

MFL – French

KS3

Year 7		Year 8		Year 9	
	<p>HT2: La Rentrée (Back to School)</p> <p>Pupils ask and answer questions about their name and how they feel so that they can introduce themselves. They learn numbers to 12 so that they can talk about ages, and verb phrases so that they can express simple likes and dislikes and say whether they have brothers and sisters. Pupils also learn common classroom objects so that they can describe their classroom.</p>	<p>HT1: Mon Temps Libre (My Free Time)</p> <p>Pupils learn some impersonal verb phrases and seasons of the year so that they can describe the weather. They learn the verbs jouer and faire so that they can discuss sports they play and other activities they do.</p>	<p>HT2: En Ville (In Town)</p> <p>Pupils learn places in town so that they can describe their city/town/village. They learn the verb aller so that they can explain where go at the weekend. We will learn more foods and drinks so that they can order snacks at a cafe. Pupils are introduced to the near future tense (I am going to...) so that they can begin to refer to future plans.</p>	<p>HT1: Le sport en direct (Live sports)</p> <p>Pupils learn about famous sportspeople and sporting events in France. They learn parts of the body so that they can describe injuries. They learn more transactional language and the impersonal phrase il faut (faire) so that they can ask for and understand help at a pharmacy or at the doctors. Pupils learn questions, directions and verb imperatives so that they can find the way around an unfamiliar town.</p>	<p>HT2: Mon monde à moi (My world)</p> <p>Pupils practise using verbs in the present tense so that they can talk about after-school clubs and activities. They use verbs avoir and être so that they can describe themselves and their friends. They practise using the perfect tense to describe what they did and what they wore to celebrate a past birthday. Pupils learn about how contrasting locations in the francophone world celebrate Christmas.</p>
<p>HT3: La Rentrée (Back to School continued)</p> <p>Pupils learn adjectives including colours to describes themselves and others. They will learn numbers to 31 and months so they can discuss their birthday and other dates. They learn more first-person verb phrases so that they can discuss what they do, including to celebrate their birthday. We will also look at Christmas-time traditions in France including la Galette des rois.</p>	<p>HT4: En Classe (In Class)</p> <p>Pupils practise numbers to 30 so that they can tell the time to/past the hour. Pupils learn school subjects so that they can practise expressing opinions. They learn clothes and practise adjectival 'agreement' so that they can describe what they/others wear to school. They will also learn about the celebration of Le Chandeleur in France.</p>	<p>HT3: Vive les Vacances! (Let's holiday!)</p> <p>Pupils learn more cities and more names for French-speaking countries around the world so that they can discuss holiday destinations. They learn the verb avoir so that they can begin to refer to the past using the 'perfect' tense. Pupils learn additional verb phrases so that they can refer to the past. They learn question words so that they can answer specific questions about past holidays.</p>	<p>HT4: J'adore les Fêtes (I Love to Party)</p> <p>Pupils learn the names of key festivals so that they can talk about dates in the French calendar. They compare how key festivals are celebrated in France and UK so that they can express opinions about favourite celebrations. Pupils learn more food items and numbers to 100 so that they can buy food for a special event. They practise using the near future tense to describe what they are going to eat.</p>	<p>HT3: Projets d'avenir: (Future plans)</p> <p>Pupils revise on peut + infinitif so that they can discuss ways of earning money. They learn je veux + infinitif and a range of common professions so that they can discuss what jobs they want to do and why. Pupils practise the near future tense so that they can discuss what they are going to do. They practise identifying and using the perfect tense (incl. with je n'ai pas...) so that they can compare what they do and what they did (not).</p>	<p>HT4: Ma vie en musique (My musical life)</p> <p>Pupils practise using adjectival agreement so that they can discuss songs and musical instruments. They learn musical genres and practise using the comparative so that they can discuss their musical preferences. Pupils practise near future tense so that they can refer to future plans. They practise using the perfect tense so that they can describe a past trip to a concert. Pupils combine present tense and the perfect tense together so that they can interview a young musician</p>
<p>HT5: En Classe (In Class continued)</p> <p>Pupils practise times and subjects so that they can talk about their school routine and compare schools in France and the UK. They learn about school facilities so that they can describe what there is/is not in their 'dream' school.</p>	<p>HT6: Ma Vie de Famille (My Family Life)</p> <p>Pupils learn more family members and some common animal names so that they can introduce their own family and pets. They practise adjectival agreement so that they can describe animals. They learn places and countries so that they can explain where they live. They will also learn some food and drink items so that they can describe what they eat and drink for breakfast.</p>	<p>HT5: À Loisir (Just for Fun)</p> <p>Pupils learn about TV shows and film genres so that they can express preferences. They practise third-person (he/she) form verb phrases so that they can talk about TV/film stars. They learn transactional language so that they can make social arrangements and buy tickets and snacks at the cinema. Pupils practise using perfect tense to discuss what they have bought.</p>	<p>HT6: Le Monde est Petit (It's a Small World)</p> <p>Pupils learn more locations so that they can describe where they live, as well as more verb phrases, including reflexive verbs, so that they can describe their daily routine. Pupils revise telling the time and numbers to 60 so that they can refer to the 24-hour clock. Pupils learn modal verb phrases on peut/ on doit to express what they can/must do to help at home.</p>	<p>HT5: Le Meilleur des Mondes (The Best of all Worlds)</p> <p>Pupils learn more about different places around the world where French is spoken. Pupils learn more vocabulary relating to food and drinks so that they can describe school meals in different countries. They practise negation so that they can discuss what they eat/don't eat. Pupils practise using il faut/ pour + infinitif so that they can discuss animals and the natural world. They practise using the perfect tense so that they can discuss ways to help the environment.</p>	<p>HT6: Le Monde Francophone (The French-Speaking World)</p> <p>Pupils practise using different articles so that they can talk about countries they would like to visit. They practise using adjectives so that they can describe famous landmarks, and use modal verbs so that they can discuss what they can/should/want to do on holiday. They prepare a fact file and advert for a French-speaking country so that they can showcase what they have learned and present to their peers in French.</p>

MFL – French

KS4 GCSE

Year 10		Year 11	
<p>HT1: Tu as du Temps à Perdre?</p> <p>Pupils learn about the content and structure of the GCSE course. They discuss what they normally do and did in the past during their free time, using: present tense: regular -er/-ir/-re verbs; irregular verbs; negative structures; near future tense to make social arrangements; perfect tense to refer to the past including negative forms; interrogatives and question forms, including in perfect tense. Pupils practise key sounds in French.</p>	<p>HT2: Mon Clan, Mon Tribu</p> <p>Pupils describe themselves, their family, friends, relationships and celebrities using possessive adjectives; emphatic pronouns; rules of adjectival agreement; reflexive pronouns and present tense verb phrases to discuss relationships; perfect, present, near future tenses in combination; adverbs to talk about celebrations and traditions; and direct object pronouns (him/her/it/them) to discuss role models.</p>	<p>HT1: Unit 1-6 Consolidation</p> <p>Pupils will: complete and review all Unit 1-6 content; prepare for mock Speaking exams on topics covered; complete baseline GCSE exams: Foundation Tier Listening, Reading and Writing papers; revise all Foundation Tier vocabulary covered; and, as appropriate, learn Higher Tier vocabulary.</p>	<p>HT2: Mon Petit Monde à Moi</p> <p>Pupils describe places and activities in their local area now and in the past and discuss where they would like to live in future using: verb imperatives to ask for and understand directions; à and de with the definite article; negatives to talk about the town; de to indicate possession and demonstrative adjectives (this) to describe shopping for clothes; adjectives before the noun and si clauses: (If I + imperfect + conditional) to describe their ideal home.</p>
<p>HT3: Ma Vie Scolaire</p> <p>Pupils compare school life in the UK and in francophone countries, using opinion verbs and comparatives to discuss school subjects; reasons for (agreeing/disagreeing with) opinions about teachers; structure il (ne) faut (pas) + infinitif to explain school rules; irregular verbs in perfect tense to refer to the past; imperfect tense verb phrases to describe past schools; negative structures in different time frames.</p>	<p>HT4: En Pleine Forme</p> <p>Pupils describe and give opinions about meals and healthy lifestyle choices and discuss illnesses using: vous-form imperative; partitive article 'some' (du, de la, de l', des) ; present and perfect tenses in combination; modal verbs to give advice about mental health; perfect tense (including with être); imperfect tense (... used to...); and near future tense.</p>	<p>HT3: Mes Projets D'avenir</p> <p>Pupils compare jobs and career paths and discuss future plans, ambitions and societal changes using feminine noun forms; a range of infinitive structures; sequencers to link ideas and/or narrate; opinion phrases about reality TV and influencers; verbs that take être in the perfect tense; third-person verbs to refer to other people; and verbs followed by à / de in a range of time frames. Pupils complete Mock exams in all four skills: Listening, Speaking, Reading and Writing papers.</p>	<p>HT 4: Theme 1 & 2 Consolidation</p> <p>Pupils will complete Units 7 & 8. They will begin to prepare for end of course exams through: Theme 1 Consolidation and Revision; Theme 2 Consolidation and Revision; Listening and Reading exam skills: 'walking and talking' past paper practice; Higher Tier vocabulary as appropriate; Higher Tier grammar as appropriate; Writing: weekly 90-word task indirect weekly translation task.</p>
<p>HT5: En Vacances</p> <p>Pupils describe usual, past and future holiday destinations, accommodation and activities using: conditional phrase je voudrais + infinitif (pour...); modal verbs to say what one can/must/wants to do; interrogatives and question forms in past tense; perfect and imperfect tenses in combination; complex sentences using qui (...who/which...); - negatives in the imperfect and perfect tenses ; si (if) + present + near future; positive and negative opinions & justifications. Pupils describe weather in past and future.</p>	<p>HT6: Notre Planète</p> <p>Pupils discuss environmental issues and what they do/ have done/ will do to protect the planet using: numbers and percentages in texts and infographics; facts about geography and climate in francophone countries; comparative/superlative adjectives; simple future il y aura/ il fera to describe weather; past tenses to compare environment now/ in past; and questions in a variety of tenses.</p>	<p>HT5: Theme 3 Consolidation</p> <p>Pupils will continue to prepare for end-of-course exams through: Theme 3 Consolidation and Revision; Listening (weekly independent tasks online); Reading (weekly direct translation task); Writing (weekly Foundation Tier OR 150-word tasks). Pupils will prepare for actual Speaking exams at start of HT5 through practising: photocard tasks, role plays, read aloud tasks and rescue strategies.</p>	<p>HT6: Revision and Exam Preparation</p> <p>Pupils will revise for end-of-course exams through: high frequency vocabulary drills, Foundation/Higher Tier topic vocabulary drills, additional Higher Tier grammar practice as appropriate; bespoke revision booklets for Themes 1-3 by topic (including additional Higher Tier booklets as appropriate); scheduled interventions/workshops for selected pupils as appropriate; weekly independent listening and reading practice online.</p>

Notes

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MFL - Spanish

KS3

Year 7		Year 8		Year 9	
	<p>HT2: Mi Vida (My Life)</p> <p>Pupils learn key Spanish sounds including: -ñ/-ll- so that they can introduce themselves. They learn different expressions so that they can explain how they are feeling. Pupils learn adjectives that end in -o/-a so that they can describe their own personality. They learn the verb ser (to be) so that they can talk about other people's personality. Pupils learn numbers to 20 in and out of order so that they can talk about age.</p>	<p>HT1: Mi Insti (My High School)</p> <p>Pupils can use -ar verbs to say what 'we' do so that they can say what subjects they study. Pupils can use me gusta(n) with definite article (el/la/los/las) so that they can give opinions about school life. They use indefinite articles (words for 'a', 'some') so that they can explain what hay/no hay (there is/isn't) in their school. Pupils use -er and -ir verbs so that they can talk about break time activities. They use prediction as a listening strategy so that they can understand more details about schools.</p>	<p>HT2: Mi Ciudad (My Town)</p> <p>Pupils use 'a'/'some' (R) and learn 'many' (muchos/muchas) so that they can describe what there is (or is not) in their own town. They revise number 1-30 so that they can tell the time. Pupils learn the verb ir (to go) so that they can explain where they go and when. They learn radical changing verb querer (to want) so that they can order some foods and drinks in a café. Pupils learn sequencers (primero, luego, finalmente) and near future structure voy a + infinitivo so that they can refer to future plans. Pupils listen and read for detail so that they can understand other people describing their town in speech and writing. They practise using two tenses together so that they can write a blog about their town and activities. Pupils research information on a town or city in mainland Spain.</p>	<p>HT1: Operación Verano (Operation Summer)</p> <p>Pupils practise using the comparative so that they can describe and compare holiday homes. They learn the superlative so that they can describe and compare (least) favourite holiday activities. Pupils learn the imperative form of verbs (tú form) so that they can understand and ask for directions. They practise using conditional (me gustaría ...) so that they can discuss what they would like to do during the holidays. Pupils practise challenging listening tasks so that they can understand detail and describe their own world trip. They practise using comparatives and superlatives el/la mejor/peor so that they can discuss usual, past and future holiday destinations in Spain.</p>	<p>HT2: Somos Así (This Is Us)</p> <p>Pupils practise plural use of gustar/ chiflar / encantar / interesar so that they can express likes/ dislikes. They practise using regular verbs in the present tense so that they can talk about their weekly routines. Pupils practise using verb ir and revise near future tense so that they can talk about future film choices. They practise using the near future tense so that they can talk and write about future birthday celebrations. Pupils learn more interrogatives so that they can understand details in longer spoken conversations.</p>
<p>HT3: Mi Vida (My Life continued)</p> <p>Pupils learn about the Día de los Muertos in Mexico. They learn tengo/no tengo (I have/don't have) so that they can talk about siblings. Pupils learn numbers up to 31 and months of the year so that they can say when their birthday is. They learn the sounds of the Spanish alphabet so that they can spell their own name and some common Spanish names. Pupils learn the names of some animals and practise adjectival agreement so that they can describe pets they have/ don't have. They practise high frequency vocabulary including conjunctions so that they can add variety to a short text about themselves.</p>	<p>HT4: Mi Tiempo Libre (My Free Time)</p> <p>Pupils learn opinion structures so that they can express simple opinions relating to common cognates. They use me gusta/no me gusta + infinitive so that they can express what they (do not) like to do in their free time. Pupils learn -ar verbs in the present tense so that they can say what they do in their spare time and irregular verbs hacer (to do) and jugar (to play) so that they can say what sports they do/play. Pupils learn about the physical geography of Spain and its territories and Carnaval in Cadiz (Spain) /other Spanish towns.</p>	<p>HT3: Mis Vacaciones (My Holidays)</p> <p>Pupils learn the preterite tense of ir so that they can talk about a past holiday. They learn the preterite tense of regular -ar /-er / -ir verbs so that they can narrate in detail what they did on holiday and the preterite verb fue (it was) so that they can describe what their holiday was like. Pupils learn connectives and time expressions so that they can write in detail a presentation about a past holiday. They learn more about Christmas and New Year traditions across the Hispanophone world.</p>	<p>HT4: Todo Sobre Mi Vida (All About My Life)</p> <p>Pupils revise using present tense verbs so that they can explain what they use their phone for. They practise a range of opinion phrases so that they can say what type of music they like/dislike. They learn comparative structures más.../menos.../mejor/peor que so that they can express TV viewing preferences. They combine present and preterite tenses so that they can compare what they usually do and what they did yesterday. Pupils use layout, context, cognates, near-cognates so that they can navigate an authentic text. They use two tenses in 'he/she' form so that they can write about other young people's lives.</p>	<p>HT3: Unit 3 Oriéntate (Get Set)</p> <p>Pupils learn male/ female forms of professions and practise verb phrases so that they can describe what they/others work as; they learn infinitive structure tengo que ... (I must ..) to express what they have to do at work. Pupils revise adjectival agreement so that they can discuss their own and others' qualities as workers; they practise conditional structure me gustaría + infinitivo to express what job they would like to do in future. Pupils practise using the preterite of regular verbs and common irregular verbs together so that they can compare current and past jobs; Pupils use reference materials to check accuracy and to look up meaning and/or translations; They use skimming and scanning to read authentic texts and write 'in character' about a range of jobs.</p>	<p>HT4: En Forma (In Shape)</p> <p>Pupils practise using negatives no/ nunca ... so that they can describe their diet. They practise using stem-changing verbs that they can describe active lifestyles. Pupils practise using reflexive verbs so that they can talk about their daily routine. Pupils learn me duele(n) ... +parts of the body, different verbs to describe ailments so that they can talk and ask for help with illness or injury. They learn modal verb phrase (no) se debe + infinitivo so that they can talk about what they must (or must not) do to keep fit.</p>
<p>HT5: Mi Tiempo Libre: (My free time continued)</p> <p>Pupils practise all Unit 1 & 2 vocabulary so that they can write in detail about what they like to do in their own free time. They practise reading more challenging texts about someone's favourite things. Pupils learn about Semana Santa in hispanophone towns/ cities. Pupils plan a presentation about themselves (A).</p>	<p>HT6: Mi Familia y Mis Amigos (My Family and My Friends)</p> <p>Pupils use possessive adjectives so that they can introduce family members. They use verbs ser and tener so that they can describe their own appearance. Pupils practise using verbs in the third person (he/she/... form) so that they can describe what other people look like. They will learn the verb estar (to be) so that they can describe their home. Pupils plan a presentation about themselves (B).</p>	<p>HT5: A Comer (Let's Eat)</p> <p>Pupils practise opinion phrases so that they can express what food they like/dislike. They learn negative structures: no /nunca (como/bebo) / nada so that they can describe what they (don't) eat and drink. Pupils learn formal address with third person (usted) so that they can order meals. They practise using the near future tense so that they can discuss what they are going to buy. Pupils practise combining three tenses so that they can give an account of usual/past/future parties. Pupils use coping strategies so that they can respond spontaneously to what people say.</p>	<p>HT6: ¿Que Hacemos? (What Are We Doing?)</p> <p>Pupils learn the conditional structure: me gustaría + infinitivo so that they can make arrangements to go out. They use modal verbs querer and poder so that they can accept/ decline invitations. Pupils learn some common reflexive verb phrases so that they can describe getting ready. They learn more clothes so that they can compare what they usually wear and will wear. Pupils practise present, preterite, near future tenses so that they can refer to usual, past and future sporting events. They use a dictionary so that they can describe a past fancy dress outfit.</p>	<p>HT5: Jóvenes en Acción (Youth in Action)</p> <p>Pupils learn nationalities and modal verb phrases puede (can) and practise 'he/she/it' form of verbs so that they can discuss children's rights. They practise comparatives to talk about travel to/from school. Pupils practise 'we' form of verbs so that they can discuss solutions to environmental issues. They look up regular/irregular verbs in a dictionary so that they can read and write about raising money for charity. Pupils use questions and general knowledge to work out meaning and learn more about world issues.</p>	<p>HT6: Una Aventura en Madrid (An Adventure in Madrid)</p> <p>Pupils learn expressions with tener: hambre/ sed/sueño. They practise using third-person (he/she...) verb forms. Pupils practise using the superlative and impersonal structure hay que +infinitivo so that they can complete a virtual 'treasure hunt' around Madrid. They practise using the preterite tense of irregular verbs so that they can describe a past day trip. Pupils compare uses of tú / usted so that they can discuss and buy souvenirs. They practise making themselves understood in different situations and answering questions in different tenses so that they can discuss visiting Madrid in the present, past and future. Pupils practise strategies to access harder /authentic texts about Madrid.</p>

MFL - Spanish

KS4 GCSE

Year 10		Year 11	
<p>HT1: Mi Gente, Mi Mundo</p> <p>Pupils describe self and others; discuss family, friends and relationships; share what matters to them; and describe past celebrations using: irregular verbs <i>ser/estar/tener</i> in present tense; adjectival agreement and intensifiers; possessive adjectives; reflexive verbs; different uses of <i>ser</i> and <i>estar</i>; personal <i>a</i>; preterite tense.</p>	<p>H2: ¡Diviértete!</p> <p>Pupils refer to present and past sports, hobbies, online life, using present tense verbs (regular and irregular); expressions of frequency; verbs and structures to express opinions; verb <i>ir</i> and near future tense; preterite tense; impersonal expressions to describe weather in different tenses.</p>	<p>HT1: Unit 1-6 Consolidation</p> <p>Pupils complete Unit 6: <i>Mi barrio y yo</i> so that they discuss where they prefer to live, what they would change about where they live and their vision of cities in the future. Pupils then undertake preparation for mock Speaking exams (Units 1-6); baseline GCSE exams (Foundation Tier Listening, Reading and Writing papers); and, as appropriate, will learn Higher Tier vocabulary.</p>	<p>HT2: Un Mundo Mejor Para Todos</p> <p>Pupils discuss environmental issues and actions to protect the planet using: imperative voice; imperfect continuous tense (<i>was doing...</i>); first-person plural ('we') form in three tenses; irregular comparatives <i>mejor/peor</i> (better/worse) and superlatives (<i>el mejor/el peor</i>); modal structure <i>se debe</i> - one must (H Tier: conditional <i>se debería</i> – one should); third-person (<i>he/she/it</i>) forms of present and preterite tenses.</p>
<p>HT3: Viajes</p> <p>Pupils compare past and future travel experiences, using: plural opinion phrases including <i>me gusta(n)</i>; conditional phrase <i>me gustaría</i> + infinitive; modal verb phrases <i>se puede /hay que</i> + infinitive; comparative adjectives (<i>más/menos...que...</i>); conjunction <i>si</i> (if); 'we' form of preterite tense; imperfect tense <i>was/ used to...</i> verb phrases; past, present and future time markers.</p>	<p>HT4: Mi Estilo de Vida</p> <p>Pupils describe routines, food preferences and healthy lifestyle choices now/in the past/ in the future, using: knowledge of traditional dishes across the Spanish-speaking world; imperfect tense (<i>used to...</i>); modal verb phrases to express 'must': <i>se debe /debes/ tienes que /se necesita/ hay que</i> + infinitive reflexive verbs in the preterite tense; <i>si</i> (if) clauses with simple future verb phrases.</p>	<p>HT3: El Future te Espera</p> <p>Pupils discuss their ambitions and aspirations, the future of Artificial Intelligence and historic/current Latino people of influence, using: different ways to express future intentions; infinitive structures (<i>para/sin/hay que/tienes que</i> + infinitive); masculine and feminine nouns for jobs; suffix <i>-dad/-idad</i> to express abstract nouns; modal verbs; verb infinitives as a noun; numbers to 100 (prices/percentages); complex texts relating to the world of work; simple future tense in third person (<i>he he/she/it</i>). Mock GCSE exams.</p>	<p>HT4: Theme 1 & 2 Consolidation</p> <p>Pupils will complete Units 7 & 8. They will begin to prepare for end-of-course exams through: Theme 1 consolidation and revision; Theme 2 consolidation and revision; Listening and Reading exam skills: 'walking and talking' past paper practice; Higher Tier vocabulary as appropriate; Higher Tier grammar as appropriate; Writing: weekly 90-word task indirect weekly translation task.</p>
<p>HT5: ¡A Clase!</p> <p>Pupils compare their own school with schools in Spain, using absolute superlatives (the best/worst thing); interrogatives and question forms; different ways to express own and others' opinions; conditional tense; a wider range of negative structures; regular and common irregular adverbs.</p>	<p>HT6: Mi Barrio y Yo</p> <p>Pupils compare towns and regions in different times and places using prepositions of place and direction; demonstrative adjectives (<i>this/ that...</i>); direct object pronouns ('it/them'); comparisons; irregular verbs in the preterite tense; imperfect tense. They compare shopping in town and online. Pupils refer to future birthday plans for different weather scenarios.</p>	<p>HT5: Theme 3 Consolidation</p> <p>Pupils will continue to prepare for end-of-course exams through: Theme 3 consolidation and revision; Listening (weekly independent tasks online); Reading (weekly direct translation task); Writing (weekly Foundation Tier OR 150-word tasks). Pupils will prepare for actual Speaking exams at start of HT5 through practising: photocard tasks, role plays, read aloud tasks, and rescue strategies.</p>	<p>HT6: Revision and Exam Preparation</p> <p>Pupils will revise for end-of-course exams through: high frequency vocabulary drills, Foundation/Higher Tier topic vocabulary drills, additional Higher Tier grammar practice as appropriate; bespoke revision booklets for Themes 1-3 by Topic (including additional Higher Tier booklets as appropriate). Scheduled interventions/workshops for selected pupils as appropriate; weekly independent listening and reading practice online.</p>

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