



SJF 'The Big Picture Curriculum'

INTENT - SPANISH

What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners</p> <p>*meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning</p> <p>*understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p>															
	Strong individual values	<b>Love</b>		<b>Learn</b>		<b>Achieve</b>											
What are we trying to achieve?	Focus for learning	<b>Attitudes and Attributes</b> (independence, resilience, creativity, risk-taking)		<b>Skills</b> (reading for learning, transferrable English, mathematical and scientific skills)		<b>Knowledge and Understanding</b> (subject knowledge, embedded understanding, make links and											
		<table border="1"> <tr> <td>Lessons</td> <td>Assemblies</td> <td>Theme Weeks</td> <td>Local Environment</td> <td>Workshops and</td> <td>Parents/carers</td> </tr> <tr> <td>Trips and residential</td> <td>PTA Events</td> <td>Outdoor Learning</td> <td>Community Events</td> <td>Sports Events</td> <td>Church and Parish</td> </tr> </table>						Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers	Trips and residential	PTA Events	Outdoor Learning	Community Events
Lessons	Assemblies	Theme Weeks	Local Environment	Workshops and	Parents/carers												
Trips and residential	PTA Events	Outdoor Learning	Community Events	Sports Events	Church and Parish												
How are we going to organise learning to achieve our aims?	Components	Highly effective teaching & learning is dependent on...															
	Pedagogical approaches	<ul style="list-style-type: none"> <li>Reviewing Material</li> <li>Questioning</li> </ul>		<ul style="list-style-type: none"> <li>Sequencing Concepts &amp; Modelling</li> <li>Planning Stage of Practice</li> </ul>		...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'									
		Implementation of Rosenshine's principles of instruction as themed by Tom Sherrington						...worthwhile classroom dialogue	...building on what pupils already know	...celebrating success							
	Depth is embedded by...						...clear focus on meaningful memory	...making explicit links between concepts and themes	...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and					
	...promoting problem solving and lateral thinking		...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning												
	SJF areas of learning	<b>National Curriculum</b>		<b>Enrichment</b>													
	Spiritual and Catholic life of the school		Citizenship (British values and charitable works)	Extra curricular themed learning (theme weeks/ days)	Extra curricular well being activities (sports, creative, performing)	Home/school partnerships											
How well are we achieving our aims?	Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback											
						Verbal feedback (regular and relevant)	Written feedback (meaningful / motivating)										
Accountability measures	Attainment and Progress		Behaviour		Attitudes to learning		Mental Wellbeing										
	Responsible and respectful global citizens		Attendance		Confidence and Independence		Physical Wellbeing										



## SPANISH INTENT

### Intent of curriculum:

At St John Fisher our school motto, **‘Together we grow in God’s love, learning to be the best we can be’** reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation.

Through the inspiration to **‘Love, Learn, Achieve’** our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

When learning Spanish as a second language as part of the curriculum and as part of the assessment systems, it incorporates 3 important ‘pillars’:

- Phonics (Learning the sounds)
- Vocabulary
- Grammar of the language understanding and producing these when they are combined.

Learners understand language when reading and listening (receptive skills). They produce language when speaking and writing (productive skills). Speaking, listening, reading and writing are the 4 ‘modalities’ of language.

The Modern Foreign Language curriculum is designed to allow progress in one language, Spanish. The purpose of teaching Spanish at St. John Fisher is to have an early introduction of literacy in the new language, as this can provide an important focus, as well as support for learning, by linking it to other subjects such as Geography, Maths, English, etc. Through studying a foreign language, grammatical concepts and rules in English become clearer, for example, the structure of a sentence. The children reinforce their learning by recalling what is a noun, an adjective, a verb, an adverb, a transitional verb, a conjunctive word, pronouns, etc.

The intent is:

- Develop a curiosity and love of learning about other languages and cultures.
- Develop a sense of being a citizen of the world with a tolerance for difference and a recognition of similarities between world neighbours.
- Develop speaking and listening skills.
- Make children aware that language has structure and rules and that these can differ from one language to another.
- Develop self-confidence and the ability to take risks in learning.
- Lay strong foundations for future language study.



- It helps pupils' attainment and prepares them for secondary school language learning to the success of the national English Baccalaureate (EBacc) ambition. The EBacc is a set of subjects at GCSE that is designed to keep pupils' options open for further study and future careers. It is a suite of qualifications made up from English language and literature, mathematics, the sciences, geography or history, and a language (modern or ancient).

## ***By the end of Year 2 Outcomes (Refer to the Progression of Skills map, Curriculum Maps)***

Children can:

### **LISTENING**

- Listen attentively and respond physically to familiar language and instructions.

### **SPEAKING**

- Repeat words with accurate pronunciation, recognise spelling patterns and sounds and use them to help with early reading.

### **READING**

- Recognize and read familiar words in a sentence, and are able to read some words aloud with confidence.

### **WRITING**

- Children can copy accurately and are beginning to employ look, cover and write spelling techniques.

### **LLS and KAL**

- Children will be aware of masculine and feminine words, accents, punctuation and word order in a simple sentence.

### **INTERCULTURAL UNDERSTANDING**

- Children will understand where Spain is in relation to other countries and where they will find Spanish-speaking countries around the world. They will understand that Spanish children experience traditional stories, songs and rhymes just as English children do and those share similarities and differences.

## ***By the end of Year 4: Outcomes (Refer to the Progression of Skills map, Curriculum Maps)***

Children can:

### **LISTENING**

- Listen attentively to spoken language and respond to familiar words and phrases in a song, story or rhyme. They can identify specific sounds, words or phrases within some unfamiliar language and give a physical response to show understanding.

### **SPEAKING**

- Recall familiar words and phrases and understand how phonics work in Spanish. Give information using set phrases from memory; use knowledge about phonemes, logic and language patterns to aid generally good pronunciation; answer some questions on a familiar topic.

### **READING**

- Understand familiar words and phrases in a new context and use cognates to help me decode new language; can read a text whilst it is being read aloud; read aloud using good pronunciation and show understanding of words learnt.



## WRITING

- Write some words and phrases from memory; Use and adapt a model sentence; include simple conjunctions and adjectives in their writing.

## LLS and KAL

- Children can use a bi-lingual dictionary independently; understand adjectival agreements for feminine and plural nouns; recognise ne-pas as a negative statement; apply a grammar rule de and a followed by le.

## INTERCULTURAL UNDERSTANDING

- Children will have knowledge of Spanish festivals and special dates in the Spanish calendar. They will appreciate that some celebrations are the same as those in the UK whilst others are different. This is due to shared cultural and religious experiences and those specific to one country.

***By the end of Year 6: Outcomes (Refer to the Progression of Skills map, Curriculum Maps)***

Children can:

## LISTENING

- Identify specific sounds, words or phrases in a longer spoken text; understand the gist of a longer spoken text using context and familiar language including cognates; sequence and match a text whilst listening to it; identify grammatical features in a spoken text.

## SPEAKING

- Engage in a conversation on a familiar topic; express and justify opinions; say more complex sentences using higher quality structures and appropriate grammar; create a presentation and deliver to an audience with some or all of it from memory.

## READING

- Recognize grammar features in a text; read familiar and unfamiliar words with growing confidence and expertise; find key information in a longer text using (near) cognates, dictionaries, visual clues and context.

## WRITING

- Write some words and phrases from memory; extend sentences using conjunctions, emphasis words, adverbial phrases and adjectives; use the correct determiner before the noun, use the correct word order in sentences; usually make correct agreements for feminine, masculine, singular and plural words in order to express their ideas clearly.

## LLS and KAL

- Children are able to apply familiar Language Learning Strategies (LLS) and Knowledge About the Language (KAL) skills to their learning in order to be more independent. For example identifying the ending of the nouns in order to decide if they are masculine or feminine nouns and to look back at their re-cap vocabulary sheets at the back of their books' front covers.
- Children are given differentiated work broken down into 'All', 'Most' and 'Some', and 'Natives' if appropriate, in order to cater for the individual needs of all pupils, including those with special educational needs, those who have English as an additional language and for the higher attaining pupils, including native speakers.



## INTERCULTURAL UNDERSTANDING

- Children will understand that world events such as WW2 can be experienced differently by different countries e.g. Spanish involvement in World War II. Children will be aware of the importance of music, art and literature worldwide and that many familiar paintings, stories and songs are originally from Spanish speaking countries.

### **Implementation of curriculum:**

At St John Fisher we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning.

In order to ensure 'Quality First Teaching' across the curriculum, we strive for the planning of all subjects to be personalised to each class and the individuals within them. Planning should incorporate clear differentiation. Outcomes should be clear, so the pupils have an idea of where they are heading; they should detail the modelling of what is expected and discussion around the reasons behind this; providing appropriate challenges for all the pupils within the class. Ensuring open ended and specific targeted questions are clearly identified to support pupils' understanding and development. 'Quality First Teaching' provides the opportunity for teachers and pupils to reflect on and evaluate their progress and understanding within lessons, allowing for adaptation and adjustment as part of assessment for learning. At St John Fisher we strongly believe that cultural capital and social status should not disadvantage any pupil and we aim to provide all pupils with the opportunity to succeed and reach their potential, or beyond, by providing an enriching curriculum, further enhanced by creative and extra-curricular opportunities.

### **Monitoring Impact:**

At St John Fisher we ensure the effective monitoring of the impact of our curriculum by ensuring our leadership team carry out a range of activities. In addition, the leadership team supports phase and subject leaders to develop their subject knowledge and experience through looking at learning, planning audits, book audits, reviewing learning environments, data analysis and pupil voice.

An evaluation of all of the above activities feeds into their subject review and leads to their subject action plan. Information gathered is collated, reviewed and feeds forward into meaningful, succinct action plans. These action plans feed into our overall School Development Plan, where appropriate. Subject leaders update and inform school governors regarding teaching and learning in their subject and the impact of the curriculum on learners.