



# Curriculum Guidance

## Modern Foreign Languages

At Cannon Park, we encourage **excellence and enjoyment** by being our best and caring for all in a safe environment every day!

Teamwork Respect Integrity Enjoyment Discipline



In line with our school vision, at Cannon Park, we aim to offer a broad and balanced curriculum, which enables children to develop in excellence both in skills and knowledge across all areas of the curriculum as well as promoting cultural, social, spiritual and physical development growth. We want children to enjoy their learning, develop a love of learning and leave Cannon Park as life-long learners, ready for their next step in life.

The happiness, well-being and achievement of each child is our main concern and we believe that every child can achieve and succeed in reaching their full potential. We provide a safe, vibrant and energetic environment with very high standards and expectations of conduct and discipline. There is a genuine caring ethos with a focus on our core TRIED values: Teamwork, Respect, Integrity, Enjoyment, Discipline.

Through our engaging values-led curriculum, we strive to deliver the best learning opportunities and challenges that we can, to evoke that love of learning. Our curriculum has been developed with our children in mind, celebrating the best of Coventry as well as developing an understanding of the wider world and our diverse community. Our pupils are delightful, and we encourage them to aim high, achieve excellence through enjoyment.

Values

|                   |   |
|-------------------|---|
| <b>Teamwork</b>   | <b>Together everyone achieves more.</b> We want children to understand the importance of working as part of team. We work in partnership with our community, helping children understand their place in the community.  |
| <b>Respect</b>    | <b>Treating others how you would like to be treated.</b> We want children to respect themselves and others as well as learning to respect the environment.  |
| <b>Integrity</b>  | <b>Doing the right thing even when no one is looking.</b> Doing the right thing is an important message to teach our children. We want them to learn from positive examples throughout history of figures who have done the right thing, even when it was challenging.  |
| <b>Enjoyment</b>  | <b>Having fun, but not at the expense of others.</b> Our children have told us that they learn best when they are enjoying themselves. Parents have told us that their children come home from school talking about new experiences. We want to ensure our curriculum provides children with these opportunities. |
| <b>Discipline</b> | <b>Doing what needs to be done, even when you don't feel like doing it.</b> Having discipline in learning is essential to progress. We want children to develop discipline across the full curriculum.  |

At Cannon Park, we aim to provide high quality learning experiences for the children. Across the school, we agree on **three core elements to learning**:

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| <b>Engage</b>  | We provide engaging resources to hook the children into their learning. Links are made to previous learning to ensure the skills and knowledge are connected. Educational trips and visits to enhance the learning.<br><b>From pupil and parent voice, we know that our children learn best when they are engaged. This makes the learning experience memorable and helps it stay in long term memory.</b>  |
| <b>Apply</b>   | Children lead the learning – they 'give it a go' – with personalised learning, which is pitched appropriately to meet the needs of all children. Children are given time to apply their learning. During this time, the teacher supports the learning where necessary while assessing the learning. New learning is presented in small steps. All children have Learning Partners to enable them to support each other in their learning. High quality questioning guides children in their learning, with a focus on process rather than outcome. Children are supported with new vocabulary.<br><b>EEF research states that effective collaborative learning gains an additional 5 months of learning. EEF research states that thinking skills gains an additional 8 months of learning.</b> |
| <b>Reflect</b> | Children are given time to reflect on their own learning. Learning Partners feedback during the lesson. We use assessment for learning to celebrate success and move the learning on. We identify who understands the concept and who needs further support. Adults support children to secure their learning at the earliest opportunity to ensure children catch up and keep up with the learning. The next learning steps are informed by the current learning.<br><b>EEF research states that effective feedback on learning gains an additional 7 months of learning.</b>  |



| <b>Curriculum Guidance</b>   |  |   |
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| <b><u>Intent</u></b>   | <b><u>Implementation</u></b>   | <b><u>Impact</u></b>  |
| Children develop socially and emotionally as well as academically.   | <ul style="list-style-type: none"> <li>○ Strong school values of <i>Teamwork, Respect, Integrity, Enjoyment and Discipline</i>, which are embedded in everything we do, are used to help the children grow into well-rounded individuals.</li> <li>○ Learning Partners are used to encourage children to work collaboratively and support each other in their learning.</li> <li>○ Strong PSHE curriculum, which is based around the PSHE association, teaches children the skills and knowledge needed to develop socially and emotionally.</li> <li>○ Highly skilled Learning Mentor able to support children when necessary.</li> <li>○ Child-independence is developed from Reception to Year 6</li> </ul> | <p>Children develop positive relationships with their peers and with the adults in school. Children are able to communicate clearly their opinions, knowledge and emotions. Pupil Voice shows 92% of children feel happy in school.</p> <p>Behaviour, including learning behaviour, is excellent. Children feel safe and happy in school. All children understand and demonstrate our school values. Pupil Voice shows 90% of children believe children follow our school values and behave well.</p> |
| Across the curriculum, children learn new skills and acquire knowledge in a progressive manner as they move through the school, building on previous learning. | <ul style="list-style-type: none"> <li>○ Each curriculum area has a clear skills and knowledge progression document to enable teachers to plan learning which builds on prior knowledge.</li> <li>○ Children are encouraged to think about what they already know to help them with their current learning.</li> <li>○ Staff work collaboratively on planning the long term curriculum to ensure year groups or content are not viewed in isolation.</li> <li>○ Subject leads monitor progress in their subject termly through book looks, learning walks, staff and pupil voice as well as data analysis.</li> </ul>  | <p>In each subject, children acquire new knowledge and develop new skills in a progressive manner. Children are able to articulate what they have been learning about and why they have been learning about it. Pupil Voice shows 93% of children believe they make good progress.</p>  |
| All children are included in the learning and provided with appropriate challenge for their abilities and needs.   | <ul style="list-style-type: none"> <li>○ Learning resources are personalised by the teachers for the children in their class. Questions, activities and challenges are planned to include all children, including those with SEND.</li> <li>○ Lessons are focused on the children with adults facilitating learning.</li> <li>○ Adults value process over product.</li> </ul>  | <p>All children are challenged in every lesson. Children are active learners, keen to find out more. Parent/Carer Voice shows 84% of parents/carers believe their child receives appropriate support. SEND children make comparative or better progress in reading, writing and mathematics than children without SEND.</p>   |
| Children are engaged in and enjoy their learning.  | <ul style="list-style-type: none"> <li>○ Teachers take into account different learning styles of the children in their class and plan a range of activities to engage children.</li> <li>○ Teachers understand that if children enjoy their learning, they are more likely to be engaged and learn. Lessons reflect this.</li> </ul>   | <p>Children show a love of learning. Through a broad and balanced curriculum, children have the opportunity to find where their talents and interests lie. Pupil Voice shows 93% of children enjoy their learning and 95% of children would recommend Cannon Park Primary School to another child.</p>  |



| <b>Modern Foreign Languages</b>   |  |   |
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| <b>Intent</b>   | <b>Implementation</b>  | <b>Impact</b>   |
| Children understand the importance of speaking another language in the modern world, particularly as approximately 50% of children at Cannon Park are exposed to an additional language at home.  | <ul style="list-style-type: none"> <li>○ At Cannon Park, children in Years 3, 4, 5 and 6 learn Spanish on a weekly basis.</li> <li>○ Spanish lessons are delivered by one Spanish-speaking member of staff across Key Stage 2 to ensure consistency and quality of provision</li> <li>○ A variety of teaching methods are used to match groups and individuals with different learning styles, including role play, singing, and a range of media.</li> <li>○ The lessons are made as entertaining and enjoyable as possible as we realise that this approach serves to develop a positive attitude in the children to the learning of other languages.</li> <li>○ Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammatical concepts are built into lessons. Language is recycled.</li> <li>○ <i>Sentence Builders</i> (Gianfranco Conti) are used to support children in their speaking and writing, using direct instruction. Sentence builders model the target constructions, which have been selected with real-life communication in mind. Each unit includes: a sentence builder modelling the target constructions; listening-as-modelling activities to train decoding skills; reading tasks focusing on both the meaning and structural levels of the text; translation tasks aimed at consolidation through retrieval practice; writing tasks targeting essential micro-skills, such as spelling, lexical retrieval, syntax, editing and communication of meaning.</li> <li>○ Lessons provide context as well as offering an insight into the culture of Spanish-speaking countries and communities.</li> <li>○ Spanish Club offered to KS1 children through <i>Bilingua Sing</i>.</li> <li>○ Links are made with Westwood Academy to ensure progression from KS2 to KS3.</li> <li>○ Each year, in September, the whole school celebrates European Languages Day with a day celebrating different languages and cultures.</li> <li>○ Every classroom has a map on display to celebrate children's cultures.</li> <li>○ Other languages spoken are celebrated within the school environment.</li> </ul> | <p>The intended impact of our MFL curriculum is that the majority of children in each year group are working at or above the expected level for their age. Each term, teachers will carry out assessments linked to the progression document.</p> <p>Our children are inspired by the MFL curriculum and want to learn more. Children show progression in their skills, knowledge and understanding in their learning as well as being able to discuss their learning and remember what they have learnt. Children learn about the country Spain and what it is like to live in this country.</p> |
| Children can listen well to spoken language with understanding and respond appropriately.   |  |   |
| Children 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. |  |   |
| Children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.  |  |   |
| Children learn about another culture, which broadens their horizons.  |  |   |
| Language teaching provides a firm foundation for learning further languages at key stage 3.   |  |   |



KS2 Curriculum Map

|        | Autumn  |  | Spring   |   | Summer   |  |
|--------|---|--|--|---|--|--|
| Year 3 | Unit 1: Me llamo  | I can say my name and age.   | Unit 2: El alfabeto  | Alphabet and phonics / decoding skills  | Unit 3: Como estas   | I can greet and express how I am.  |
|        | <b>I will learn</b>   | <b>I will revisit</b>  | <b>I will learn</b>  | <b>I will revisit</b>   | <b>I will learn</b>  | <b>I will revisit</b>  |
|        | What your name is<br>How old you are<br>Hello and good morning<br>Numbers 1 to 12   | N/A  | Spell your name in Spanish<br>Practise Spanish sounds  | Saying your name and age<br>How to count from 1 to 12   | How are you  | What is your name<br>Saying your age<br>Hello and Good morning                                     |
| Year 4 | Unit 4: Mi cumpleaños   | I can say when my birthday is.   | Unit 5: Mi mascota   | I can say what pets I have.   | Unit 6: Mi mochila   | I can say what's in my schoolbag.  |
|        | <b>I will learn</b>   | <b>I will revisit</b>  | <b>I will learn</b>  | <b>I will revisit</b>   | <b>I will learn</b>  | <b>I will revisit</b>  |
|        | When your birthday is<br>Numbers up to 31<br>Months of the year   | Your name and age<br>Saying how you are  | What pets you have at home<br>What colour are your pets<br>What their name is<br>Tengo/Tienes<br>No tengo/No tienes  | Saying your name<br>How to say your age and birthday  | What items you have in your pencil case/school bag<br>What colour are your school items                          | How to use tengo/tienes<br>Hay/no hay<br>Indefinite articles un/una<br>Word order noun + adjective |
| Year 5 | Unit 7: De dónde eres?  | I can talk about countries and languages   | Unit 8: Qué tiempo hace?   | I can talk about the weather.   | Spanish Culture Project  | I can learn about the culture and history of Spain.  |
|        | <b>I will learn</b>   | <b>I will revisit</b>  | <b>I will learn</b>  | <b>I will revisit</b>   | <b>I will learn</b>  | <b>I will revisit</b>  |
|        | Say where you are from<br>Say what language you speak<br>Use soy/no soy, eres/no eres<br>Hablo/no hablo, hablas/ no hablas<br>Use some connectives<br>Ask and understand what the weather is like | Saying your age and birthday<br>Talking about your pets  | Understand and use weather expressions<br>Use time frames and seasons<br>Use hoy/hay/hace<br>Find a place on the map | Countries, languages and nationalities<br>Names of Spanish locations                          | Children will learn about a self-directed aspect of Spanish culture and geography.                               | Countries, languages and nationalities<br>Names of Spanish locations                               |
| Year 6 | Unit 9: Mi ciudad   | I can talk about where I live.   | Unit 10: En mi pueblo  | I can say what is in my town.   | Spanish Speaking Countries Project   | I can learn about the culture and history of South America.  |
|        | <b>I will learn</b>   | <b>I will revisit</b>  | <b>I will learn</b>  | <b>I will revisit</b>   | <b>I will learn</b>  | <b>I will revisit</b>  |
|        | Where you live<br>Say if you like/dislike your town and why<br>Use vivo/vives   | How to use me Encanto/ me gusta/no gusta/ odio<br>Masculine/feminine adjectival agreement<br>Word order noun + adjective | Say what's in your town<br>Practise singular and plural nouns  | How to use hay/ no hay<br>Un/una<br>Saying where you live<br>Giving your opinion on your town | Children will learn about a self-directed aspect of Spanish-speaking culture and geography from the wider world. | Countries, languages and nationalities<br>Names of Spanish locations                               |



**KS2 National Curriculum Progression**

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| listen attentively to spoken language and show understanding by joining in and responding;  |  |  |  |
| <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| Listen and respond to familiar spoken words and phrases   | Listen attentively and understand phrases and short sentences.                                       | Listen and respond to familiar spoken words and phrases and sentences.   | 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                  |  |  |  |
| <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| Use songs and rhymes to learn new language.   | Use songs and rhymes to learn new language.  | Notice patterns and similarities in language.  | 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         |  |  |  |
| <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| Answer simple questions based on previous learning.   | Engage in simple conversations and express simple opinions.  | Ask and answer questions and express opinions.   | 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  |  |  |  |
| <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| Speak in simple sentences using given vocabulary.   | Speak in simple sentences using given phrases.   | Speak in sentences using given phrases from sentence builders.   | 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 |  |  |  |
| <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| Begin to develop knowledge of Spanish phonics to pronounce words correctly.   | Use knowledge of Spanish phonics to pronounce words correctly enabling others to understand meaning. | Develop improving pronunciation so that others understand when they are reading aloud or using familiar words and phrases. | 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  |  |  |  |
| <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| Share basic information orally.   | Share information orally.  | Present ideas and information orally to a range of audiences.  | Present ideas and information orally to a range of audiences.  |
| read carefully and show understanding of words, phrases and simple writing  |  |  |  |
| <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| Read and show understanding of basic words.   | Read and show understanding of words and simple phrases.   | Read and show understanding of words and phrases.  | Read carefully and show understanding of words, phrases and simple writing.  |
| appreciate stories, songs, poems and rhymes in the language   |  |  |  |
| <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>  |
| Appreciate songs in the Spanish.  | Appreciate songs and rhymes in Spanish.  | Appreciate stories, songs and rhymes in Spanish.   | Appreciate stories, songs, poems and rhymes in Spanish.  |



| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  |   |  |  |
|--|---|--|--|
| Year 3   | Year 4  | Year 5   | Year 6   |
| Learn new words linked to topics taught.   | Learn new words linked to topics taught and use a dictionary independently. | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | 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   |   |  |  |
| Year 3   | Year 4  | Year 5   | Year 6   |
| Use simple phrases to convey ideas.  | Use phrases to create new sentences, to express ideas clearly.              | Write phrases from memory linked to Sentence Builders.   | 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  |   |  |  |
| Year 3   | Year 4  | Year 5   | Year 6   |
| Learn basic adjectives.  | Understand word order used in Spanish (noun + adjective) to describe.       | Begin to describe people, places, things and actions orally and in writing.  | 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 |   |  |  |
| Year 3   | Year 4  | Year 5   | Year 6   |
| Practise Spanish sounds  | Word order noun + adjective<br>Indefinite articles un/una                   | Masculine/feminine adjectival agreement  | Practise singular and plural nouns   |