



MFL At a glance...

Big Ideas & Purpose: All pupils study a foreign language at Key Stage 3. We aim to secure knowledge and understanding of one foreign language at KS3 that can then be built upon and developed at key stage 4. This intention to study one foreign language from KS3 through to KS4 allows each pupil to truly develop, secure and master this language. Our taught MFL curriculum is a cyclical one. We teach the pillars of vocabulary, grammar and phonics through a series of topics allowing us the opportunity to regularly revisit key vocabulary and structures throughout the 5-year journey with the secondary school, constantly building upon knowledge gained previously.

	Unit 1	Unit 2	Unit 3
Year 7	Me, my family and friends	Studying a film	School and world of work
Year 8	Free time and leisure	House and town	Food and health
Year 9	The Francophone/Hispanic world	Travel and tourism	Studying a film
Year 10	Identity and Relationships Free Time, Media and Technology	Free Time, Media and Technology Customs and Festivals	Healthy Living and Lifestyle Travel, Tourism and Places of Interest
Year 11	School, Jobs and Future Plans Environment and Social issues	Charity and Voluntary Work Revision of Topics	Final exam preparation GCSE exams



Subject Curriculum – MFL Year 7

Big Ideas & Purpose

Me, my family and friends

- To support pupils coming from primary schools who may never have studied French or Spanish and need a basic introduction.
- To allow pupils to begin to build their knowledge and be able to communicate about themselves in the target language.
- To ensure pupils become familiar with basic yet high frequency verb formations, phonics and spelling of the TL.
- This unit contains the foundational knowledge for language learners to start assimilating basic ideas to then apply these to different contexts in the future.
- To learn basic classroom vocabulary, allowing students to speak in target language from an early stage, and understand basic instructions from the teacher.

Studying a film

- To develop pupils cultural understanding of foreign countries.
- To address stereotypes.
- To allow opportunities to develop areas such as friendship, family, pets, characteristics, opinions & adjectives.
- To expand on the learning of basic vocabulary and expressions to talk about yourself, how you feel, the house where you live and weather.
- To give the opportunity to expose pupils to an authentic film.

School & World of work

- To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.
- To ensure each topic builds on the previous.
- To allow opportunities to revisit key grammatical structures and skills.
- To exchange basic information on the themes of school and work, which are topics containing many cognates making them ideal topics for new learners.
- To learn about a topic that all pupils have in common in starting a new school.

Programme of Study

Term 1: Me, my family and friends

Basic greetings, alphabet, numbers, age, dates and birthdays, school equipment, colours, introducing myself, countries and nationalities, physical descriptions (size), characteristics, family members, pets & describing others, Christmas.

Term 2: Studying a film

Culture, physical descriptions (hair & eyes), characteristics & emotions, pets & future pets, hobbies and opinions, house, weather.

Term 3: School & World of work

School subjects, opinions and justifications, school description, Telling the time, school uniform, transport, future studies, jobs.

Key Assessments

Done per unit

1. Knowledge test (phonics, translation ENG-TL, TL-ENG)
2. Pop Task (dictation, listening, reading, speaking)
3. Knowledge test (phonics, translation ENG-TL, TL-ENG)
4. End of unit assessment (grammar, extended writing)

1. Knowledge test (phonics, translation ENG-TL, TL-ENG)
2. Pop Task (dictation, listening, reading, speaking)
3. Knowledge test (phonics, translation ENG-TL, TL-ENG)
4. End of unit assessment (grammar, extended writing)

1. Knowledge test (phonics, translation ENG-TL, TL-ENG)
2. Pop Task (dictation, listening, reading, speaking)
3. Knowledge test (phonics, translation ENG-TL, TL-ENG)
4. End of unit assessment (grammar, extended writing)

Key Skills

At the end of this unit, pupils will be able to:

- Understand basic classroom commands.
- Greet and take leave of someone.
- Give and request simple personal information.
- Ask for and give spellings.
- Say the alphabet in target language.
- Begin to identify the phonics as per mapping
- Recognise and count numbers 1- 100
- Identify and ask for items in the classroom, using correct indefinite articles.

At the end of this unit, pupils will be able to:

- Begin to identify the phonics as per mapping
- Immerse themselves into the film which will form the basis of the topic.
- Have the opportunity to learn about foreign cities.
- Express their opinions about the film along with the justifications.
- Describe physically and characteristics of characters using 3rd person.
- Exchange information about comparing characters.

At the end of this unit, pupils will be able to:

- Begin to identify the phonics as per mapping
- Express likes / dislikes with regard to school subjects and give simple reasons why.
- Understand others speaking / writing about their preferences.
- Describing your school
- Understand written / spoken descriptions of the school.

- Give a short presentation about themselves, joining sentences together with connectives.
- Be able to state country they live in and their nationality.
- Understand physical and character descriptions of self and others using various positive / negative phrases.
- Be able to speak and write about family, friends and pets.
- Understand and respond to descriptions of myself and family members.
- To be able to understand Christmas in foreign countries and exchange information about presents.

GRAMMAR:

- Pronunciation rules.
- Classroom instructions and request for permission.
- Question words.
- numbers 1-100
- Present Tense for some irregular verbs – to be / to have/there is
- Reflexive verbs in 1st, 2nd, 3rd person
- Indefinite articles.
- definite article
- Adjectives: position and agreement: masculine, feminine, plurals.
- Possessive adjectives
- Intensifiers
- Basic words of frequency
- Relative pronouns (which is called)
- Basic connectives
- Basic negatives
- Basic opinions

- Accurately form adjectival agreements.
- Address any misconceptions around stereotypes and the importance of tolerance.

GRAMMAR:

- Adjectives (positive/negative)
- Adjectival agreement
- Revision of intensifiers
- Comparatives
- Expanding connectives
- Adverbs of frequency
- Consolidating key irregular verbs to describe people (to have / to be) in 1st and 3rd person: Hair & eyes, size, height
- Reflexive verbs in 3rd & 6th person to give names of pets and family members.
- Consolidating there is / there are
- Introduction to conditional tense: I would like
- Opinions + Infinitives to talk about hobbies.
- Present tense 1st person of “to live”
- High frequency irregular verbs to talk about weather
- “If” and “when” to form more complex sentences with opinions and sentences

- Be able to tell the time and say at what time they have lessons.
- Exchange information about school timetable, using days of the week and times.
- Say how they go to school and compare means of transport
- Exchange information about school uniform.
- Increase knowledge of classroom commands.
- Further develop 4 linguistic skills.
- Exchange information about aspirational jobs.

GRAMMAR:

- expressing likes, dislikes and preferences
- key regular irregular present tense verbs in this topic
- adverbs of frequency
- intensifiers and connectives
- asking questions
- telling the time
- 1st person “to go” to express transport used
- Comparatives revision
- Superlatives
- consolidating colours and adjectival agreement
- “to wear” I/HE
- Conditional tense – preference verbs.
- Immediate future.
- Key verbs using the present tense to refer to the future time frame (e.g. I intend to +infinitive)

Links to Careers

- Gatsby Career Benchmark: 4: Linking curriculum learning to Careers: Lesson 1 “Why study languages? and MFL Careers.
- Pupils will briefly consider key vocabulary for jobs so they can reference members of their family and the jobs they do. This will mostly be cognates or near cognates.
- Pupils will be reminded that learning a foreign language will open doors for future opportunities for employment as they will develop transferrable skills and will enhance their ability to communicate in the increasing global business market.

Our Lady and St. Bede Catholic Academy

Subject Curriculum – MFL Year 8



Big Ideas & Purpose

Free Time & Leisure

- To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.
- To build on the topics in year 7.
- To allow opportunities to further retrieve and manipulate key grammatical structures from year 7.
- To enable pupils to express opinions about their own personal interests and hobbies.
- To retrieve the conditional mood (from jobs) in Y7.
- To learn key verbs to talk about free time in the present and future tense.
- Free time is an ideal topic to introduce the present conjugation of I/HE/WE to start getting familiarised to apply endings when talking about people and their actions and get pupils confident in using them.

House & Town

- To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.
- To ensure each topic builds on the previous.
- To allow opportunities to revisit key grammatical structures and skills.
- To enable pupils to exchange information about their home and local area. This develops and extends from the Y7 topics i.e. description and giving personal information.
- To introduce comparatives and use of 3 tenses which are useful to add detail and complexity to their writing and speaking.

Food & Health

- To support pupils to build on their knowledge and be able to communicate about themselves in the target language.
- To allow pupils to revisit and learn new key grammatical skills.
- To enable pupils to exchange information about food, drink and health.
- To further manipulate 3 timeframes to discuss eating habits.
- To say what you should do to be healthy.
- This topic is incredibly relevant in terms of content because health and wellbeing are high on our school and the national agenda.

Programme of Study	Term 1: Free Time & Leisure	Term 2: House & Town	Term 3: Food & Health
	TV & cinema, music & instruments, sport, technology, free time plans, clothes, weather	Types of housing, description of own house, description of bedroom, ideal house, description of town, location of town, buildings in town, saying what you can do there, asking for & giving directions, pros & cons of living in a town, saying what your town was like in the past, activities you did in town, saying where you'd like to live in the future	Food and drink, mealtimes, food/drink preferences, booking a table, ordering food, healthy living (eating, smoking, alcohol, drugs), daily routine, body parts, illness
Key Assessments	Done per unit 1. Knowledge test (phonics, translation ENG-TL, TL-ENG) 2. Pop Task (dictation, listening, reading, speaking) 3. Knowledge test (phonics, translation ENG-TL, TL-ENG) 4. End of unit assessment (grammar, extended writing)	1. Knowledge test (phonics, translation ENG-TL, TL-ENG) 2. Pop Task (dictation, listening, reading, speaking) 3. Knowledge test (phonics, translation ENG-TL, TL-ENG) 4. End of unit assessment (grammar, extended writing)	1. Knowledge test (phonics, translation ENG-TL, TL-ENG) 2. Pop Task (dictation, listening, reading, speaking) 3. Knowledge test (phonics, translation ENG-TL, TL-ENG) 4. End of unit assessment (grammar, extended writing)
Key Skills	At the end of this unit, pupils will be able to: <ul style="list-style-type: none"> • Identify the phonics as per mapping • Exchange information about genres of TV programmes and cinema, what they watch and their preferences. • Build an awareness of the foreign music scene and express and justify opinions about artists and songs and instruments they play. • Give information about a range of sports and when to use the verbs to 'play' and 'do' correctly. 	At the end of this unit, pupils will be able to: <ul style="list-style-type: none"> • Identify the phonics as per mapping • Exchange information about different houses • Describe rooms – particularly the bedroom. • Ask and say where things are in the house. • Describing your ideal house • Describing a town or city. • Give the location of where you live using points of a compass 	At the end of this unit, pupils will be able to: <ul style="list-style-type: none"> • Identify the phonics as per mapping • Exchange information about what they like to eat and drink and why. • Express what they eat at different mealtimes and times of the day. • Exchange information about what family members eat and think about certain foods. • Express what you eat and drink using 3 tenses (past, present, future) with appropriate time tags.

- Talk about the frequency when someone (I/HE/WE) does something.
- Introducing the topic of technology by using high frequency verbs (to chat, talk, write, send)
- Describe usual activities and future plans
- Question words to ask and answer questions: when, where, who with, why
- Exchange information about what you will wear to go out.
- Saying what people do/are going to do depending on the weather.

GRAMMAR:

- High frequency verbs related to free time
- Opinions + infinitives
- Demonstratives (this)
- 5 steps to a good answer
- Interesting adjectives
- Present tense I/HE/WE
- Present time tags
- Adverbs of frequency
- Comparatives and superlatives consolidation
- sequencers
- Immediate future I/HE/WE
- Future time tags
- Answering what, when, where, who with
- When / If in subordinate clauses
- Opinions & reasons in future tense
- Conditional consolidation
- Verb 'to wear'
- Weather

- Talking about buildings and shops that are in your town
- Saying what you can do in a town
- Pros & cons of living in your town
- Asking for and giving directions
- Saying what your town was like in the past
- Saying what you did in the past in your town
- Saying where you'd like to live in the future.
- Say where you would like to live in the future

GRAMMAR:

- Countries
- Verb "to live" in 1st, 3rd, 4th, 6th person
- Irregular verbs key to this topic.
- Prepositions
- Points of a compass
- Opinions and reasons
- Comparatives and superlatives consolidation
- Quantifiers (more, less, more than, a lot of, some, a)
- Expanding on adjectives
- Expanding on negatives (never, neither, nor, not anymore)
- Infinitive phrases (where you can)
- Relative pronouns (which, where)
- Imperfect tense high frequency verbs (it was, there was, it had)
- Question words.
- Imperatives
- High frequency verbs in the past
- Conditional Tense of preference words
- Immediate future.

Higher phrases: If I had.../When I'll be older...

- Read and understand an authentic menu.
- Confidently book a table and order food in a restaurant.
- Expressing prices
- Expressing your daily routine and time
- Exchange information about the dangers of smoking, alcohol and drugs.
- Exchange information about what you should do to lead a healthy lifestyle.
- Learn body parts.
- Exchange information about what hurts and further illness.

GRAMMAR:

- Vocabulary on food and drinks
- Quantities
- Opinions + infinitives
- Verbs "to eat" and "to drink" in present tense: 1st, 3rd, 4th, 6th person
- Mealtimes
- Present time tags
- Positive and negative adjectives
- Comparatives and superlatives revision
- If clauses (If I have time...+ present/immediate future)
- 3 tenses for 1st person (past, present, future)
- Opinions in past/present/future
- Recognising past/future phonics
- Present/Conditional to book a table and order food
- Revision of 24h clock
- prices
- Infinitive structures (you must, you should)
- Negative infinitive structures
- Reflexive verbs for illnesses and daily routine

Links to Careers

- Gatsby Career Benchmark: 4: Linking curriculum learning to Careers: Lesson 1 "Why study languages? and MFL Careers.
- Pupils will be reminded that learning a foreign language will open doors for future opportunities for employment as they will develop transferrable skills and will enhance their ability to communicate in the increasing global business market.

Our Lady and St. Bede Catholic Academy

Subject Curriculum – MFL Year 9



Big Ideas & Purpose

The Francophone/Hispanic World

- To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.
- To ensure each topic builds on the previous.
- To allow opportunities to revisit key grammatical structures and skills.
- To develop understanding of the Francophone/Hispanic world.
- To encourage and develop understanding and tolerance of French/Hispanic culture, festivals and lifestyle.
- This theme is ideal for giving pupils an experience of how useful speaking French/Spanish can be and how they can culturally develop their knowledge and understanding.
- Y9 is a bridging year where the content of Y7 and Y8 is revisited, and we begin to expand the knowledge and understanding while looking towards KS4.

Travel & Tourism

- To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.
- To ensure each topic builds on the previous.
- To allow opportunities to revisit key grammatical structures and skills.
- To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent transition topic as pupils start to develop linguistic range at a higher level than Y7 and Y8 through familiar vocabulary and language in a new context.
- To secure and master the present tense before consolidating past and future tenses

Film project: Foreign cultures

- To develop pupils cultural understanding of foreign cultures.
- To address stereotypes.
- To allow opportunities to develop areas studied previously in KS3 while looking at KS4.
- To give the opportunity to expose pupils to an authentic film.

Programme of Study	Term 1: The Francophone/Hispanic World Countries and nationalities, festivals, customs and celebrations, popular culture: food, clothing, foreign music, cinema, art, books, celebrities	Term 2: Travel & Tourism Holiday preferences: destinations; time of year (seasons); revision and amplification of countries; revision of transport and reasons for preference; 24 hr. Clock, weather phrases and forecasts; holiday activities vocab; sequencers; holiday vocabulary and structures in past and future tenses.	Term 3: Film project: Foreign cultures An authentic film, Descriptions (comparatives, superlatives), Relationships and marriage, Popular culture (Food, Clothes, Celebrities)
Key Assessments	Done per unit 1. Knowledge test (phonics, translation ENG-TL, TL-ENG) 2. Pop Task (dictation, listening, reading, speaking) 3. Knowledge test (phonics, translation ENG-TL, TL-ENG) 4. End of unit assessment (grammar, extended writing)	1. Knowledge test (phonics, translation ENG-TL, TL-ENG) 2. Pop Task (dictation, listening, reading, speaking) 3. Knowledge test (phonics, translation ENG-TL, TL-ENG) 4. End of unit assessment (grammar, extended writing)	1. Knowledge test (phonics, translation ENG-TL, TL-ENG) 2. Pop Task (dictation, listening, reading, speaking) 3. Knowledge test (phonics, translation ENG-TL, TL-ENG) 4. End of unit assessment (grammar, extended writing)
Key Skills	At the end of this unit, pupils will be able to: <ul style="list-style-type: none"> • Identify the phonics as per mapping • Exchange information and opinions about popular culture: foreign music, film, literature, food and art. • Exchange information about foreign customs and festivals. • Learn about key features of specific festivals. • Talk about what they did at a festival. • Describe a past birthday or special day • To say what festival they would like to visit in the future 	At the end of this unit, pupils will be able to: <ul style="list-style-type: none"> • Identify the phonics as per mapping • To exchange information about preferences with regard to holiday, a past holiday and future hopes. • To revise and expand knowledge of names of countries • Asking and answering questions: when, what, where, who with, how, why • How long • Time of year (seasons) • Mode of transport & reasons for preference • Factors important / not important • Preferred activities while on holiday 	At the end of this unit, pupils will be able to: <ul style="list-style-type: none"> • Identify the phonics as per mapping • Immerse themselves into the film which will form the basis of the topic. • Have the opportunity to learn about foreign cultures. • Expose themselves into authentic material in TL. • Describe the characters in the film and make comparisons • Express basic relationships and views on marriage • To revise and expand knowledge of food and clothes • To say what people are doing right now.

- To start to familiarise with a 90-word task using 3 timeframes

GRAMMAR:

- Revision of countries and nationalities
- To use the structure of “my favourite ... is...because”
- Expanding descriptions
- Expanding verbs of likes and dislikes: I prefer, I enjoy, I admire, I appreciate
- Present tense full paradigm
- 24h hour clock revision
- Demonstratives
- Possessives (my, your, his/her/their)
- Expressing someone else’s likes and dislikes
- Extended opinions and reasons
- Past tense regular verbs: 1st, 3rd, 4th, 6th
- I had a good time
- Past tense of irregular verbs like ‘there was’ ‘it had’, ‘I went’, ‘I did’...
- Past time tags
- Expressing opinions in the past
- Answer questions: when, what, where, who with, why
- Conditional tense: revision (I would prefer, I would love)
- Immediate future: full paradigm
- Expressing opinions in the future
- Higher expressions with ‘if’ clauses

- Organising paragraphs using sequencers
- To exchange information about the weather
- Understanding and talking about places of interest in a town
- Describe a past holiday and activities with opinions and reasons
- To revise ways of expressing opinions and preferences in 3 tenses
- Describe where you would like to go in the future to consolidate future tenses.
- To consolidate how to approach a 90-word task using 3 timeframes

GRAMMAR:

- Verbs of preference in present tense (I usually... I prefer...)
- It is + adj + infinitive
- Present tense ‘to go / to do’
- Revision of question words.
- Comparatives / Superlatives
- 24h hour clock revision
- Common reflexive verbs
- Expressing someone else’s likes and dislikes (3rd, 6th)
- Past tense: full conjugation
- Verbs of preference in the past consolidation
- I/We had a good time
- Use of sequencers
- Immediate future consolidation
- Conditional consolidation
- Weather expressions
- If clauses consolidation

- Confidently approach a 90-word task using 3 timeframes

GRAMMAR:

- Question words
- Mastering descriptions and adjectives
- Comparatives + Superlatives
- To have / To be – full paradigm
- Demonstratives (this, those)
- Reflexive verbs
- Present tense ‘to want’: 1st, 3rd
- Mastering the conditional tense
- Mixing 3 timeframes
- Opinions and reasons in 3 timeframes
- Master conditional tense
- Higher expressions: If clauses, What I like the most is, it’s worth it, it’s the best/worst
- Present continuous

Links to Careers

- Gatsby Career Benchmark: 4: Linking curriculum learning to Careers: Lesson 1 “Why study languages? and MFL Careers.
- Pupils will be reminded that learning a foreign language will open doors for future opportunities for employment as they will develop transferrable skills and will enhance their ability to communicate in the increasing global business market.

Our Lady and St. Bede Catholic Academy

Subject Curriculum – MFL Year 10 SPANISH (new spec)



Big Ideas & Purpose

In Key Stage 4, the course content focuses on extending pupils’ existing knowledge and experience, developing more complex correct use of grammar and range of language. As students gain maturity, they develop communication skills on a range of more complex topics including tourism, healthy living, technology, popular culture and environmental issues.

<p>Programme of Study</p>	<p>Module 1: Identity and Relationships</p> <ul style="list-style-type: none"> To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others. To describe members of your family or friends in detail. To say what activities you do with others. To describe your friendships with others, giving reasons for getting on/not getting on with people. To describe the qualities of a good friend. To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages. 	<p>Module 2: Free Time, Media and Technology</p> <ul style="list-style-type: none"> To say what free-time activities I like and dislike and why. To give opinions about types of sport, advantages and disadvantages watching/participating. To say what is required in order to carry out these activities. To say who I do them with. To say where I go to do these activities. To say what I wear for these activities. To say what I did in the past and what my future intentions are. To talk about sporting events and favourite sports personalities/teams. To talk about film and television. To give reviews and opinions. To say what film or programme is your favourite and who your favourite stars are. To say where you watch these and to give advantages and disadvantages of watching in that way. To discuss reading habits. To say what music you like and how you like to listen to it. To talk about concerts, favourite artists and musical activities that you like to attend. To discuss food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions. To discuss shopping habits and preferences, including favourite shop/location. To say how you use the internet, how often, your preferences, and to list advantages and disadvantages. To say what social media apps or platforms you use, how often, and what you think are the advantages and disadvantages. To say what mobile phone technology you use (computers, phones, tablets and other devices), why you use it, and their advantages and disadvantages. To give your opinions about the importance of technology to young people and society. 	<p>Module 3: Customs and Festivals</p> <ul style="list-style-type: none"> To describe festivals in the UK and in the target language-speaking countries/communities and give your opinion about them. To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc). To say how you prefer to celebrate these. To say what food is consumed on special occasions and at celebrations. To talk about a special day in the past.
<p>Key Assessments</p>	<p>Done per unit</p> <ol style="list-style-type: none"> Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG) Pop Task End of unit assessment 	<p>Done per unit</p> <ol style="list-style-type: none"> Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG) Pop Task End of unit assessment) 	<p>Done per unit</p> <ol style="list-style-type: none"> Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG) Pop Task End of unit assessment
<p>Key Skills</p>	<p>Essential vocabulary listed on AQA specification under topic title shown plus...</p>	<p>Essential vocabulary listed on AQA specification under topic title shown plus...</p>	<p>Essential vocabulary listed on AQA specification under topic title shown plus...</p>

Unit Vocabulary:

- Numbers
- Months
- Aunque (although, even though)
- Como (like, as)
- Mientras (while, whilst)
- (or)
- Para (so that, in order that)
- Pero (but)
- Porque (because)
- Que (that, who)
- Si (if, whether)
- Sino (but (rather), except)
- Y (and)

Unit Grammar:

- Ser, tener (present tense)
- Adjectival phrases (regular adjective agreement, position, uses of *ser* and *estar* and comparison)
- Articles
- Formation of feminine and plural nouns
- Demonstrative adjectives
- Possessive adjectives
- Adverbial phrases (phrases, position and comparative structures)
- Modal verbs (*poder* and *querer* + infinitive)
- Word order of direct object and indirect object pronouns
- Prepositions (personal *a*, possession *de*, para + infinitive, sin + infinitive)
- Adjectival phrases (lo + adj, possessive adjectives (*mío/a/ os/as*, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor))
- Adverbial phrases (superlative adverb structures)
- Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)

Higher tier

- Pronouns

Key Phonics:

- a
- e
- i
- o

Unit Vocabulary:

- Ahora (now, these days)
- Siempre (always, forever)
- Nunca, (no) nunca (never)
- Todavía (still, yet)
- Ayer (yesterday)
- Jamás (never)
- Mañana (tomorrow)
- Actualmente (now, at present, currently)
- Normalmente (normally)
- (No) ni...(ni)... (nor, or (after negative verb) neither...nor...)
- No (no, not)
- Nunca, (no) nunca (never)
- Jamás (never)
- Ahora (now, these days)
- Siempre (always, forever)
- Actualmente (now, at present, currently)
- Normalmente (normally)

Unit Grammar:

- Stem changing irregular verbs
- Infinitive used as a noun
- Preterite tense (regular and irregular verbs *ir*, *ser* and *dar*, and modal verbs *deber* and *saber*)
- Irregular preterite stems (*tener*, *poder*, *hacer*, *venir*, *estar*, *poner*, *querer*, *decir* and *traer*)
- Syntax of *interesar*-type verbs

Higher tier

- Preterite tense (verbs with spelling changes eg *leí – leyó*).
- Para + infinitive
- Position of adverbs of time, manner and place
- Comparative structures (regular forms *más...que/de*, *menos...que/de*, *tan...como* and irregular forms *mejor* and *peor*)

Unit Phonics:

- ga
- go
- gu
- ge
- gi
- gue
- gui
- j

Unit Vocabulary:

- Time expressions
- Me gusta (I like)
- No me gusta (I don't like)
- Me encanta (I love)
- Odio (I hate)
- Prefiero (I prefer)

Unit Grammar:

- Indirect object pronouns (le doy, quiero darle)
- Interrogative pronouns
- Multi-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive)
- Interrogatives

Higher tier

- Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural)

Unit Phonics:

- ca
- co
- cu
- cu + vowel

• u

• v

Programme of Study

Module 4: Healthy Living and Lifestyle

- To describe your level of fitness. To talk about your fitness and health routine.
- To describe your diet and preferences for food and drink. To say what makes a good or a bad diet.
- To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy.
- To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences.
- To talk about illness and injuries.
- To say what your lifestyle was like in the past and your future intentions.

Module 5: Travel, Tourism and Places of Interest

- To talk about travel: means of transport, descriptions and preferences with advantages and disadvantages.
- To talk about the weather.
- To describe holiday time activities (while away on holiday or at home) and give opinions.
- To describe holiday destinations in the present, past and future.
- To say whether holidays are important and why.
- To describe an ideal holiday.
- To list and describe places of interest, locally and elsewhere and give opinions about them.

Key Assessments

Done per unit

1. Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG)
2. Pop Task
3. End of unit assessment

Done per unit

1. Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG)
2. Pop Task
3. End of unit assessment

Key Skills

Essential vocabulary listed on AQA specification under topic title shown plus...

Unit Vocabulary:

- (No) ni... (ni)... (nor, or (after negative verb) neither...nor...)
- No (no, not)
- Nunca, (no) nunca (never)
- Jamás (never)
- Hace falta + (infinitive) (it's necessary (+ verb))
- Hay que (you must (general), one must)
- Deber ((to) have to, must | having to)

Unit Grammar:

- Word order of singular reflexive pronouns in one and two verb constructions (me, te, se)
- Neuter demonstrative pronouns (esto, eso)
- Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno)
- Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)
- Impersonal verbs (se puede, se necesita)
- Modal verbs (*deber* and *tener que* + infinitive)

Higher tier

- Impersonal verbs (falta, hace falta, vale la pena)

Essential vocabulary listed on AQA specification under topic title shown plus...

Unit Vocabulary:

- Primero/a (first (m/f))
- Luego (then, later)
- Después (after, afterwards)
- Finalmente (finally, at last)

Unit Grammar:

- Preterite tense (regular and irregular)
- Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)
- Imperfect continuous (1st, 2nd and 3rd person singular)
- Impersonal (hace + noun)

Higher tier

- Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)
- Imperfect continuous (1st, 2nd and 3rd person singular and plural)
- Subjunctive mood (present singular of five irregular verbs *hacer*, *ser*, *ir*, *venir* and *tener*)

- Reflexive use of plural forms of pronouns (nos, os, se)
- Negatives (ya no, (no) tampoco, (no)...ni..., (no) ni...ni...)
- Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)

Unit Phonics:

- ll

Unit Phonics:

- -r-
- -r
- rr
- r-
- word initial r-
- -r- following consonants n, l or s

Links to Careers

- Gatsby Career Benchmark: 4: Linking curriculum learning to Careers: Lesson 1 "Why study languages? and MFL Careers.
- Pupils will be reminded that learning a foreign language will open doors for future opportunities for employment as they will develop transferrable skills and will enhance their ability to communicate in the increasing global business market.



Subject Curriculum – MFL Year 10 FRENCH (new spec)

Big Ideas & Purpose

In Key Stage 4, the course content focuses on extending pupils' existing knowledge and experience, developing more complex correct use of grammar and range of language. As students gain maturity, they develop communication skills on a range of more complex topics including tourism, healthy living, technology, popular culture and environmental issues.

Programme of Study

Module 1: Identity and Relationships

- Describe a person's nationality, character, personality and physical appearance.
- Describe a person's sexual orientation.
- Describe relationships with friends and family.
- Describe qualities of a good friend.
- Describe ideal partners and why.
- Describe different types of partnerships - pros and cons.

Module 2: Free Time, Media and Technology

- Express positive and negative opinions about own and other people's hobbies.
- Extend sentences with justified reasons.
- Add details regarding when, where, how often and who with.
- Use a variety of adverbs and connectives.
- Include opinions and justifications with preceding direct objects.
- Use comparatives to compare activities/give preference.
- Refer to past activities and future plans.
- Refer to sporting events and favourite sports personalities/teams.
- Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantages.
- Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages.
- Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages

Module 3: Customs and Festivals

- Learn about local and national festivals in the UK and in French-speaking countries/communities.
- Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.
- Refer to food on special occasions and at celebrations.
- Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet).
- Country traditions/customs focus, eg Senegal, Morocco.

Key Assessments

Done per unit

1. Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG)
2. Pop Task
3. End of unit assessment

Done per unit

1. Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG)
2. Pop Task
3. End of unit assessment)

Done per unit

1. Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG)
2. Pop Task
3. End of unit assessment

Key Skills

Essential vocabulary listed on AQA specification under topic title shown plus...

Unit Vocabulary:

- Je suis
- Je m'appelle, il/elle s'appelle
- J'ai seize ans
- Dans ma famille il y a 4/5 personnes

Essential vocabulary listed on AQA specification under topic title shown plus...

Unit Vocabulary:

- J'aime
- J'adore
- Je déteste
- Je préfère

Essential vocabulary listed on AQA specification under topic title shown plus...

Unit Vocabulary:

- Je célèbre/on célèbre (festivals)
- Je suis/on est (religion)
- On va... (places of worship/celebration)
- C'est le (event) de (person)

- J'ai deux frères
- Je m'entends... avec
- Il/elle me fait rire/content
- Je voudrais avoir/être
- Il/elle a
- Il/elle est

Higher tier

- Il/elle serait
- Il/elle aurait

Unit Grammar:

- Formation of nouns (feminine/plural)
- Indefinite articles
- Definite articles
- Subject pronouns (je, il, elle)
- Avoir (present tense)
- Être (present tense)
- Expressing age
- Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien)
- Conditional tense (je voudrais)
- Possessive adjectives (mon, ma, mes, ton, ta, tes)
- Adjectival agreements
- Adjectival positioning (including more than one)
- Adverbs of intensity
- Emphatic pronouns (avec moi, toi)
- Negative (ne... pas)
- *De* after negative
- Cardinal numbers (1-30)
- Impersonal verb phrase (il y a)
- Interrogatives (comment...?)

Higher tier

- Emphatic pronouns (avec lui, elle, eux, elles)
- Conditional tense (il/elle aurait, ce serait)

Key Phonics:

- silent final 'd'
- eu
- silent final e
- è/é/ai
- 'n' liaison
- on/om

- D'habitude je joue au football/du piano
- J'adore faire du basket-ball car j'aime les sports d'équipe.
- Je joue au tennis depuis deux ans.
- Je suis allé/e ...c'était
- je vais aller...
- je voudrais...
- j'ai lu, vu, on a lu, vu
- Mes amis et moi allons au centre de loisir pour faire de la natation car c'est vraiment relaxant.
- Hier j'ai mangé du fromage parce que je le trouve bien.
- Demain je vais aller au cinéma pour voir un film avec mon frère car...
- Je voudrais essayer de faire du ski cependant ça coûte cher.
- J'utilise mon... pour...
- Mon gadget préféré c'est mon...
- Je l'utilise pour.../j'ai utilisé
- Je l'adore
- Je le/la trouve
- On peut/on doit
- J'ai regardé, écouté
- Ça me fait peur
- Ça m'inquiète
- Je m'inquiète
- A l'avenir je vais
- Le lundi je regarde...
- Il y a un risque de...
- Il existe le risque de...
- Days of the week

Higher tier

- Ce sera...
- Ce serait...
- Je les trouve
- Je ne peux pas vivre sans
- J'ai toujours voulu avoir
- Quand j'étais petit(e), j'avais/j'utilisais
- Je viens de

Unit Grammar:

- Present tense (-ER regular verbs)
- Jouer au, à la, à l', aux + sports activities
- Jouer du, de la, de l', des + instruments
- Aller (present)

- On mange/donne/organise/prépare/cache/achète/s'amuse
- On croit/voit/boit/reçoit/écrit...
- Je suis allé(e)/on est allé(e)/nous sommes allé(e)s
- On a vu, bu, reçu, écrit, ouvert
- J'étais, c'était, on était...
- Je voudrais, on voudrait...
- Il (ne) faut (pas)
- il ne faut jamais
- Je vais, nous allons + infinitive
- Times of year, months, dates

Higher tier

- Ce serait...
- Ça sera...
- J'ai toujours voulu

Unit Grammar:

- Present tense (-ER/-IR/-RE regular verbs - full paradigm)
- Present tense (high frequency irregular verbs in 1st, 2nd, 3rd person singular)
- Perfect tense (with *avoir* and *être*, regular and irregular verbs)
- Imperfect tense (1st, 2nd, 3rd person singular, regular and high frequency irregular verbs - aller, faire, être, avoir)
- Periphrastic future (near future tense - aller + infinitive)
- Conditional tense (je/tu voudrais, il/elle/on voudrait)
- Impersonal verb (il faut, including negatives)
- Modal verbs (pouvoir, vouloir – present tense + activities)
- Possessive adjectives (notre, votre, nos, leur(s))
- Interrogatives (quand, quelle... ?)
- Reflexive verbs (present tense 1st, 2nd, 3rd person singular - eg s'amuser)
- Contraction of pronouns (m à m', te à t', le/la à l', se à s')
- Word order with *de* to indicate possession (eg l'anniversaire de mon père)
- Emphatic pronouns (moi, toi)

Higher tier

- Preverbal plural indirect object pronouns (nous, vous, leur)

- Partitive article with uncountable nouns (faire du, de la, de l', des + hobbies)
- Perfect tense (with *avoir*, regular and irregular verbs: *je/on* form)
- Perfect tense (with *être* - je suis allé(e), on est allé)
- Imperfect (*c'était*)
- Periphrastic future (near future tense - je vais aller)
- Negatives (*ne... personne*)
- Modal verbs (*je veux, on veut*)
- Adverbs of time and frequency (*demain, hier, d'habitude*)
- Prepositions of place (*à*) with activity locations (eg sports centre, cinema, park)
- Pour + infinitive
- Comparatives (*plus... que, moins... que, aussi...que*)
- Interrogatives (*avec qui, qu'est-ce que... ?*)
- Present tense (-ER regular verbs)
- Perfect tense (auxiliary of *avoir*, je + regular verbs)
- Modal verbs (*je peux, on peut*)
- Adverbs of frequency, time
- Comparatives (*moins... que, plus... que, aussi... que*)
- Negative (*ne... jamais*)
- Pour + infinitive
- Sans + infinitive
- Impersonal verb phrases (*il y a, il existe*)
- Relative clauses using *qui*
- Preverbal singular direct object pronouns (*le, la*)
- Demonstrative adjectives (*ce, cette, ces*)
- Indefinite adjectives (*chaque, plusieurs, autres, tout, quelques*)
- 24 hour clock (*à 18 heures*)
- Possessive adjectives (*son, sa, ses*)
- Interrogatives (*qui, quel...?*)

Higher tier

- Regular superlative adjective and adverb structures
- Conditional (*ce serait*)
- Inflectional (simple) future (*ce sera*)
- Depuis
- Time expressions (*venir de, être en train de*)
- Relative clauses using *que* and *quand*

- Imperfect tense (singular and plural)
- Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural)
- Conditional tense (*ce serait*)

Unit Phonics:

- silent 't'
- i/y
- au/eau/close o, ô
- u
- è, ê, ai
- ien

- Preverbal plural direct object pronoun (les)
- Relative pronoun (quand)
- Modal verbs (pouvoir – full paradigm)

Unit Phonics:

- silent final consonant p
- é (-er, -ez)
- ain, in, aim, im
- que
- tion
- s
- silent s
- e
- on/om
- que
- j
- th

Programme of Study

Module 4: Healthy Living and Lifestyle

- Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences.
- Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.
- Describe sporting activities and ways of keeping fit.
- Compare past and present lifestyle choices and future intentions.

Module 5: Travel, Tourism and Places of Interest

- Refer to and give opinions on:
 - ✓ holiday destinations
 - ✓ holiday locations
 - ✓ means of transport for holidays
 - ✓ weather
 - ✓ holiday activities
 - ✓ holiday accommodation.
- Refer to recent and future holidays.
- Places of interest locally and elsewhere, including descriptions and preferences.

Key Assessments

Done per unit

1. Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG)
2. Pop Task
3. End of unit assessment

Done per unit

1. Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG)
2. Pop Task
3. End of unit assessment)

Key Skills

Essential vocabulary listed on AQA specification under topic title shown plus...

Unit Vocabulary:

- Je suis en forme/en mauvaise forme
- Je joue/fais/regarde/mange/je bois/je prends/lis/cours
- Si j'ai soif/faim
- J'ai joué/fait/regardé/mangé/bu/pris/ lu/couru
- Je passe le temps
- Je le/la/les trouve

Essential vocabulary listed on AQA specification under topic title shown plus...

Unit Vocabulary:

- Je vais au/aux + masculine countries
- En + feminine countries
- En/à + forms of transport
- En/au + seasons/time of year
- Avec + travel companions
- Nous restons + accommodation
- Weather phrases (il fait chaud/froid etc)

- Ça me fait peur
- Ça m'inquiète/je m'inquiète
- Il/elle m'intéresse, ça m'intéresse
- On peut/on doit
- Quand j'étais petit(e)/plus jeune, j'étais/ je menais une vie (mal)saine
- Je jouais/faisais/ mangeais/prenais/lisais
- Je serai/ferai, j'aurai/j'irai
- Il me faut
- Ça peut te tuer/ te faire mal
- Pour devenir...

Higher tier

- En faisant plus d'exercice, je voudrais être en forme...

Unit Grammar:

- Present tense
- Imperfect tense (1st, 2nd, 3rd person singular)
- Perfect tense (with *avoir* and *être*)
- Modal verbs (present tense - pouvoir, vouloir, savoir, devoir)
- Negatives (ne... rien)
- Reflexive verbs (1st, 2nd, 3rd person singular present and imperfect - s'inquiéter de, s'intéresser...)
- *Avoir* phrases (j'ai faim/soif)
- Imperatives (2nd person singular and plural, including *aller* and *faire*)
- Impersonal verb forms (il me faut)
- Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg vapoter n'est pas bon pour la santé...)
- Preverbal singular direct object pronouns (me, te, vous, le, la)
- Pour + infinitive

Higher tier

- Aucun(e)
- Negative (ne... ni... (ni...))
- Modal verbs (perfect tense - pouvoir, vouloir, savoir, devoir)
- Preposition *en* + present participle (regular verbs + faire)
- Imperative (être: sois, soyez)
- Inflectional (simple) future (ce sera, je serai)
- Preverbal plural direct object pronouns (nous, vous, les)

- L'année dernière je suis allé(e)
- C'était..
- Il y avait/il n'y avait pas de...
- Tous les jours j'allais/je jouais/je faisais...
- Cette année, je vais aller/ voyager
- Je voudrais aller

Higher tier

- Ce sera
- Ce serait
- Quand j'étais jeune, j'allais...
- Tous les jours, nous allions/nous jouions/nous faisons....

Unit Grammar:

- Present tense
- Perfect tense
- Imperfect tense
- Periphrastic future (near future tense)
- Reflexive verbs (1st, 2nd, 3rd person singular perfect tense – daily routine)
- Modal verbs (present tense)
- Faire + activities (past, perfect)
- Faire + weather phrases
- Prepositions (countries) - à with masculine and plural countries, *en* with feminine countries
- Prepositions (en + transport)
- Use of article with *dans*; omission of article with *en* (eg dans les Alpes/en France)
- Position of adverbs of time (l'année dernière, tous les jours)
- Position of adverbs of manner (lentement, facilement, vite, rapidement)
- Pronoun (y)
- Interrogatives: que...?
- Impersonal verbs (il fait + adjective for weather)

Higher tier

- Inflectional (simple) future tense (ce sera)
- Reflexives in the conditional tense and inflectional (simple) future (Regular -ER verbs in 1st, 2nd, 3rd person singular and plural)

Unit Phonics:

- i/y
- en, an, em, am
- x-liaison
- h

- Present participle of regular (-er, and the nine 'anchor' verb patterns) verbs after *en*, including adjectival use where relevant
- oy

Unit Phonics:

- z
- un
- r
- open eu/oeu
- qu

Links to Careers

- [Gatsby Career Benchmark: 4: Linking curriculum learning to Careers: Lesson 1 "Why study languages? and MFL Careers.](#)
- Pupils will be reminded that learning a foreign language will open doors for future opportunities for employment as they will develop transferrable skills and will enhance their ability to communicate in the increasing global business market.



Subject Curriculum – MFL Year 11 SPANISH (legacy spec)

Big Ideas & Purpose

In Key Stage 4, the course content focuses on extending pupils' existing knowledge and experience, developing more complex correct use of grammar and range of language. As students gain maturity, they develop communication skills on a range of more complex topics including the world of work, social and global issues. In Year 11, pupils are afforded the opportunity to revisit content from throughout their learning history, in order to prepare fully for their examinations.

Programme of Study

Term 1:

School, Jobs and Future Plans

- To give and justify opinions about subjects, homework, school rules, uniform, teachers and exams.
- To describe school facilities.
- To talk about primary school.
- To describe your ideal school.
- To talk about school life and daily routine, including school, clubs and sporting activities.
- To talk about issues at school.
- To describe a memorable visit/excursion with your school
- To say what jobs people have and list advantages of disadvantages.
- To talk about post-16 studies: options available, advantages and disadvantages, future intentions and plans.
- To describe what a job entails and places of work.
- To talk about the personal qualities, qualifications and skills required for a job.
- To talk about work experience.
- To discuss a dream job and your personal ambitions.
- To give opinions about working abroad/using language skills.
- To discuss unemployment.

Environment and Global issues

- To talk about local environmental issues.
- To discuss and give opinions about global environmental issues (climate change, environmental damage, etc).
- To say what you do/did/will do to help protect the environment.
- To talk about recommended actions to fight social issues.

Term 2:

Charity and Voluntary Work

- To talk about charity and voluntary work
- To discuss how you would like to help other in the future
- To talk about past volunteer jobs
- To talk about your health, good and bad habits
- To say what you do to stay in a good shape
- To express your daily routine
- To discuss health problems in young people nowadays
- To learn about what habits damage certain body parts and cause illnesses
- To say how your health has changed
- To talk about international sport events and how you can volunteer at these events.

Revision of topics

- To revise content of all 3 Themes
- To revise grammar, vocabulary and phonics related to any theme.
- To be able to master exam questions
- To practise different exam skills.
- To revise Speaking questions to prepare for the Speaking exam.

Term 3:

Exam Strategy, Technique and Revision

- To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.
- To allow opportunities to revisit key grammatical structures and skills.
- To consider exam strategy and technique.

- To discuss what you would do to help people in need
To revise natural disasters to say what you were doing when something happened.

Key Assessments	<p>Done per unit</p> <ol style="list-style-type: none"> Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG) Pop Task Mock examinations 	<p>Done per unit</p> <ol style="list-style-type: none"> Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG) Pop Task Mock examinations 	
Key Skills	<p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> Past papers frequent exam words on this topic: <ul style="list-style-type: none"> SCHOOL: repasar apuntes, explicar bien, enseñar, aprobar, suspender, sacar buenas notas, clases de apoyo, acoso, fracaso escolar, sacar malas notas) JOBS: horario flexible, sueldo/salario, bien pagado, hacer trabajo voluntario, hacer un intercambio, trabajar en el extranjero, conseguir un título, carrera, certificado, teletrabajo, tomar un año sabático, aprender lenguas o idiomas, hacer trabajo voluntario, viajar por el mundo Telling the time Shiny phrases Soñar – Word family Apetecer Question words Time expressions in 3 timeframes En vez de + inf / En lugar de + inf <p>Unit Grammar:</p> <ul style="list-style-type: none"> Opinions and justifications Adjectival agreement Comparatives / Superlatives Cuyo El mío Disjunctive: conmigo, para mí Donde se puede + inf A mi ... le gusta... Me hubiera gustado que tuviera/fuera... Si expressions + conditional OR verb + inf (ir a, esperar, gustar más..., si tuviera que + inf) Present perfect + desde hace Direct pronouns (lo, la, los, las) 	<p>Essential vocabulary listed on AQA specification under topic title shown plus...</p> <p>Unit Vocabulary:</p> <ul style="list-style-type: none"> Para... Dejar de + inf Dañar Es bueno/malo para... Ya Todavía Antes/ahora Negative words / expressions Sirven para + inf <p>Unit Grammar:</p> <ul style="list-style-type: none"> Conditional tense consolidation Future WILL consolidation Pluperfect Acabar de + inf Tuve que + inf Preterite tense regular AR, ER, IR Verbs + inf (dejar de, intentar, tratar de, evitar, me esfuerzo para, a pesar de) Reflexive verbs present tense Radical changing verbs Puede + inf (causar, dañar, afectar...) Revision of tenses: imperfect, preterite, present, perfect, future, conditional, pluperfect, subj <p>Unit Phonics:</p> <ul style="list-style-type: none"> A, E, I, O, U CA, CO, CU, CE, CI CH GA, GO, GU, GUE, GUI GE, GI, J H 	<p>Revision and Preparation for Assessment</p> <ul style="list-style-type: none"> To revise vocabulary, grammar, phonics, skills and strategy To practise exam style questions

- LO expressions: Lo que..., Lo pasé/pasamos bien
- Indirect object: Le / Les
- Quantity words: mucho/demasiado/bastante (including with plurals), Todos / Nadie / Ningún estudiante / Ni / Tampoco / Ya no...
- A pesar de + inf
- Sequencers: Antes de / Después de + inf
- Cuando + subj
- Modal verbs *hay que, deber, tener que, poder, querer*
- Reflexive verbs with TU: *te ayuda, te permite, te hace...*
- Conocer / Saber
- PODER: conditional: *podría, podríamos, donse se podría*
- TENER: present tense, full conjugation
- QUERER: preterite
- SOLER: present tense conjugation + inf / SOLÍA + inf
- Present tense regular: AR, ER, IR full conjugation consolidation
- Present continuous: full conjugation
- Perfect tense: 1st person AR, ER, IR
- Preterite regular: full conjugation AR, ER, IR
- Preterite irregular: *tuve, tuvimos, hice, hicimos, fui a, fuimos a*
- Imperfect frequent irregulars: *era, había, tenía, iba, veía*
- Imperfect regular: AR, ER, IR
- Imperefect continuous
- Future tense WILL: full conjugation including irregular *tendré, habrá, haré*
- Conditional frequent irregulars: *habría, tendría*
- Conditional tense regular AR, ER, IR full conjugation
- Subjunctive: Es + adj + subjunctive / a pesar de que haya/vaya/sea/tenga... / ojalá + subj / para que + subj / querer que + subj / espero que + subj
- Imperative

- K
- LL
- Ñ
- QUE, QUI
- RR, R (soft)
- V
- X
- Y (i) / (ll)
- Z

Unit Phonics:

- A, E, I, O, U
- B
- CE, CI
- CU + VOWEL

- CH
- GA, GO ,GU
- GE, GI, J
- GUE, GUI
- H
- LL
- Ñ, N
- QUE, QUI
- R, RR
- X
- Y (II)
- Z

Programme of Study

Module 4: Healthy Living and Lifestyle

- To describe your level of fitness. To talk about your fitness and health routine.
- To describe your diet and preferences for food and drink. To say what makes a good or a bad diet.
- To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy.
- To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences.
- To talk about illness and injuries.
- To say what your lifestyle was like in the past and your future intentions.

Module 5: Travel, Tourism and Places of Interest

- To talk about travel: means of transport, descriptions and preferences with advantages and disadvantages.
- To talk about the weather.
- To describe holiday time activities (while away on holiday or at home) and give opinions.
- To describe holiday destinations in the present, past and future.
- To say whether holidays are important and why.
- To describe an ideal holiday.
- To list and describe places of interest, locally and elsewhere and give opinions about them.

Key Assessments

Done per unit

1. Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG)
2. Pop Task
3. End of unit assessment

Done per unit

1. Vocabulary tests embedded in lessons (phonics, translation ENG-TL, TL-ENG)
2. Pop Task
3. End of unit assessment)

Key Skills

Essential vocabulary listed on AQA specification under topic title shown plus...

Unit Vocabulary:

- (No) ni... (ni)... (nor, or (after negative verb) neither...nor...)
- No (no, not)
- Nunca, (no) nunca (never)
- Jamás (never)
- Hace falta + (infinitive) (it's necessary (+ verb))
- Hay que (you must (general), one must)
- Deber ((to) have to, must | having to)

Essential vocabulary listed on AQA specification under topic title shown plus...

Unit Vocabulary:

- Primero/a (first (m/f))
- Luego (then, later)
- Después (after, afterwards)
- Finalmente (finally, at last)

Unit Grammar:

- Preterite tense (regular and irregular)
- Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser, ir* and *ver*)

Unit Grammar:

- Word order of singular reflexive pronouns in one and two verb constructions (me, te, se)
- Neuter demonstrative pronouns (esto, eso)
- Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno)
- Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)
- Impersonal verbs (se puede, se necesita)
- Modal verbs (*deber* and *tener que* + infinitive)

Higher tier

- Impersonal verbs (falta, hace falta, vale la pena)
- Reflexive use of plural forms of pronouns (nos, os, se)
- Negatives (ya no, (no) tampoco, (no)...ni..., (no) ni...ni...)
- Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)

Unit Phonics:

- -r-
- -r
- rr
- r-
- word initial r-
- -r- following consonants n, l or s

- Imperfect continuous (1st, 2nd and 3rd person singular)
- Impersonal (hace + noun)

Higher tier

- Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)
- Imperfect continuous (1st, 2nd and 3rd person singular and plural)
- Subjunctive mood (present singular of five irregular verbs *hacer*, *ser*, *ir*, *venir* and *tener*)

Unit Phonics:

- ll

Links to Careers

- Gatsby Career Benchmark: 4: Linking curriculum learning to Careers: Lesson 1 "Why study languages? and MFL Careers.
- Throughout this year, pupils will be given the chance to think about their future and what their next step in life is as we study jobs, future plans and studies, applying for jobs, types of jobs, work experience, part-time and full-time jobs and voluntary work.
- Pupils will be reminded that learning a foreign language will open doors for future opportunities for employment as they will develop transferrable skills and will enhance their ability to communicate in the increasing global business market.