



# Primary Phase Spanish Curriculum Policy

## **INTENT**

***"The innermost value of life is deep silence. From it arise the various areas of activity, tiny to tremendous activity. All these areas of life are integrated and perfectly coherent when the inner depth of consciousness, which is pure consciousness, shakes hands with the outer dynamism of great activity. This is brought about by Transcendental Meditation."*** Maharishi Mahesh Yogi

***"The reservoir of energy and intelligence is at the source of thought. It's obvious that whatever energy and intelligence is displayed through our action, it all comes through our thinking - thinking is the basis of action - and whatever energy and intelligence is displayed in thinking originates from the source of thought. The secret of success is in handling the source of all energy."*** Maharishi Mahesh Yogi

At Maharishi School we strive for each child to reach the full potential of their creativity and their intelligence. We do this by practising Transcendental Meditation and Word of Wisdom and by following the path of Consciousness-based Education, applying Maharishi's principles of teaching.

**Receptivity** is cultivated in students through the development of effective, supportive, positive relationships between teacher and student.

**Intelligence** is enlivened in the student by teaching the whole and then showing how the whole generates the parts. No aspect of the curriculum is presented independently, rather as part of a greater continuum of learning.

**Knowledge** is developed holistically by connecting everything that is taught to the Self of each pupil. The Self is central to MFL teaching methodology; defined here as "the totality of the student's knowledge, creativity, and organizing power." Students are frequently given the opportunity to share their knowledge with others and present what they have learned; this allows them

to build their self-confidence and also acts as an effective formative assessment exercise.

**Experience:** Active learning experiences are encouraged and fostered thereby allowing students to develop the ability to assimilate and integrate new knowledge.

**Expression:** Pupils are able to express themselves and their knowledge through a wide range of learning activities. They are able to test out firmly consolidated and newly acquired knowledge in a safe environment, thereby building confidence in their ability to express themselves in the target language.

## **Aims**

At Maharishi School, we recognise the importance of learning a foreign language. We develop the knowledge and skills of a Modern Foreign Language in a variety of ways and encourage children to have a global understanding of the world. Learning a new language at Maharishi School allows creativity and a wider way of seeing our environment by adding new intercultural experiences to our everyday life.

Teaching a Modern Foreign Language in the new curriculum has a stronger emphasis on the teaching routines. It enriches the curriculum and provides excitement, enjoyment and challenge for children in KS1-KS2 and for teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life.

The interactive and fun teaching style gives pupils many opportunities to participate and engage and the natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience.

Our aim, which is at the heart of the programme of study for KS1 and KS2, is to develop an enthusiastic and positive attitude to other languages and language learning. Our main objective in the teaching of a modern foreign language at the primary phase is to promote the early development of linguistic competence and an understanding of other cultures. For the school to be able to effectively deliver this specialist curriculum, and have the capacity to assess for primary languages, we employ a specialist and native Spanish teacher.

We believe that to accomplish this, we should help the pupils to do all of the following:

- familiarise themselves with the sounds and written form of a modern foreign language;
- begin to understand a new language, and communicate in it;
- make comparisons between languages;
- learn about different countries and their people, and work with materials from different countries and communities, thus increasing their awareness of other cultures;
- develop a positive attitude towards the learning of foreign languages in general;
- use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in different ways;
- use the target language in the lessons as much as possible both in speech and writing;

## **IMPLEMENTATION**

At Maharishi primary phase, we use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop KS1 and KS2 pupils' knowledge, skills and understanding. Pupils have the opportunity to support their work with a variety of resources. We aim for a balance of whole class work, working in pairs, groups and independent learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum; Maths or English, Geography, for example, are particularly appropriate for cross-curricular teaching.

**KS1** pupils (currently Y2, with Y1 pupils beginning to access Spanish lessons from September 2023) are entitled to 30 minutes of MFL teaching per week. These lessons are based on listening and oral fun activities including lots of fun games and songs. This is the right time to connect and engage pupils with the learning of a second language and to prepare pupils to step up to KS2.

**KS2** pupils are entitled to 35-40 minutes of MFL teaching in years 3 and 4 and 40-45 minutes in years 5 and 6 per week. These lessons are split into listening, reading, oral and writing activities.

Each pupil has a folder or book and ICT resources to accompany the teaching of MFL. The school and teacher provides the resources in class.

## **Lesson content**

Learning an additional language is a requirement for children within KS2 as part of the National Curriculum. Our chosen language is Spanish, based on popularity and a smooth transition into Maharishi secondary phase where Spanish is delivered as a foreign language up to GCSE level.

## **Approaches and activities**

Almost exclusive use of the foreign language during lessons; providing opportunities in each lesson for pupils to use and practise what they have learned; language games to enhance motivation, contextualise learning and heighten; learning songs and rhymes and stories; pair-work and group work; focus on grammatical structures and phonology; use of authentic materials and resources; use of ICT where relevant and appropriate – for example commercially produced software, teacher produced resources, internet research and use of the interactive whiteboard; written activities to reinforce learning; correspondence with partner schools if possible focusing on cultural differences and similarities.

## **Resources**

General resources are used to enhance teaching and learning in Spanish lessons, such as flashcards; objects, cards and toys to support games and activities; mini white boards and pens for every child; and worksheets on every topic throughout the year. The interactive whiteboard supports learning with sound files and powerpoints and each pupil has access to a chromebook. Each child in Key Stage 2 is provided with a folder or Spanish book in which to keep a record of their learning. The books for KS2 are stored in each classroom.

## **Inclusion and Equal Opportunities**

At Maharishi School, we are committed to providing all children with an equal entitlement to our Spanish lessons, activities and opportunities regardless of race, gender, culture or class. [Equality Information & Objectives Statement](#)

## **Spanish is for all abilities**

At Maharishi School we recognise that in all classes, children have a wide range of abilities. The study of Spanish is planned and adapted to provide pupils with a suitable range of activities, challenge and support which is appropriate to their individual abilities and needs. Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the Spanish curriculum.

## **Health and Safety**

It is the responsibility of the Spanish teacher to ensure that risks are assessed prior to, and during, Spanish lessons. The class teacher is to inform any additional support staff of any potential risks or hazards to be aware of during a Spanish lesson. Pupils are also to be made aware of potential risks and hazards.

## **IMPACT**

### **Assessment**

The children are assessed continually throughout the year, with the teacher giving feedback on the four skill areas (listening, speaking, reading and writing).

Children regularly review their work against 'I can...' statements for their year group, which mark the beginning of the outcomes of work for that year, in the child's Spanish books. Future planning can be determined by the outcomes of the 'I can' statements. Progress towards and achievement of these statements is also used to inform end of year reporting on MFL to parents. By the end of the year, children are assessed at working towards, working at or working above the age expectation the year group objectives.

### **Outcomes**

Based on the curriculum, by the end of **key stage 1**, most pupils should be able to:

- . Understand basic phonics and vocabulary.
- . Explore some patterns and sounds of language through songs, rhymes and actions.
- . Develop primarily pronunciation using familiar words.
- . Getting to know basic cultural aspects of Spanish speaking countries.
- . Showing understanding of basic Spanish vocabulary through oral and listening skills and developing the ability to learn some new words.

Based on the curriculum, by the end of **key stage 2**, most pupils should be able 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 or Chromebook.
- 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 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.

## **Monitoring and review**

The coordination and planning of the Spanish curriculum is the responsibility of the subject teacher, who also:

- secures high quality teaching and learning,
- reviews standards in Spanish in conjunction with the headteacher and uses this to inform the Spanish Subject Action Plan,
- leads policy development and review,

- liaises with outside agencies, where required, and attends subject specific courses and,
- reports to the Senior Leadership Team on Spanish achievement and provision.