

Curriculum Intent:

The study of Modern Foreign Language encourages students to overcome cultural barriers, whilst also fostering their wider academic skills. Students gain a firm grammatical grasp of the target language and expand their vocabulary through in-depth study of a broad range of themes. This in turn allows students to develop a more powerful understanding of their own language. Students are also encouraged to learn new ways of thinking, communicate for a variety of purposes through writing and speaking and develop literacy and aural skills in the foreign language. The development of these skills promotes further success across the whole curriculum. Furthermore, the study of MFL gives students the ability to embrace the fact that the world is a rich and diverse place, whilst fostering their curiosity and encouraging them to explore the wider world around them. It develops students as linguists and opens doors to further study of languages, equipping them to study and work abroad and ultimately preparing them to be global citizens in an increasingly diverse world.

Half-term (or specific weeks)	Programme of Learning	Catch up Elements	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Remote Contingency
Autumn 1	<u>School subjects</u> Definite articles Opinions and reasons Intensifiers Connectives Intensifiers/Quantifiers Adjectival agreement and position Me gusta vs me gustan Verbs like me gusta for opinions estudiar present tense <u>Time table</u> Numbers	<ul style="list-style-type: none"> Focus on literacy and restabilising learning routines 	<ul style="list-style-type: none"> develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues use accurate grammar, spelling and punctuation. 	<ul style="list-style-type: none"> Weekly vocab tests Reading CPR 	<ul style="list-style-type: none"> European day of languages activities 	<ul style="list-style-type: none"> Vocab booklets provided to all students so they can continue learning appropriate vocabulary at home Teacher to give specific instructions as appropriate and necessary to individuals/

	<p>Alphabet Months Numbers Days of the week 3rd person ser</p> <p><u>School uniform</u> llevar Indefinite article Plurals Adjectival agreement Opinions and reason Intensifiers</p>		<ul style="list-style-type: none"> • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • listen to a variety of forms of spoken language to obtain information and respond appropriately • 			<p>groups of students</p> <ul style="list-style-type: none"> • Online resources
<p>Autumn 2</p>	<p><u>Break time activities</u> comer/beber + verbs in the present tense</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • identify and use tenses or other structures which convey the present, 	<ul style="list-style-type: none"> • Weekly vocab tests • Big Write 	<ul style="list-style-type: none"> • Stage 1 MFL Spelling Bee • MFL Christmas 	<ul style="list-style-type: none"> • As above

	<p>Food nouns Connectives Adverbs of time and frequency</p> <p><u>Describing your daily routine</u> Telling the time Reflexive verbs in the present tense Adverbs of time and frequency</p> <p><u>Describing yesterday</u> Preterite introduction Adverbs of time and frequency Opinions and reasons in the past (including lo pas�) Intensifiers Sequencers</p>		<p>past, and future as appropriate to the language being studied</p> <ul style="list-style-type: none"> • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate • express and develop ideas clearly and with increasing accuracy, both orally and in writing 		<p>Card research competition</p>	
<p>Spring 1</p>	<p><u>Describing house</u> Vivir present tense Ser vs estar Gender of nouns Position of adjectives Adjectival agreement</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • speak coherently and confidently, with increasingly accurate pronunciation and intonation 	<ul style="list-style-type: none"> • Weekly vocab tests • Speaking CPR 	<ul style="list-style-type: none"> • Stage 2 MFL Spelling Bee • Une gallette des rois 	<ul style="list-style-type: none"> • As above

	<p><u>My bedroom</u> Opinions and reasons Intensifiers Prepositions + del and de la Giving more complex opinions (pienso que, mis padres piensan que) Conjugating estar in the present tense Connectives <u>Evening activities at home</u> Stem changing verbs introduction in the present tense Negatives (including nunca) Adverbs of time and frequency Sequency Conjunctions</p>		<ul style="list-style-type: none"> • express and develop ideas clearly and with increasing accuracy, both orally and in writing • identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate 			
<p>Spring 2</p>	<p><u>Describing last night</u> Past tense Connectives Adverbs of time and frequency Opinions in the past <u>Describing tomorrow</u> Near future introduction Adverbs of time and frequency Connectives <u>Who you live with</u> Possessive pronouns</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • listen to a variety of forms of spoken language to obtain information and respond appropriately • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text 	<ul style="list-style-type: none"> • Weekly vocab tests • Big Write 	<ul style="list-style-type: none"> • Stage 3 MFL Spelling Bee • LGBT+ MFL link 	<ul style="list-style-type: none"> • As above

	<p>Family members hay Numbers + age in 3rd person</p> <p><u>Pets</u> tener + pets Adjectival agreement with colours Position of adjectives</p>		<p>accurately into the foreign language.</p> <ul style="list-style-type: none"> • express and develop ideas clearly and with increasing accuracy, both orally and in writing • read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture 			
<p>Summer 1</p>	<p><u>Sports</u> tener + pets Adjectival agreement with colours Position of adjectives Negatives</p> <p><u>Musical instruments</u> Tocar in present tense</p> <p><u>Hobbies</u> Aimer + infinitive Expressions with faire On peut + infinitive</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate • <ul style="list-style-type: none"> ▪ read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of 	<ul style="list-style-type: none"> • Weekly vocab tests • Y7 Assessment (writing and reading) 	<ul style="list-style-type: none"> • Foreign Songs 	<ul style="list-style-type: none"> • As above

			<p>short, suitable material</p> <ul style="list-style-type: none"> • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues 			
<p>Summer 2</p>	<p><u>Evening routine</u> Present tense Reflexive verbs in present tense Adverbs of time and frequency Connectives <u>A typical Saturday</u> Nosotros in present tense Yo in present tense Opinions and reasons Intensifiers</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied • speak coherently and confidently, with increasingly accurate pronunciation and intonation 	<ul style="list-style-type: none"> • Weekly vocab tests • CPR on assessment 	<ul style="list-style-type: none"> • Stage 4 MFL Spelling Bee • Bastille Day • Big vocab challenge 	<ul style="list-style-type: none"> • As above

	<p><u>Last Saturday</u> Past tense with further focus on 'nosotros' Adverbs of time and frequency Opinions and reasons in the past Intensifiers</p> <p><u>Next Saturday</u> Near future Future opinions Intensifiers Connectives</p>		<ul style="list-style-type: none"> • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. 			
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Half-term (or specific weeks)	Programme of Learning	Catch up Elements	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Remote Contingency
Autumn 1	<p><u>About me</u></p> <p>Possessive pronouns Family members hay Numbers + age in 3rd person Reflexive verbs for relationships Opinions and reasons Connectives Ser/tener for appearance tener + pets Adjectival agreement with colours Position of adjectives</p>	<p>-Completing a module that students did not finish at end of Y7 and reviewing present and past tense.</p> <p>-Vocab tests to review Y7 vocab tests but with 20 words a week so students are ready to move onto new words at the end of the half term.</p>		<ul style="list-style-type: none"> • Weekly vocab tests • Speaking CPR 	<ul style="list-style-type: none"> • European day of languages activities 	<ul style="list-style-type: none"> • Vocab booklets provided to all students so they can continue learning appropriate vocabulary at home • Teacher to give specific instructions as appropriate and necessary to individuals/ groups of students Online resources
Autumn 2	<p><u>Free time</u></p> <p>Sport: Jugar in the present tense Opinions and reasons Adverbs of time</p>	<ul style="list-style-type: none"> • continued focus review of different tenses and use of grammatical points from 		<ul style="list-style-type: none"> • Weekly vocab tests • Big Write 		<ul style="list-style-type: none"> •

	<p>Negatives with jugar</p> <p><u>Musical instruments</u> Tocar in present tense</p> <p><u>Hobbies</u> Opinions + reasons Me gusta + infinitive Prefiero se puede + infinitive</p> <p><u>Evening routine</u> Present tense Reflexive verbs in present tense Adverbs of time and frequency Connectives</p> <p><u>A typical Saturday</u> Nosotros in present tense Yo in present tense Opinions and reasons</p> <p><u>Last Saturday</u> Past tense with further focus on 'nosotros' Adverbs of time and frequency Opinions and reasons in the past</p> <p><u>Next Saturday</u> Near future Future opinions Connectives Adverbs of time and frequency</p>	<p>previous modules</p> <ul style="list-style-type: none"> Continued focus on prior vocab learning and skills 	<p>express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> <ul style="list-style-type: none"> initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate 		<p>Stage 1 Translation Bee</p> <ul style="list-style-type: none"> MFL Christmas Card research competition Dia de los Muertos 	
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<p style="text-align: center;">Spring 1</p>	<p><u>Describing a town</u> Se puede + infinitive Hay + nouns Indefinite articles Negatives Adjectival agreement/position</p> <p><u>Directions</u> Tú vs usted Asking questions Imperatives</p> <p><u>Last Saturday</u> Preterite Opinions and reasons Connectives Adverbs of time and frequency</p> <p><u>Next Saturday</u> Near future Connectives Opinions and reasons in future Adverbs of time and frequency</p> <p><u>Buying provisions</u> Quiero Conditional Numbers and prices Polite form</p>	<ul style="list-style-type: none"> • continued focus review of different tenses and use of grammatical points from previous modules • Continued focus on prior vocab learning and skills 	<ul style="list-style-type: none"> • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • speak coherently and confidently, with increasingly accurate pronunciation and intonation • express and develop ideas clearly and with increasing accuracy, 	<ul style="list-style-type: none"> • Weekly vocab tests • Year 8 Assessment (Writing and Speaking) 	<ul style="list-style-type: none"> • Language Enrichment Event • MFL careers fair 	<ul style="list-style-type: none"> •

			both orally and in writing			
Spring 2	<p><u>Body and illness</u> Gender/plurals of nouns Possessive articles Present tense Exclamations</p> <p><u>How to keep healthy</u> Adverbs of time and frequency Present tense (comer, beber) Comparatives</p> <p><u>Future resolutions</u> Adverbs of time and frequency Near future Opinions and reasons</p>	<ul style="list-style-type: none"> • continued focus review of different tenses and use of grammatical points from previous modules • Continued focus on prior vocab learning and skills • 	<ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate 	<ul style="list-style-type: none"> • Weekly vocab tests • Reading CPR 	<ul style="list-style-type: none"> • Stage 2 Translation Bee 	<ul style="list-style-type: none"> •

<p>Summer 1</p>	<p><u>Countries/languages</u> Prepositions (a/a la/en) before countries/cities Present tense veranear and passer</p> <p><u>Holidays-present tense</u> Present tense (l) viajar, ir hago como/bebo juego visito es + opinion pienso que es ...</p> <p><u>Weather</u> Present tense weather verbs cuando + weather + activity</p> <p><u>Past holiday</u> Preterite Connectives Opinions and reasons in past Adverbs of time and frequency Past tense weather verbs</p>	<ul style="list-style-type: none"> • continued focus review of different tenses and use of grammatical points from previous modules • Continued focus on prior vocab learning and skills • 	<ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • <ul style="list-style-type: none"> ▪ use accurate grammar, spelling and punctuation. • transcribe words and short sentences that they hear with increasing accuracy • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues 	<ul style="list-style-type: none"> • Weekly vocab tests 	<ul style="list-style-type: none"> • Cultural study 	<ul style="list-style-type: none"> •
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<p>Summer 2</p>	<p><u>Future holiday</u> Near future with yo, él/ella/ nosotros Connectives Opinions and reasons in future Adverbs of time and frequency</p> <p><u>Ideal holiday</u> Si clauses Conditional tense Opinions in conditional Connectives</p>	<ul style="list-style-type: none"> • continued focus review of different tenses and use of grammatical points from previous modules • Continued focus on prior vocab learning and skills • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Weekly vocab tests • Speaking CPR 	<ul style="list-style-type: none"> • Stage 3 Translation Bee • Visits abroad (France, Germany, Spain) • Big vocab challenge • Summer holiday challenge • Stockport MFL challenge 	<ul style="list-style-type: none"> •
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Half-term (or specific weeks)	Programme of Learning	Catch up elements	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Remote Contingency
Autumn 1	<p>The new normal</p> <ul style="list-style-type: none"> -Present tense -Passé compose -Future -Se puede + activity -Cuando + weather + activity 	<ul style="list-style-type: none"> Review of all main key grammatical points from y8 Vocab tests for first half term to review y8 vocab 		<ul style="list-style-type: none"> Weekly vocab and translation tests Extended paragraph CPR Speaking CPR Reading CPR 	<ul style="list-style-type: none"> European day of languages activities 	<ul style="list-style-type: none"> Vocab books/online resources + teacher powerpoint and instructions of work to be completed
Autumn 2	<p>2.1 Social media Comparisons with <i>más que</i> and <i>menos que</i> Question words Regular verbs (perfect tense) <i>Había</i> and <i>era</i> Verbs and prepositions Irregular verbs (perfect tense) <i>Present tense</i></p>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules Continued focus on prior vocab learning and skills 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Reading: understand and</p>	<ul style="list-style-type: none"> Weekly vocab and translation tests Extended paragraph CPR Speaking CPR Listening CPR 	<ul style="list-style-type: none"> MFL Christmas Card research competition 	<ul style="list-style-type: none"> As above

	<p><i>Future tense</i> <i>on</i> 2.2 Mobile Technology <i>Por and para</i> <i>Estar</i> and the continuous present tense Questions Statements of possibility <i>Cuyo</i></p>		<p>respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>			
<p>Spring 1</p>	<p>.1 Music, cinema and TV Regular verbs (present <i>Gustar</i> and <i>encantar</i> <i>Gustar</i> and plural nouns Regular verbs (present tense) Irregular verbs (present tense) Two verbs together Radical changing verbs Past tense Future tense</p>	<ul style="list-style-type: none"> • continued focus review of different tenses and use of grammatical points from previous modules • Continued focus on prior vocab learning and skills 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Reading: understand and respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>	<ul style="list-style-type: none"> • Weekly vocab and translation tests • Extended paragraph CPR • Speaking CPR 	<ul style="list-style-type: none"> • February Revision Challenge • MFL food experience 	<ul style="list-style-type: none"> • As above

<p>Spring 2</p>	<p>.2 Food and eating out Radical changing verbs (e-ie) Pronouns after <i>con</i> Regular adverbs Pronouns after <i>para</i> Two verbs together</p> <p>3.3 Sport <i>Hacer</i> and <i>jugar</i> (present tense) <i>Gustar</i> continued Future tense <i>Hacer, salir, tener</i> and <i>haber</i> (future tense) Irregular verbs (future tense) <i>Y → e</i> and <i>o → u</i></p>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules Continued focus on prior vocab learning and skills 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Readng: understand and respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>	<ul style="list-style-type: none"> Weekly vocab and translation tests 		<ul style="list-style-type: none"> As above
<p>Summer 1</p>	<p><u>Relationships with family and friends + film study</u></p> <p>To have and to be (present tense) Adjectives (incl position) Regular verbs (present tense) Reflexive verbs (present tense) Activities that you do with friends</p>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules Continued focus on prior vocab learning and skills 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Readng: understand and respond to written language</p>	<ul style="list-style-type: none"> Weekly vocab and translation tests Exam preperation 		<ul style="list-style-type: none"> As above

			3.2.4 Writing: communicate in writing			
Summer 2	1.1 e Marriage and partnership Possessive Adjectives Subject pronouns Immediate future tense Direct and indirect object pronouns Adjectives of nationality	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules Continued focus on prior vocab learning and skills 		<ul style="list-style-type: none"> Weekly vocab and translation tests Year 9 exams (all skills) 	<ul style="list-style-type: none"> Bastille Day 	<ul style="list-style-type: none"> As above

Curriculum Planning 2019-2020

Curriculum Area: French

Year Group: 9

Curriculum Intent:

Half-term (or specific weeks)	Programme of Learning	Catch up elements	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Remote contingency
Autumn 1	<p>. .1 Music, cinema and TV Regular verbs (present <i>Gustar</i> and <i>encantar</i> <i>Gustar</i> and plural nouns Regular verbs (present tense) Irregular verbs (present tense) Two verbs together Radical changing verbs Past tense Future tense</p> <p>2 Food and eating out Quantities Verb + infinitive Adverbs of frequency <i>En</i> Demonstrative pronouns Negatives</p>	<ul style="list-style-type: none"> Review of grammar points Listening practice prioritised Vocab test lessons to allow for skills sessions (grammar, speaking, listening old vocab) Memrise HW to review vocab from other topics 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Reading: understand and respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>	<ul style="list-style-type: none"> Weekly vocab and translation tests Extended paragraph CPR Speaking CPR Reading CPR 	<ul style="list-style-type: none"> European day of languages activities 	<ul style="list-style-type: none"> Vocab books/online resources + teacher powerpoint and instructions of work to be completed

<p>Autumn 2</p>	<p><u>Sport tense</u> <i>Gustar</i> continued Future tense <i>Hacer, salir, tener</i> and <i>haber</i> (future tense) Irregular verbs (future tense) <i>Y → e</i> and <i>o → u</i></p> <p><u>Festivals</u> Regular verbs (preterite tense) <i>Ser</i> and <i>ir</i> (preterite tense) Reflexive verbs (preterite tense) Actions and opinions <i>Tener</i> and <i>hacer</i> (preterite tense)</p>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules Continued focus on prior vocab learning and skills 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Reading: understand and respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>	<ul style="list-style-type: none"> Weekly vocab and translation tests Extended paragraph CPR Speaking CPR Listening CPR 	<ul style="list-style-type: none"> MFL Christmas Card research competition MFL and charity work 	<ul style="list-style-type: none"> As above
<p>Spring 1</p>	<p>6.2 Healthy / unhealthy living Expressions with <i>tener</i> Negative words <i>Major que</i> and <i>peor que</i> <i>Deber, tener que, hay que</i> The present subjunctive Imperfect tense</p>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules Continued focus on prior vocab learning and skills 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Reading: understand and respond to written language</p>	<ul style="list-style-type: none"> Weekly vocab and translation tests Extended paragraph CPR Speaking CPR 	<ul style="list-style-type: none"> February Revision Challenge Home Cinema GCSE study day based on a foreign film 	<ul style="list-style-type: none"> As above

			3.2.4 Writing: communicate in writing			
Spring 2	<p>6.2 Home <i>Hay, ser and estar</i> Prepositions Expressions of quantity</p> <p>Where you live <i>Puedo and se puede</i> <i>Estar</i> for locations Demonstrative adjectives and pronouns <i>Ir and hacer</i> (present and preterite tense) Possessive pronouns <i>Los que and las que</i></p>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules Continued focus on prior vocab learning and skills 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Readng: understand and respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>	<ul style="list-style-type: none"> Weekly vocab and translation tests Extended paragraph CPR Speaking CPR 		As above
Summer 1	<p>7.1 Environment <i>Me preocupa(n)</i> Using 'if' sentences Expressions followed by <i>mucho, poco</i> etc. Pluperfect tense Modal verbs Preterite tense</p>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules Continued focus on prior vocab learning and skills 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Readng: understand and</p>	<ul style="list-style-type: none"> Weekly vocab and translation tests Year 10 mocks (all 4 skills) 	A level and university day at Aquinas	As above

			<p>respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>			
<p>Summer 2</p>	<p>7.2 Poverty / <i>Algo and alguien</i> Reflexive constructions Negative expressions <i>Me encanta/preocupa</i> and subjunctive</p>	<ul style="list-style-type: none"> • continued focus review of different tenses and use of grammatical points from previous modules • Continued focus on prior vocab learning and skills 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Reading: understand and respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>	<ul style="list-style-type: none"> • Weekly vocab and translation tests • Extended paragraph CPR • Speaking CPR • Listening CPR 	<p>Host a Spanish Student</p>	<p>As above</p>

Half-term (or specific weeks)	Programme of Learning	Catch up elements	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Remote contingency
Autumn 1	8.1 Holidays and travel Weather expressions (present and past tense) Sequencing Exclamations with the subjunctive Preterite and imperfect tenses together Present tense Future tense Conditiona[n]l tense	<ul style="list-style-type: none"> Review of grammar points/use of tenses Listening practice prioritised Vocab test lessons to allow for skills sessions (grammar, speaking, listening old vocab) Memrise HW to review vocab from other topics 	3.2.1 Listening: understand and respond to spoken language 3.2.2 Speaking: communicate and interact in speech 3.2.3-Reading: understand and respond to written language 3.2.4 Writing: communicate in writing	<ul style="list-style-type: none"> Weekly vocab and translation tests Extended paragraph CPR Speaking CPR Reading CPR 	<ul style="list-style-type: none"> European day of languages activities International Space Challenge: MFL and STEM 	<ul style="list-style-type: none"> Vocab books/online resources + teacher powerpoint and instructions of work to be completed
Autumn 2	8.2 Regions of Spain Points of the compass Adverbs <i>Estar</i> and past participle Verbs Passive voice <i>Desde hacía</i>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules Continued focus on prior vocab 	3.2.1 Listening: understand and respond to spoken language 3.2.2 Speaking: communicate	<ul style="list-style-type: none"> Weekly vocab and translation tests MOCKS Speaking CPR 	<ul style="list-style-type: none"> MFL Christmas Card research competition 	<ul style="list-style-type: none"> As above

	<p>9.1 School and Subjects Revising comparatives and superlatives <i>tú vs usted</i> Revising the imperative Revising the perfect tense <i>desde hace</i> Personal <i>a</i></p>	<p>learning and skills</p>	<p>and interact in speech</p> <p>3.2.3-Reading: understand and respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>			
<p>Spring 1</p>	<p>10.1 Life at school Quantifiers and intensifiers, <i>mucho, poco, bastante, demasiado</i> <i>se debe, hay que, tener que</i> Prepositions Verbs that take the infinitive <i>debería ser</i> and <i>debería haber</i> Imperative</p> <p>11.1 University or work <i>si</i> clauses <i>lo que</i> and <i>lo</i> + adjective <i>cuánto</i> Expressions with <i>tener</i> Present subjunctive after expressions of time Infinitives of reflexive verbs</p> <p>12.1 Choice of career <i>quisiera</i> Using a variety of tenses</p>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules Continued focus on prior vocab learning and skills 	<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Reading: understand and respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>	<ul style="list-style-type: none"> Weekly vocab and translation tests Extended paragraph CPR Speaking CPR 	<ul style="list-style-type: none"> MFL university courses awareness 	<ul style="list-style-type: none"> As above

	Verbs of planning and wanting Present subjunctive in hypothetical situations Past continuous					
Spring 2	Revision and exams		<p>3.2.1 Listening: understand and respond to spoken language</p> <p>3.2.2 Speaking: communicate and interact in speech</p> <p>3.2.3-Reading: understand and respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>	<ul style="list-style-type: none"> • Weekly vocab and translation tests • Extended paragraph CPR • MOCKS 		As above
Summer 1	Revision and exams			<ul style="list-style-type: none"> • GCSEs 		
Summer 2						