



Bowling Park Primary School

Learning Together, Achieving Together



Spanish

Spanish Vision and Design

	Responsible	Confident	Successful
Vision	<p>We want our children to be responsible citizens by:</p> <ul style="list-style-type: none"> - Understanding the value of learning another language and its role in fostering respect for different cultures - Recognizing their role as global citizens in embracing diversity and promoting inclusivity - Being able to work individually and as a team. 	<p>We want our children to be confident individuals by:</p> <ul style="list-style-type: none"> - Having the skills to speak, listen, read, and write in Spanish, enabling them to express themselves effectively. - Developing resilience in overcoming challenges in language learning and gain confidence in new environments - Having the vocabulary and range of experiences needed to access the same opportunities as their peers. 	<p>We want our children to experience success at Bowling Park and beyond by:</p> <ul style="list-style-type: none"> - Developing a lifelong love for languages - Being able to confidently take part in conversations in Spanish with their peers and others - Being prepared for secondary school and have enhanced future employability in an interconnected world. - Achieving personal growth by broadening their horizons and embracing new perspective
Design	<p>Igniting our curiosity: Fosters a passion for languages and cultures, encouraging us to explore new ways of communication and connect with others around the world. Gives us the freedom to investigate Spanish-speaking countries and their rich traditions.</p>	<p>Connecting our experiences: Links our personal experiences with the language, encouraging conversations, questioning, and real-life applications. This may include events like Spanish Day, where children have the opportunity to listen to Spanish music, try Spanish food, and immerse themselves in the culture. These experiences help broaden our learning beyond the classroom.</p>	<p>Empowering our learning: Builds confidence in using Spanish through listening, speaking, reading, and writing. Inspires us to take risks, make mistakes, and learn from them, guiding us toward a deeper understanding of the language and its cultural significance.</p>



Spanish: Vision

*“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”
–Nelson Mandela*

In a multi-cultural and linguistically diverse school such as Bowling Park, many of our children already possess the skills for learning language. MFL is an inclusive subject that supports speaking and listening skills and helps children to grow their oracy skills in a nurturing and safe environment.

At Bowling Park Primary, we aim to spark a love of languages in children that lasts a lifetime and prepares them for secondary school and future employment.

The intent of our Spanish curriculum is to foster a love for languages and enhance cultural awareness among our pupils. We aim to equip students with foundational language skills that promote confidence in speaking, listening, reading, and writing in Spanish.



Spanish: Aims

Our curriculum is designed to:

- Promote Language Acquisition: Facilitate the holistic development of linguistic skills through engaging and varied activities that cater to different learning styles.
- Cultural Understanding: Introduce students to the rich cultures of Spanish-speaking countries, fostering respect, curiosity, and an appreciation for global diversity.
- Prepare for Future Learning: Lay a strong foundation for continued language study and enhance future employability, understanding the growing importance of multilingualism in today's world.

Bowling Park Primary School uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The four key language learning skills; **listening, speaking, reading and writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Our journey could lead your child to...



Diplomat



Content creator



Teacher of Spanish



Journalist



Interpreter



**Travel consultant/
Tour guide**

What jobs can a language learner do?

Significant Spanish People we can look up to



Arts



Pablo Picasso
(1881-1973)

Renowned painter and sculptor

Arts



Salvador Dalí
(1904-1989)

Surrealist artist known for his eccentric and imaginative works.

Film and Television



Penelope Cruz
(1974 -)

Award-winning actress known for her roles in both Spanish and international films

Business and Entrepreneurship



Amancio Ortega
(1936-)

Founder of Zara, and one of the wealthiest individuals in the world.

Science and Innovation



Santiago Ramón y Cajal
(1852-1934)

Neuroscientist who won the Nobel Prize in Physiology or Medicine in 1906 for his work on the structure of the nervous system

Sports



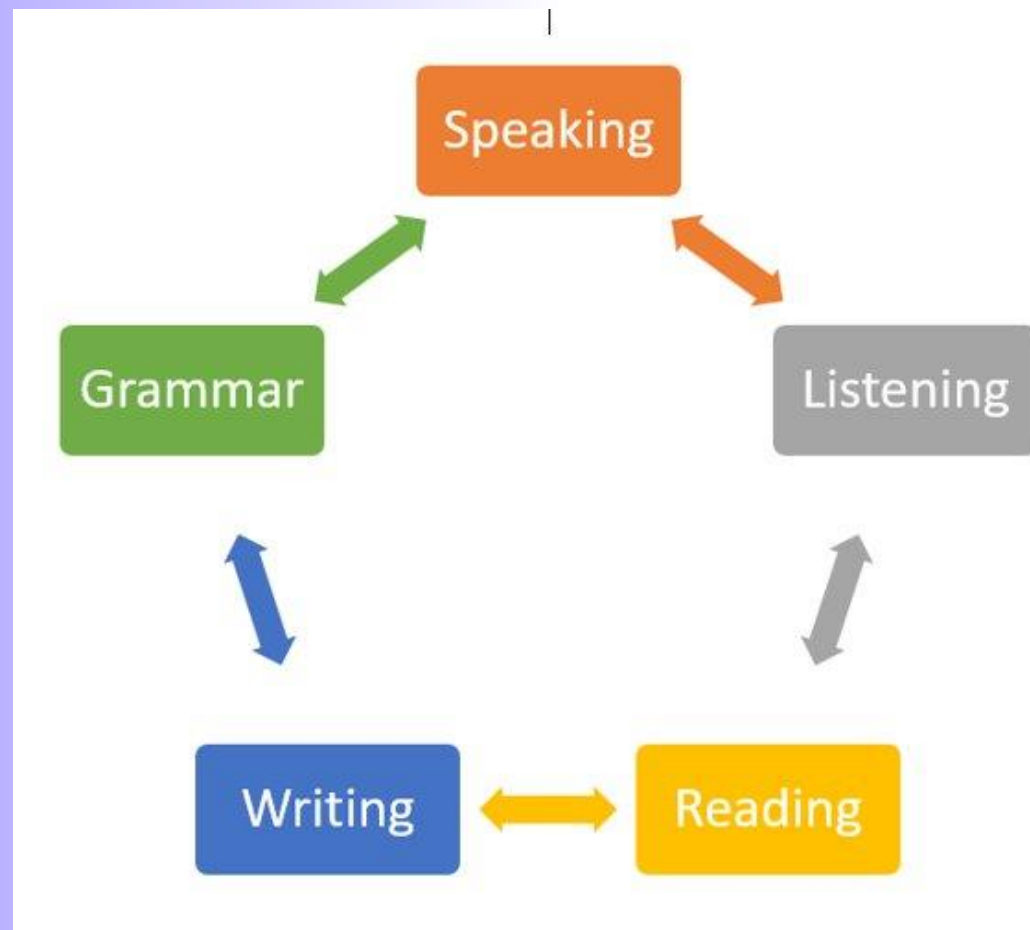
Rafael Nadal
(1986 -)

Professional tennis player, considered one of the greatest in the sport's history

Implementation of Spanish curriculum



Threshold Concepts



Whole school long term planning map

Identify year group priorities, prior and future knowledge and skills.

Languages (Spanish) progression of knowledge and skills document

Identify threshold concepts and objectives

Medium term planning: Language Angels scheme of work

The Language Angel scheme of work maps out sequences of learning, objectives and resources.



The teaching of Spanish using Language Angels is fully aligned to the National Curriculum and ensures coverage of the 12 PoS attainment targets.

All of the teaching units enable children to return to prior knowledge, develop and deepen this through repetition and access to the three pillars of learning.

Spanish enrichment opportunities



Students are introduced to the rich cultures of Spanish-speaking countries through a Spanish Day during which they have an opportunity to taste Spanish food and listen to Spanish music.



Three-year plan 2023-2024



Curriculum coverage map: Three-year plan

Academic year one: 2023/2024				
Key: E = Early language I = Intermediate P = Progressive				
	Year Three	Year Four	Year Five	Year Six
A1	Phonetics 1 I am learning <u>spanish</u> (E)	Phonetics 1-2 Fruits (E)	Phonetics 1-3 Seasons (E)	Phonetics 1-3 Presenting myself (I)
A2	Animals (E)	I know how (E)	Ice-creams (E)	My family (I)
SP1	Instruments (E)	Vegetables (E)	Presenting myself (I)	The date (I)
SP2	I know how (E)	Presenting myself (I)	My family (I)	Do you have a pet? (I)
SU1	Fruits (E)	In the classroom (I)	At the cafe (I)	My home (I)
SU2	Ice-creams (E)	At the cafe (I)	My home (I)	Clothes (I)

Three-year plan 2024-2025



Academic year two: 2024/2025				
Key: E = Early language I = Intermediate P = Progressive				
	Year Three	Year Four	Year Five	Year Six
A1	Phonetics 1 I am learning <u>spanish</u> (E)	Phonetics 1-2 Seasons (E)	Phonetics 1-3 My family (I)	Phonetics 1-3 The date (I)
A2	Animals (E)	Vegetables (E)	The date (I)	Do you have a pet? (I)
SP1	Instruments (E)	Presenting myself (I)	What is the weather? (I)	Clothes (I)
SP2	I know how (E)	My family (I)	Do you have a pet? (I)	At school (P)
SU1	Fruits (E)	In the classroom (I)	My home (I)	At the weekend (P)
SU2	Ice-creams (E)	At the cafe (I)	Habitats (I)	Me in the world (P)

Three-year plan 2025-2026



Academic year three: 2025/2026				
Key: E = Early language I = Intermediate P = Progressive				
	Year Three	Year Four	Year Five	Year Six
A1	Phonetics 1 I am learning <u>spanish</u> (E)	Phonetics 1-2 Presenting myself (I)	Phonetics 1-3 Do you have a pet? (I)	Phonetics 1-3 At school (P)
A2	Animals (E)	My family (I)	The date (I)	Healthy lifestyle (P)
SP1	Instruments (E)	Habitats (I)	My home (I)	At the weekend (P)
SP2	I know how (E)	In the classroom (I)	Clothes (I)	Habitats (P)
SU1	Fruits (E) or Vegetables (E)	At the cafe (I)	The Olympics (I)	Planets (P)
SU2	Ice-creams (E)	What is the weather? (I)	Habitats (I)	Me in the world (P)

