### Intention- What we want to achieve and why we do what we do

At Rachel Madocks School, we pride ourselves in recognising and celebrating the individuality of all our pupils both in learning styles and family and cultural backgrounds. We aim to provide all students with the opportunities to explore the diversity of cultures and languages from around our world, through a variety of multisensory activities catering for the wide variety of needs and learning styles of the school population. We aim to develop students' Pathway Curriculum and EHCP targets through the delivery of MFL days, whilst engaging in fun, motivating, new and exciting activities. Our MFL days aim to "transport" our students to a variety of different countries to allow the school to be emersed in the languages, cultures, customs and traditions from around the world. Foreign travel isn't always possible for families so we aim to bring the country we are exploring to our school. We aim to celebrate the cultural diversity of our Rachel Madocks family by exploring family's heritage through our school display board.

#### Implementation - How do we achieve this through our learning and curriculum and how we do it

We have three MFL days each year, 1 per term. We have a 5-year rolling programme where a new country is explored each term. We also allow for opportunities to include world-wide events and may focus on these countries when appropriate. All students across the school participate in these multi-sensory, interactive and immersive days. A wide variety of activities are planned to support students to explore the country and language, being focused on, whilst also developing individual curriculum and EHCP targets. A whole day is planned and disseminated to teachers, who are able to adjust and adapt to their own class.

Over recent years, our students have experienced the rhythms and sounds of a Brazilian carnival, been immersed in the scents and aromas of a French perfumery, felt the Norwegian snow fall on their faces, watched the chemical reactions of lava from Italian Mount Etna, used our sensory room to view the Northern lights, visited our Norwegian gallery of happiness and participated in traditional Japanese karate. We believe these varied activities provide our students with a wide breath of experiences which they may not typically have access to and we are fortunate enough to be able to resource and support this in school.

There are also opportunities during MFL days for students to come together from across school and interact with other students, staff and outside agencies. There are also opportunities for collective celebration during assemblies, whole department and school activities. The support of parents and carers is appreciated and included in the planning of the days, with families being set tasks to complete at home, ready to present during the day. Students come dressed in clothes and colours associated with that country to fully immerse themselves in the customs and traditions. External agencies are included, where possible, to provide resources such as music or costumes and they help add to the authenticity of the day.

#### Impact - What can we achieve through this and what is the end result

Through the delivery of the MFL days, we aim for our students to have fun and be immersed in cultures, languages and traditions, which they may not have experienced before. Through "transporting" our students to the country, and language, we aim to provide opportunities to experience and explore. During the MFL days, we can expose our students to different tastes, sounds, scents, which aim to ignite opportunities of exploration, communication and decision making. The days aim to provide the opportunity to allow students to transfer their pathway curriculum targets across a range of multisensory tasks, using the MFL day as vehicle to develop these. Engagement and the success of the activities can be accessed via our Evidence for Learning document. Our Engagement model allows teachers to document the activities which students really engage in and this can be used for future planning in classrooms. MFL days assist in building Cultural Capital in our school by providing our students with experiences and opportunities which may not typically have access too. Outside agencies, such as local karate groups, have come and supported our students and provided opportunities to explore and participate in activities beyond our usual routines and daily lives.

# MFL Curriculum

## <u>Cognition</u>

- •Engage in sensory play and art; exploring textures, tactile materials and demonstrating preferences, likes and dislikes
- •Engage in food tasting and Food Technology; exploring new texturestaste, s and smells.
- •Exploration of sounds, rhythms and music including live music
- •Explore a range of stimuli including multicultural artefacts, clothing and traditional resources

Opportunities to practise, develop, refine and transfer EHCP and Curriculum targets across a range of MFL day activities.
Primary, Secondary and Post 16 students, working across all pathways, use topic work where other countries, cultures and languages are explored through termly topic work.

•Primary pupils engage in termly Geography days.

 A wide range of multisensory activities used throughout MFL days to promote and develop pupils' exploration, anticipation, realisation, initiation and persistence.

Families, parents and carers are encouraged to be involved in the day, through supporting pupils to create a resource and assisting pupils in wearing themed clothing.
Outside agencies involved in delivering bespoke activities.

## <u>Key Skills</u>

- Engage in sensory activities and experiments using equipment, completing sequences and cause and effect.
- Engage in art and technology activities where simple processes and sequences are used.
- Explore, handle and use traditional equipment and resources.

# Treetop Students (Standards)

# Land Students (Milestones)

#### Communication Development

- Experience a new language accompanied with signing, body singing and Makaton symbols.
- Demonstrate likes and dislikes, accept and reject stimuli, comment and request using their individual preferred methods of communication.
- •Interact with other pupils, staff and outside agencies during whole school activities

#### Physical Development

Engage and experience dance and sport.
Engage and experience in traditional games and past times.

•Participate in Food Technology activities, handling, manipulating and

using equipment.

•Exploring traditional costumes promoting self-help skills and exploring new textures.

### Maths

- Participate in Food technology and food tasting and develop counting skills, number recognition, sequencing recipes and weighing
- Participate in traditional games, dance and sports and develop sequencing, understanding of size and positional language
- Exploration of colour and shape through art creating and sensory activities through exploring flags and art activities from traditional artists,

# <u>English</u>

- Experience and practise a new language being supported by signing, body signing, ALDs, Makaton symbols and signs and PODD books.
   Participate in activities including food tasting, sensory activities and sports and dance and express their likes and dislikes, comment, label and sequence.
- Explore and follow instructions for a range of new activities.
- Interact with a range of other pupils, staff and outside agencies during whole school activities

# MFL Curriculum

• Learn and recall every day, pertinent words from a new language

- Develop an awareness of different cultures, customs and traditions around the world
- Develop an awareness of the wider world around them
- Develop an awareness and interest of new activities and traditions from around the world
- Develop and apply transferable PSD skills learnt during discreet PSD lessons.

•Opportunities to practise, develop, refine and transfer EHCP and Curriculum targets across a range of MFL day activities.

•Primary, Secondary and Post 16 students, working across all pathways, use topic work where other countries, cultures and languages are explored through termly topic work. A wide range of multisensory activities used throughout MFL days to promote and develop pupils' exploration, anticipation, realisation, initiation and persistence.
Families, parents and carers are encouraged to be involved in the day, through supporting pupils to create a resource and assisting pupils in wearing themed clothing.
Outside agencies involved in delivering bespoke activities.

Post 16

•Students in our Sixth Form participate in our MFL theme days alongside the rest of the school. Students also complete their own ASDAN modules where the explore World Studies and Foreign Cultures.

 During these modules students will explore and participate in activities including; art, music, role play, communication and food technology all appropriate to individual students' levels of learning.

Horizon Students (Levels)

#### <u>Maths</u>

- Use number and measure in a range of activities including food technology, sports, games and science.
- Explore shapes and their properties during activities including art and technology.
- Explore, use and refer to time during activities where the past and present traditions and customs are explored and experienced.

## English

- Experience, recall and use words from a new language.
- Comment and ask questions about new topics and activities being explored.
- Use phonetic knowledge to read instructions for new activities, recipes and stories.
- Interact with other pupils, staff and outside agencies during whole school activities.

- Use and apply skills developed in other lessons, across the range of activities during MFL days including;
- Communication Skills through interacting with their peers, staff, the wider school community and outside agencies.
- Communication Skills through using their individual communication methods across a breadth of different activities and contexts such as during whole school gatherings, activities outside of the classroom

- Dressing and self-care during food technology, art activities and exploring traditional clothing.
- Handle and use everyday equipment during food technology, art and technology and science activities.
- Developing choice making skills through select resources and equipment.
- Developing new interests and hobbies through exploration of a range of new activities from other cultures and customs.

# How MFL Links to Other Areas





- A 5year rolling cycle where a different country is explored each term
- MFL days act as a vehicle for students to explore a new country, language and culture whilst using, developing and applying their EHCP and/or curriculum targets.



#### Science

Students engage in activities where they can develop awe and wonder, cause and effect, exploring with their senses, using scientific equipment and making predictions.













Communication Students have opportunities to develop individual communication methods including eye gaze,

objects of reference, symbols,

ALDS, PECS, PODD books, Braille

and spoken language.

Maths

Students engage in activities

such as sensory play,

exploration of new objects and

artefacts, counting during

recipes and games and problem-

solving during activities to

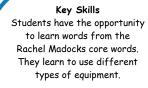
develop cognition and

mathematical skills.





Theme Days







• 3 MFL theme days per year. • 1 per term. Whole school participation



#### **Physical Development** Students engage in range of activities including PE (Karate & flamenco dancing) sensory play and exploration (Amazonian slime) and Food Technology (creating traditional Brazilian truffles) Students explore different textures, tastes and smells.

66