

**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 Connectives Intensifiers/Quantifiers Adjectival agreement and position étudier present tense  <u>Time table</u> Numbers Alphabet Months Numbers Days of the week Telling the time	<ul style="list-style-type: none"> <li>Focus on literacy and restabilising learning routines</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>use accurate grammar, spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly vocab tests</li> <li>Reading CPR</li> </ul>	<ul style="list-style-type: none"> <li>European day of languages activities</li> </ul>	<ul style="list-style-type: none"> <li>Vocab booklets provided to all students so they can continue learning appropriate vocabulary at home</li> <li>Teacher to give specific instructions as appropriate and necessary to individuals/</li> </ul>

	<p>3<sup>rd</sup> person être</p> <p><u>School uniform</u> porter Indefinite article Plurals Adjectival agreement Opinions and reasons</p>		<ul style="list-style-type: none"> <li>• initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> <li>• 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</li> <li>• listen to a variety of forms of spoken language to obtain information and respond appropriately</li> <li>•</li> </ul>			<p>groups of students</p> <ul style="list-style-type: none"> <li>• Online resources</li> </ul>
<p><b>Autumn 2</b></p>	<p><u>Break time activities</u> manger/boire -er verbs in the present</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• identify and use tenses or other structures which convey the present,</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> <li>• Big Write</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 1 MFL Spelling Bee</li> <li>• MFL Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

	<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> Passé composé introduction Adverbs of time and frequency Opinions and reasons in the past</p>		<p>past, and future as appropriate to the language being studied</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> <li>• express and develop ideas clearly and with increasing accuracy, both orally and in writing</li> </ul>		<p>Card research competition</p>	
<p><b>Spring 1</b></p>	<p><u>Describing house</u> Habiter present tense Gender of nouns Position of adjectives Adjectival agreement</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> <li>• Speaking CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2 MFL Spelling Bee</li> <li>• Une gallette des rois</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

	<p><u>My bedroom</u> Opinions and reasons Prepositions Giving more complex opinions (je pense que, mes parents pensent que) Conjugating être in the present tense Connectives</p> <p><u>Evening activities at home</u> er verbs in the present tense Negatives (including jamais)</p>		<ul style="list-style-type: none"> <li>• express and develop ideas clearly and with increasing accuracy, both orally and in writing</li> <li>• identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</li> <li>• use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> </ul>			
<p><b>Spring 2</b></p>	<p><u>Describing last night</u> _Passé composé Connectives Adverbs of time and frequency Opinions in the past</p> <p><u>Describing tomorrow</u> Near future introduction Adverbs of time and frequency</p> <p><u>Who you live with</u> Possessive pronouns Family members</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• listen to a variety of forms of spoken language to obtain information and respond appropriately</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> <li>• Big Write</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3 MFL Spelling Bee</li> <li>• LGBT+ MFL link</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

	<p>il y a Numbers + age in 3rd person</p> <p><u>Pets</u> avoir + pets Adjectival agreement with colours</p>		<p>accurately into the foreign language.</p> <ul style="list-style-type: none"> <li>• express and develop ideas clearly and with increasing accuracy, both orally and in writing</li> <li>• 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</li> </ul>			
<p><b>Summer 1</b></p>	<p><u>Sports</u> Jouer à + sports Opinions and reasons Adverbs of time Negatives with jouer (ne..pas, ne..jamais..ne..que)</p> <p><u>Musical instruments</u> Jouer de + instrument Du, de la de l' des</p> <p><u>Hobbies</u> Aimer + infinitive Expressions with faire On peut + infinitive</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> <li>• Y7 Assessment (writing and reading)</li> </ul>	<ul style="list-style-type: none"> <li>• Foreign Songs</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

			<p>short, suitable material</p> <ul style="list-style-type: none"> <li>• use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> <li>• 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</li> </ul>			
<p><b>Summer 2</b></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> Nous in the present tense Je present tense Opinions and reasons</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</li> <li>• speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> <li>• CPR on assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 4 MFL Spelling Bee</li> <li>• Bastille Day</li> <li>• Big vocab challenge</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

	<p><u>Last Saturday</u>  Passé compose with further focus on 'nous'  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>		<ul style="list-style-type: none"> <li>• initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> <li>• 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.</li> </ul>			
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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
<b>Autumn 1</b>	<p><u>About me</u></p> <p>Possessive pronouns Family members il y a Numbers + age in 3rd person Reflexive verbs for relationships Opinions and reasons Connectives Avoir/être Avoir + pets Adjectival agreement Describing my life in lockdown</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"> <li>• Weekly vocab tests</li> <li>• Speaking CPR</li> </ul>	<ul style="list-style-type: none"> <li>• European day of languages activities</li> </ul>	<ul style="list-style-type: none"> <li>• Vocab booklets provided to all students so they can continue learning appropriate vocabulary at home</li> <li>• Teacher to give specific instructions as appropriate and necessary to individuals/ groups of students Online resources</li> </ul>
<b>Autumn 2</b>	<p><u>Free time</u></p> <p>Sport: Jouer à + sports Opinions and reasons Adverbs of time</p>			<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> <li>• Big Write</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>



	<p>Negatives with jouer (ne..pas, ne..jamais..ne..que)</p> <p><u>Musical instruments</u> Jouer de + instrument Du, de la de l' des</p> <p><u>Hobbies</u> Aimer + infinitive Expressions with faire On peut + 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> Nous in the present tense Je present tense Opinions and reasons</p> <p><u>Last Saturday</u> Passé compose with further focus on 'nous' 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>express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> <ul style="list-style-type: none"> <li>• initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> <li>• identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</li> <li>• use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> </ul>		<p>Stage 1 Translation Bee</p> <ul style="list-style-type: none"> <li>• MFL Christmas Card research competition</li> <li>• Dia de los Muertos</li> </ul>	
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<b>Spring 1</b>	<p><u>Describing a town</u> On peut + infinitive Il y a + nouns Indefinite article Negatives Adjectival agreement/position</p> <p>Directions Tu vs vous Asking questions Imperatives</p> <p><u>Last Saturday</u> Passé composé 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> De with quantities Conditional Numbers and prices Polite form</p>	•	<ul style="list-style-type: none"> <li>• use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> <li>• initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> <li>• 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</li> <li>• speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> <li>• express and develop ideas clearly and with</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> <li>• Year 8 Assessment (Writing and Speaking)</li> </ul>	<ul style="list-style-type: none"> <li>• Language Enrichment Event</li> <li>• MFL careers fair</li> </ul>	•

			increasing accuracy, 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 (manger, boire) Comparatives</p> <p><u>Future resolutions</u> Adverbs of time and frequency Near future Opinions and reasons</p>	•	<ul style="list-style-type: none"> <li>• 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</li> <li>• initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> <li>• use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> <li>• Reading CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2 Translation Bee</li> </ul>	•

<p><b>Summer 1</b></p>	<p><u>Countries/languages</u> Prepositions (à/au/en) before countries/cities Present tense aller and passer</p> <p><u>Holidays-present tense</u> Present tense (l) voyager, aller je fais je mange/bios je joue je visite c'est + opinion je pense que c'est ...</p> <p><u>Weather</u> Present tense weather verbs quand + weather + activity</p> <p><u>Past holiday</u> Passé composé with avoir and être Connectives Opinions and reasons in past Adverbs of time and frequency Past tense weather verbs</p> <p><u>Future holiday</u></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• <ul style="list-style-type: none"> <li>▪ use accurate grammar, spelling and punctuation.</li> </ul> </li> <li>• transcribe words and short sentences that they hear with increasing accuracy</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural study</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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<p><b>Summer 2</b></p>	<p><u>Future holiday</u> Near future with je, il/elle, nous 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>	<p>•</p>	<p>•</p>	<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> <li>• Speaking CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 3 Translation Bee</li> <li>• Visits abroad (France, Germany, Spain)</li> <li>• Big vocab challenge</li> <li>• Summer holiday challenge</li> </ul>	<p>•</p>
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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><b>The new normal</b></p> <ul style="list-style-type: none"> <li>-Present tense</li> <li>-Passé compose</li> <li>-Future</li> <li>-On peut/on pouvait + infinitive (+ negative)</li> <li>-Quand + weather + activity</li> </ul>	<ul style="list-style-type: none"> <li>Review of all main key grammatical points from y8</li> <li>Vocab tests for first half term to review y8 vocab</li> </ul>	<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"> <li>Weekly vocab and translation tests</li> <li>Extended paragraph CPR</li> <li>Speaking CPR</li> <li>Reading CPR</li> </ul>	<ul style="list-style-type: none"> <li>European day of languages activities</li> <li>Film</li> </ul>	<ul style="list-style-type: none"> <li>Vocab books/online resources + teacher powerpoint and instructions of work to be completed</li> </ul>
Autumn 2	<p>2.1 Social media</p> <p>Present tense</p> <p>Irregular verbs (present tense)</p> <p>Past tense</p> <p>Future tense</p> <p><i>Avec</i> and <i>sans</i></p> <p><i>Grâce à</i></p> <p><i>on</i></p> <p>2.2 Mobile Technology</p> <p>it' and 'that' = <i>ce, c', ça</i></p>		<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"> <li>Weekly vocab and translation tests</li> <li>Extended paragraph CPR</li> <li>Speaking CPR</li> <li>Listening CPR</li> </ul>	<ul style="list-style-type: none"> <li>MFL Christmas Card research competition</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>

	<p>Interrogative adjectives <i>Aller, faire</i> and other common irregular verbs <i>Moi, toi, lui</i> and <i>elle</i> Irregular verbs (present tense) Past tense Future tense <i>Il est possible que</i> + subjunctive</p>		<p>respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>			
<b>Spring 1</b>	<p>.1 Music, cinema and TV Regular verbs (present tense) Regular verbs (perfect tense) Question words Prefect tense (<i>être</i>) Future tense Time phrases</p>		<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"> <li>• Weekly vocab and translation tests</li> <li>• Extended paragraph CPR</li> <li>• Speaking CPR</li> </ul>	<ul style="list-style-type: none"> <li>• February Revision Challenge</li> <li>• MFL food experience</li> <li>• MFL Masterchef</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>
<b>Spring 2</b>	<p>.2 Food and eating out Quantities Verb + infinitive Adverbs of frequency</p>		<p>3.2.1 Listening: understand and respond to spoken language</p>	<ul style="list-style-type: none"> <li>• Weekly vocab and translation tests</li> </ul>		<ul style="list-style-type: none"> <li>• As above</li> </ul>

	<p><i>En</i>          Demonstrative pronouns          Negatives          3.3 Sport          Subordinating conjunctions  <i>Quand, lorsque</i> and <i>si</i>  <i>Jouer à</i> and <i>faire de</i>          Opinion verbs          Emphatic pronouns  <i>En</i> and <i>y</i></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>			
<p><b>Summer 1</b></p>	<p><u>Relationships with family and friends + film study</u>          To have and to be (present tense)          Reflexive verbs          Possessive Adjectives          Comparatives and superlatives          Adjectival agreement          Activities that you do with friends              Direct object pronouns          1.1 Marriage and partnership          Position of adjectives          Immediate future and future tense  <i>Que</i> and <i>qui</i>          Direct and indirect object pronouns</p>		<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"> <li>• Weekly vocab and translation tests</li> <li>• Exam preparation</li> </ul>	<ul style="list-style-type: none"> <li>• A foreign theatre experience</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>



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<b>Summer 2</b>	Project			<ul style="list-style-type: none"> <li>• Weekly vocab and translation tests</li> <li>• Year 9 exams (all skills)</li> </ul>	<ul style="list-style-type: none"> <li>• Bastille Day</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

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 tense) Regular verbs (perfect tense) Question words Prefect tense (<i>être</i>) Future tense Time phrases</p> <p>2 Food and eating out Quantities Verb + infinitive Adverbs of frequency <i>En</i> Demonstrative pronouns Negatives 3.3 Sport Subordinating conjunctions <i>Quand, lorsque</i> and <i>si</i> <i>Jouer à</i> and <i>faire de</i> Opinion verbs Emphatic pronouns <i>En</i> and</p>	<ul style="list-style-type: none"> <li>Review of grammar points</li> <li>Listening practice prioritised</li> <li>Vocab test lessons to allow for skills sessions (grammar, speaking, listening old vocab)</li> <li>Memrise HW to review vocab from other topics</li> </ul>	<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"> <li>Weekly vocab and translation tests</li> <li>Extended paragraph CPR</li> <li>Speaking CPR</li> <li>Reading CPR</li> </ul>	<ul style="list-style-type: none"> <li>European day of languages activities</li> </ul>	<ul style="list-style-type: none"> <li>Vocab books/online resources + teacher powerpoint and instructions of work to be completed</li> </ul>

<p><b>Autumn 2</b></p>	<p><u>Festivals</u> Common expressions in the imperfect tense Common verbs in the imperfect tense Indefinite adjectives Perfect or imperfect tense? Imperfect tense</p>	<ul style="list-style-type: none"> <li>• continued focus review of different tenses and use of grammatical points from previous modules</li> <li>• Continued focus on prior vocab learning and skills</li> </ul>	<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"> <li>• Weekly vocab and translation tests</li> <li>• Extended paragraph CPR</li> <li>• Speaking CPR</li> <li>• Listening CPR</li> </ul>	<ul style="list-style-type: none"> <li>• MFL Christmas Card research competition</li> <li>• MFL and charity work</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>
<p><b>Spring 1</b></p>	<p>6.2 Healthy / unhealthy living <i>Devoir</i> and <i>pouvoir</i> + infinitive Imperfect tense of <i>être</i>, <i>avoir</i> and <i>faire</i> <i>Il faut</i> + infinitive Expressions of quantity Pluperfect tense <i>Il vaut / il vaudrait mieux</i> Negatives</p>	<ul style="list-style-type: none"> <li>• continued focus review of different tenses and use of grammatical points from previous modules</li> <li>• Continued focus on prior vocab learning and skills</li> </ul>	<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"> <li>• Weekly vocab and translation tests</li> <li>• Extended paragraph CPR</li> <li>• Speaking CPR</li> </ul>	<ul style="list-style-type: none"> <li>• February Revision Challenge</li> <li>• Home Cinema GCSE study day based on a foreign film</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>

<p><b>Spring 2</b></p>	<p><u>Home</u> Position and agreement of adjectives Negatives followed by <i>de</i> Plurals of nouns Partitive articles The conditional</p> <p><u>Where you live</u> <i>Habiter and vivre</i> Demonstrative adjectives <i>C'est and il y a</i> Prepositions Possessive pronouns Comparatives and superlatives</p>	<ul style="list-style-type: none"> <li>continued focus review of different tenses and use of grammatical points from previous modules</li> <li>Continued focus on prior vocab learning and skills</li> </ul>	<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"> <li>Weekly vocab and translation tests</li> <li>Extended paragraph CPR</li> <li>Speaking CPR</li> </ul>		<p>As above</p>
<p><b>Summer 1</b></p>	<p>7.1 Environment <i>Devoir and pouvoir + infinitive</i> <i>Si + present tense</i> <i>Pouvoir, vouloir and devoir</i> in the conditional <i>Si + present + future</i> Pluperfect tense <i>En and y</i></p> <p>7.2 Poverty / homelessness The imperative (<i>vous &amp; tu</i>) Verbs of possibility <i>Permettre de + infinitive</i> The subjunctive</p>	<ul style="list-style-type: none"> <li>continued focus review of different tenses and use of grammatical points from previous modules</li> <li>Continued focus on prior vocab learning and skills</li> </ul>	<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"> <li>Weekly vocab and translation tests</li> <li>Year 10 mocks (all 4 skills)</li> </ul>	<p>A level and university day at Aquinas</p>	<p>As above</p>

<p><b>Summer 2</b></p>	<p>Poverty and Homelessness The imperative (<i>vous &amp; tu</i>) Verbs of possibility <i>Permitter de + infinitive</i> The subjunctive</p>	<ul style="list-style-type: none"> <li>• continued focus review of different tenses and use of grammatical points from previous modules</li> <li>• Continued focus on prior vocab learning and skills</li> </ul>	<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"> <li>• Weekly vocab and translation tests</li> <li>• Extended paragraph CPR</li> <li>• Speaking CPR</li> <li>• Listening CPR</li> </ul>	<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
<b>Autumn 1</b>	8.1 Holidays and travel Prepositions for countries and transport Sequencing Negatives <i>Depuis</i> + the present tense <i>Y</i> Imperfect and perfect tenses together <i>Après avoir / être &amp; venir de</i>	<ul style="list-style-type: none"> <li>Review of grammar points/use of tenses</li> <li>Listening practice prioritised</li> <li>Vocab test lessons to allow for skills sessions (grammar, speaking, listening old vocab)</li> <li>Memrise HW to review vocab from other topics</li> </ul>	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"> <li>Weekly vocab and translation tests</li> <li>Extended paragraph CPR</li> <li>Speaking CPR</li> <li>Reading CPR</li> </ul>	<ul style="list-style-type: none"> <li>European day of languages activities</li> <li>International Space Challenge: MFL and STEM</li> </ul>	<ul style="list-style-type: none"> <li>Vocab books/online resources + teacher powerpoint and instructions of work to be completed</li> </ul>
<b>Autumn 2</b>	8.2 Regions of France Perfect tense Imperfect tense of -er verbs Imperfect tense with <i>avoir, être</i> and <i>faire</i> Using three tenses  9.1 School and Subjects Using adverbs	<ul style="list-style-type: none"> <li>continued focus review of different tenses and use of grammatical points from previous modules</li> <li>Continued focus on prior vocab</li> </ul>	3.2.1 Listening: understand and respond to spoken language  3.2.2 Speaking: communicate	<ul style="list-style-type: none"> <li>Weekly vocab and translation tests</li> <li>MOCKS</li> <li>Speaking CPR</li> </ul>	<ul style="list-style-type: none"> <li>MFL Christmas Card research competition</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>

	<p>Using <i>de</i> after quantities</p> <p>Revision of perfect tense of regular and irregular verbs</p> <p>Emphatic pronouns</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><b>Spring 1</b></p>	<p>10.1 Life at school</p> <p>Comparatives of adverbs</p> <p>Revision of <i>pouvoir, vouloir</i> and <i>devoir</i></p> <p>Superlative adverbs</p> <p>Revision of <i>il faut</i></p> <p>Revision of the conditional</p> <p>Time phrases</p> <p>11.1 University or work</p> <p>Pronouns <i>ce que</i> and <i>ce qui</i></p> <p>Intensifiers</p> <p><i>si</i> clauses in the present</p> <p><i>si</i> clauses in the future</p> <p><i>quand</i> with the future tense</p> <p>Two-verb structures</p> <p>12.1 Choice of career</p> <p>Verbs of liking and disliking (incl conditional)</p> <p>Passive voice in the present tense</p> <p>Revision of comparatives and superlatives</p> <p>Avoiding the passive</p>	<ul style="list-style-type: none"> <li>continued focus review of different tenses and use of grammatical points from previous modules</li> <li>Continued focus on prior vocab learning and skills</li> </ul>	<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"> <li>Weekly vocab and translation tests</li> <li>Extended paragraph CPR</li> <li>Speaking CPR</li> </ul>	<ul style="list-style-type: none"> <li>MFL university courses awareness</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>

	Recognising the passive in the past and future					
<b>Spring 2</b>	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"> <li>• Weekly vocab and translation tests</li> <li>• Extended paragraph CPR</li> <li>• MOCKS</li> </ul>		As above
<b>Summer 1</b>	Revision and exams			<ul style="list-style-type: none"> <li>• GCSEs</li> </ul>		
<b>Summer 2</b>						