





Year Five		Intent	Implementation	Impact
		<p>Our intention is to develop a lifelong love for languages and enable the children to become independent, engaged and excited language learners. We aim to provide children with the foundations for further language learning at KS3 and beyond, equipping them to study and work in other countries. It is our intention that by the end of Key Stage Two, the children will make significant progress in all four language skill areas (listening, speaking, reading and writing). Language learning will also enable pupils to develop a sense of intercultural understanding.</p>	<p>Our secure subject knowledge ensures that modern, high-quality teaching and learning opportunities are provided for our MFL Curriculum.</p> <p>A range of resources are available to children to support learning enabling them to develop skills clearly, confidently and concisely. Opportunities to reuse prior learning will take place regularly enabling pupils to develop all language skills.</p>	<p>Learners develop a love of languages and develop skills across the full breadth of the MFL curriculum. Learning is memorable with children being able to make links throughout their learning. Children will be able to make basic conversation in Spanish linked to a range of topics. Spanish displays in classrooms will link to current Spanish learning. The learning environment will display current vocabulary to be used by all learners. Children's attainment and progress will be measured through formative and summative assessment. This includes key teacher questioning during lessons, child assessment and summative assessments aimed at targeting next steps in learning. An assessment spreadsheet will measure pupil's progress and attainment linked to 'I can' statements.</p>
AUTUMN TERM		SPRING TERM		SUMMER TERM
<p>L/S/R/W</p> <p>I can recall prior learning from year 3 and 4 in a range of ways including conversations.</p>	<p>L/S - I can ask the question "where do you live?" and respond.</p> <p>S/R - I can name local places and shops.</p> <p>S/W - I can describe my local area verbally and written.</p>	<p>L/S/R/W - I can understand and respond to 3 directions.</p> <p>L/S - I can give directions to 3 places.</p> <p>R - I can read four signs for shops.</p> <p>L/S - I can ask the questions "Where is...?" asking for and understanding direction to 4 places.</p>	<p>L/S/R/W - I can recall numbers accurately in order to tell the time digitally and analogue.</p> <p>L/S - I can ask a friend "What time is it?" and respond.</p> <p>R/W - I can match images of time to the time in Spanish.</p>	<p>NO MFL LESSONS DUE TO SWIMMING LESSONS AT THE XCEL CENTRE</p>
<p>S/L/R</p> <p>I can confidently say my</p>	<p>L/S/R/W</p> <p>I can compare my local city</p>			



after lunch prayer in Spanish.	to a Spanish city.			
 Key Stage Two Year Five	Key Stage Two National Curriculum Aims Pupils should be able 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. Pupils should be taught to: <ul style="list-style-type: none">• 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.			