

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	<p><u>School subjects</u> Definite articles Opinions and reasons Connectives Intensifiers/Quantifiers Adjectival agreement gern / lieber / am liebsten lernen present tense</p> <p><u>Time table</u> Numbers Days of the week Telling the time Verb inversion haben 3rd person SEIN</p>	<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><u>School uniform</u> tragen Indefinite article (accusative) Plurals Adjectival agreement Opinions and reasons</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> essen/trinken present tense verbs Food nouns Connectives</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>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 Verb inversion</p> <p><u>Describing yesterday</u> Perfect tense introduction Adverbs of time and frequency Opinions and reasons in the</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> Wohnen present tense Es gibt + accusative Gender of nouns Adjectival agreement <u>My bedroom</u> Opinions and reasons</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>Prepositions + dative Giving more complex opinions (ich denke, dass, meine Eltern denken, dass) Conjugating sein/sich befinden in the present tense Connectives <u>Evening activities at home</u> Irregular verbs 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> Perfect tense Connectives Adverbs of time and frequency Opinions in the past <u>Describing tomorrow</u> Introduce the future Adverbs of time and frequency Connectives Opinions <u>Who you live with</u> Possessive pronouns Family members es gibt + accusative Numbers + age in 3rd person</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

	<u>Pets</u> haben + pets Adjectival agreement with colours		accurately into the foreign language. <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 			
Summer 1	<u>Sports</u> Gern/nicht gern + sports and spielen and machen Opinions and reasons Adverbs of time Negatives with spielen <u>Musical instruments</u> spielen in the present tense <u>Hobbies</u> gern/nicht gern/lieber + verb man kann + infinitive	<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> wir in the present tense ich present tense Opinions and reasons</p> <p><u>Last Saturday</u> Past tense with further focus on 'wir'</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>Adverbs of time and frequency Opinions and reasons in the past</p> <p><u>Next Saturday</u> Future introductions Future opinions Connectives Adverbs of time and frequency</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 es gibt + accusative Numbers + age in 3rd person</p> <p>Reflexive verbs for relationships Opinions and reasons Connectives Adverbs of time and frequency Describing appearance with haben und sein haben + pets Adjectival agreement with colours</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>Gern/nicht gern + sports and spielen and machen 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 spielen <u>Musical instruments</u> spielen in the present tense <u>Hobbies</u> gern/nicht gern/lieber + verb man kann + infinitive</p> <p><u>Evening routine</u> Present tense Reflexive verbs in present tense Adverbs of time and frequency Connectives <u>A typical Saturday</u> wir in the present tense ich present tense Opinions and reasons <u>Last Saturday</u> Past tense with further focus on 'wir' Adverbs of time and frequency Opinions and reasons in the past <u>Next Saturday</u> Future introductions 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 	
<p>Spring 1</p>	<p><u>Describing a town</u> Man kann + infinitive Es gibt + nouns (accusative) Indefinite articles Negatives Adjectival agreement</p>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical 	<ul style="list-style-type: none"> use and manipulate a variety of key grammatical structures and patterns, including 	<ul style="list-style-type: none"> Weekly vocab tests Year 8 Assessment (Writing 	<ul style="list-style-type: none"> Language Enrichment Event MFL careers fair 	<ul style="list-style-type: none">

	<p><u>Directions</u> Asking questions Imperatives</p> <p><u>Last Saturday</u> Perfect tense Opinions and reasons Connectives Adverbs of time and frequency</p> <p><u>Next Saturday</u> Future Connectives Opinions and reasons in future Adverbs of time and frequency</p> <p><u>Buying provisions</u> ich möchte Conditional Numbers and prices Polite form</p>	<p>points from previous modules</p> <ul style="list-style-type: none"> Continued focus on prior vocab learning and skills 	<p>voices and moods, as appropriate</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 speak coherently and confidently, with increasingly accurate pronunciation and intonation express and develop ideas clearly and with increasing accuracy, both orally and in writing 	<p>and Speaking)</p>		
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<p>Spring 2</p>	<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 (essen and trinken) Comparatives</p> <p><u>Future resolutions</u> Adverbs of time and frequency 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> Prepositons (zu/nach/in) before countries/cities Present tense fahren</p> <p><u>Holidays-present tense</u> Present tense (I) fahren Dative with mit</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"> • read and show comprehension of original and adapted 	<ul style="list-style-type: none"> • Weekly vocab tests 	<ul style="list-style-type: none"> • Cultural study 	<ul style="list-style-type: none"> •

	<p>ich mache ich esse/trinke ich spiele ich besuche es ist + opinion ich finde es ...</p> <p><u>Weather</u> Present tense weather verbs wenn + weather + activity verb as second idea</p> <p><u>Past holiday</u> Perfect tense with haben and sein Connectives Opinions and reasons in past Adverbs of time and frequency Past tense weather verbs</p>	<p>previous modules</p> <ul style="list-style-type: none"> Continued focus on prior vocab learning and skills 	<p>materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <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 			
<p>Summer 2</p>	<p><u>Future holiday</u> Future tense with ich, er/sie, wir Connectives Opinions and reasons in future Adverbs of time and frequency</p> <p><u>Ideal holiday</u> Si clauses Conditional 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 	<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 	<ul style="list-style-type: none">

	Opinions in conditional Connectives	• learning and skills			<ul style="list-style-type: none">• Summer holiday challenge• Stockport MFL challenge	
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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 Using the present tense for the future Direct and indirect object pronouns Coordinating conjunctions <i>Weil</i> and <i>wenn</i> <i>Wann, wenn</i> and <i>als</i> The imperative <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-Readng: 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></p> <p>2.2 Mobile Technology Perfect tense (incl <i>sein</i>) Imperfect tense Possessive adjectives</p>		<p>respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>			
Spring 1	<p>.1 Music, cinema and TV Separable verbs (incl perfect tense) Verb 2nd (incl perfect tense) Word order (TMP) 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
Spring 2	<p>.2 Food and eating out Saying what you'd like to do Negatives (<i>nicht</i> and <i>kein</i>) Modes of address Forming questions</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>	<ul style="list-style-type: none"> Weekly vocab and translation tests 		<ul style="list-style-type: none"> As above

	<p>3.3 Sport Saying what you prefer Time expressions Separable and reflexive verbs (future tense) Modal verbs</p>		<p>3.2.3-Reading: understand and respond to written language</p> <p>3.2.4 Writing: communicate in writing</p>			
Summer 1	<p><u>Relationships with family and friends + film study</u> To have and to be (present tense) Accusative case Regular and irregular verbs (present tense) Reflexive verbs Separable verbs Possessive Adjectives</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 Exam preparation 		<ul style="list-style-type: none"> As above
Summer 2	<p>1.1 e Marriage and partnership Adjectives Comparatives Future tense Superlatives</p>	<ul style="list-style-type: none"> continued focus review of different tenses and use of grammatical points from previous modules 		<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

		<ul style="list-style-type: none">Continued focus on prior vocab learning and skills				
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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</u> Saying what you prefer Time expressions Separable and reflexive verbs (future tense) Modal verbs</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-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 		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-Reading: 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						