

Programme of study for Year 11 MFL 2023-2024

Autumn (1 <sup>st</sup> term)	Autumn (2 <sup>nd</sup> term)	Spring (1 <sup>st</sup> term)	Spring (2 <sup>nd</sup> Term)	Summer (1 <sup>st</sup> term)	Summer (2 <sup>nd</sup> term)
Other timing: From: Sept To: Oct	Other timing: From: Oct To: Dec	Other timing: From: Jan To: Feb	Other timing: From: Feb To: Apr	Other timing: From: Apr To: June	Other timing: From: June To: July
<b>Topic / Key Question:</b> <b>GCSE: Theme 3: School and future plans</b>	<b>Topic / Key Question:</b> <b>GCSE: Theme 3: School and future plans</b>	<b>Topic / Key Question:</b> <b>GCSE: Revision: Theme 2 and theme 1</b>	<b>Topic / Key Question:</b> <b>GCSE: Revision</b>	<b>Topic / Key Question:</b>	<b>Topic / Key Question:</b>
Key Learning Outcomes (students should know):  <ul style="list-style-type: none"> <li>✓ To be able to talk about the subjects you study and</li> <li>✓ To be able to give opinions and complex reasons about school subjects using two tenses</li> <li>✓ To learn some idiomatic expressions to justify your opinions</li> <li>✓ To be able to use modal verbs and imperative commands to give advice on how to be a good student.</li> <li>✓ To use two tenses to give an account of a typical day at school.</li> <li>✓ To discuss school rules and use the conditional and 2<sup>nd</sup> conditional sentences to say what you would change.</li> </ul>	Key Learning Outcomes (students should know)  <ul style="list-style-type: none"> <li>✓ To be able to use the future tense to explain what your plans are post 16</li> <li>✓ To be able to discuss the advantages and disadvantages of studying vs working post 16</li> <li>✓ To discuss what your ideal job would be</li> <li>✓ To learn how to apply for a job in the TL.</li> </ul>	Key Learning Outcomes (students should know): All to recap GCSE themes in the following order:  <u><b>Theme 2:</b></u> Social issues and healthy living Global issues Home, town, neighbourhood and region Travel and tourism  <u><b>Theme 1:</b></u> me, my family and friends, Customs, and traditions Technology in everyday life Free time activities	Key Learning Outcomes (students should know):  All to recap GCSE themes in the following order:  <u><b>Theme 3:</b></u> My studies Life at school Education post-16 Jobs, career choices and ambitions	Key Learning Outcomes (students should know):  <u><b>GCSE exams</b></u>	Key Learning Outcomes (students should know): N/A
<b>Assessment 1:</b> Speaking, listening, reading and writing on all topics of the specification learnt so far		<b>Assessment 2:</b> Speaking, listening, reading, and writing on all the topics of the specification learnt so far.		<b>GCSE exams</b>	

<p><b>Rationale for sequence:</b> In this sequence students will be able to revise school subjects and opinions but will expand those with a variety of complex structures and idiomatic expressions to expand their range of language. Students will be able to express their own preferences about school subjects, which is relevant for them as students.</p>	<p><b>Rationale for sequence:</b> Students will be able to revise and consolidate vocabulary and previous structures to discuss their ideal jobs and will be able to discuss the advantages and disadvantages of working vs studying, which is relevant for them at this stage of their lives. They will also be able to learn how to apply for a job in a foreign language and the different types of jobs that could be on offer for them.</p>	<p><b>Rationale for sequence:</b> Students begin to start revising the GCSE specification from year 9. Teachers will assess their competence on the different topics to be able to determine which topics they are more confident with. In these lessons they will be revising vocab that has already been revised through interleaving topics in years 9, 10 and 11. They will complete reading, listening, speaking and writing GCSE style questions.</p>	<p><b>Rationale for sequence:</b> Students in these lessons will be revising vocab that has already been taught at the beginning of year 11. They will revise the vocabulary and the key structures. They will complete reading, listening, speaking and writing GCSE style questions.</p>	<p><b>Rationale for sequence:</b></p>	<p><b>Rationale for sequence:</b> N/A</p>
<p><b>Reading / literacy:</b> Developing reading comprehension skills in the TL, class discussions both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar and phonics</p>	<p><b>Reading / literacy:</b> Developing reading comprehension skills in the TL, class discussions both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar and phonics</p>	<p><b>Reading / literacy:</b> Developing reading comprehension skills in the TL, class discussions both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar and phonics</p>	<p><b>Reading / literacy:</b> Developing reading comprehension skills in the TL, class discussions both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar and phonics</p>	<p><b>Reading / literacy:</b></p>	<p><b>Reading / literacy:</b></p>
<p><b>Numeracy:</b> Learning numbers</p>	<p><b>Numeracy:</b> Recapping numbers Surveying and writing results</p>	<p><b>Numeracy:</b> Recapping numbers Surveying and writing results</p>	<p><b>Numeracy:</b> Recapping numbers Surveying and writing results</p>	<p><b>Numeracy:</b></p>	<p><b>Numeracy:</b></p>
<p><b>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</b> Students will be able to work with the FLAs Students will be able to develop SMSC aspects through discussions about school subjects, bullying, school rules, employment, etc</p>					