



Bricks into the Curriculum



A snapshot of how our BRICKS principles drive our MFL

curriculum:

Instil our British Values including diversity:

- Learning about and having an understanding of different cultures.
- Tolerance is embedded through the learning of the cultures of other countries
- Mutual respect of our peers, the wider school community and beyond is embedded through encouragement to share ideas, knowledge and views.

Develop Resilience & Resourcefulness:

- Resilience is needed to have the confidence and courage to speak a new language
- Resilience is needed to progress and learn a language over time
- Opportunities are provided through games, retrieval activities, language detective activities
- Lessons encourage determination

Inspire critical thinking and independence:

- Skills to revise, revisit and self-assess are developed throughout the curriculum
- Use of tracking clouds enable children to assess their own knowledge
- Activities are provided for children to question their own knowledge
- Encouragement and development to have independence in own learning is interweaved throughout the curriculum through opportunities such as language detective activities, quizzes and games that include working out new vocabulary using prior knowledge, using word banks and bilingual dictionaries.
- Children are continually working out and making sense of the language being taught, drawing upon knowledge of things such as cognates, near cognates, false friends, pronunciation, intonation, awareness of gender and adjectival agreement.

Create articulate learners:

- Challenging curriculum content
- Opportunities for children to work out and explain reasons for their ideas/thoughts for example when thinking about sentence structure and being able to construct a sentence that is grammatically correct.
- Time to listen to others and challenge, add to or extend ideas in discussions for example about the meaning of particular words

Building upon Knowledge & skills:

- A carefully planned curriculum is in place based on the four pillars of languages - listening, speaking, reading, writing with phonics and grammar interweaved throughout.
- The curriculum builds upon and extends the knowledge progressively from stage to stage
- Knowledge mats for each topic are used and added to/ annotated in lessons
- Tracking clouds enable children to follow their own progress and be aware of the knowledge and skills being covered each half term.
- Puzzle it out assessments to keep track of the knowledge and skills gained each term.

Supporting well-being & health:

- Language lessons are delivered in a positive encouraging atmosphere enabling children to comfortably 'have a go', speak out in front of their peers and to not be afraid to make mistakes.
- Children are introduced to a variety of languages through their peers with EAL sharing their knowledge through some whole school activities and some organised by our team of Language Ambassadors.
- Mindfulness activities are carried out at certain points of the year led by our Language Ambassadors.



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- Own personal sense of achievement and pride in being able to communicate and understand aspects of another language
- Learning about the lifestyles of other cultures and comparing and reflecting upon own lifestyles.