these 11 pupils, 2 of them are on the SEN register and therefore take part in afternoon interventions as per their IEP and EHCPs. As a result, they are not always in lesson to access the required learning. Only 1% of this 13% of children are pupil premium and therefore that is not a contributing factor to their progress.