

## Programme of study for Year 7 MFL 2024-2025

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 / Big Question:</b>  <ul style="list-style-type: none"> <li>✓ Phonics and classroom language</li> <li>✓ Greetings, Introductions</li> <li>✓ Age and birthday</li> <li>✓ European day of languages</li> <li>✓ Family members</li> <li>✓ Pets</li> </ul>	<b>Topic / Big Question:</b>  <ul style="list-style-type: none"> <li>✓ Family members continue</li> <li>✓ Descriptions of appearance</li> <li>✓ Christmas celebrations in TL countries</li> </ul>	<b>Topic / Big Question:</b>  <ul style="list-style-type: none"> <li>✓ The present tense of regular verbs</li> <li>✓ School subjects and opinions</li> <li>✓ Schools' facilities</li> <li>✓ Activities that you do at school.</li> <li>✓ Schools in the UK vs schools in TL countries.</li> <li>✓ Easter in Spain and Spanish speaking world</li> </ul>	<b>Topic / Big Question:</b>  <ul style="list-style-type: none"> <li>✓ Schools in the UK vs schools in TL countries.</li> <li>✓ Discussing jobs people do</li> <li>✓ Using the 3<sup>rd</sup> person of regular and irregular present tense verbs</li> <li>✓ Recap of plurals of nouns and adjectives</li> </ul>	<b>Topic / Big Question:</b>  <ul style="list-style-type: none"> <li>✓ Discuss where people work and what they do in their job</li> <li>✓ Using the conditional tense to talk about future plans for employment</li> </ul>	<b>Topic / Big Question:</b>  <ul style="list-style-type: none"> <li>✓ Using the conditional tense to talk about future plans for employment.</li> <li>✓ Revision of the conditional tense to express future.</li> <li>✓ Revision of grammar and tenses.</li> <li>✓ Preparation for end of year assessments</li> <li>✓ Film project Coco</li> </ul>
<b>Skills (students should be able to do):</b>  Listening, speaking, reading, writing, translation, grammar	<b>Skills (students should be able to do):</b>  Listening, speaking, reading, writing, translation, grammar	<b>Skills (students should be able to do):</b>  Listening, speaking, reading, writing, translation, grammar	<b>Skills (students should be able to do):</b>  Listening, speaking, reading, writing, translation, grammar	<b>Skills (students should be able to do):</b>  Listening, speaking, reading, writing, translation, grammar	<b>Skills (students should be able to do):</b>  Listening, speaking, reading, writing, translation, grammar
<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>✓ Key vocabulary to introduce themselves and others</li> <li>✓ Numbers and months</li> <li>✓ Verb to have and verb to be in the present tense for key people</li> </ul>	<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>✓ Vocabulary to name family members</li> <li>✓ Pluralisation of nouns</li> <li>✓ There is and there are</li> <li>✓ Vocabulary to describe personal appearance</li> <li>✓ Linking words</li> </ul>	<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>✓ Vocabulary to name school subjects</li> <li>✓ Vocabulary to describe our school and compare it to a TL school</li> <li>✓ Present tense of regular verbs</li> </ul>	<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>✓ The conditional tense</li> <li>✓ Connectives</li> <li>✓ Time phrases in present</li> </ul>	<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>✓ Vocabulary related to jobs</li> <li>✓ Vocabulary to discuss what others do in their jobs</li> </ul>	<b>Key Learning Outcomes (students should know):</b> <ul style="list-style-type: none"> <li>✓ The conditional tense</li> <li>✓ Discussing future plans</li> <li>✓ Recapping grammar learnt throughout the year</li> </ul>

Students will be able, to varying degrees of complexity and accuracy, to understand, speak and write sentences that seek and convey personal information.	<ul style="list-style-type: none"> <li>✓ Questions</li> <li>✓ Sentence and question structures including opinions</li> </ul> <p>Students will be able, to varying degrees of accuracy and complexity, to understand, speak and write sentences that seek and convey information about their families.</p>	<ul style="list-style-type: none"> <li>✓ Opinions and some reasons</li> <li>✓ Sequencing adverbs</li> <li>✓ Vocabulary to describe where they and others study.</li> </ul> <p>Students will be able, to varying degrees of accuracy and complexity, to understand, speak and write sentences that seek and convey information about their studies and school and convey information about their daily routine in school.</p>	Students will be able, to varying degrees of accuracy and complexity, to understand, speak and write sentences and paragraphs that seek and convey information about jobs	<ul style="list-style-type: none"> <li>✓ Time phrases in the present tense and the future</li> <li>✓ Opinions and reasons</li> </ul> <p>Students will be able, to varying degrees of accuracy and complexity, to understand, speak and write sentences and paragraphs that seek and convey information where people work and what they do.</p>	Students will be able, to varying degrees of accuracy and complexity, to understand, speak and write sentences and paragraphs that seek and convey information about topics studied during Year 7 using the present and the past tense
<b>End of term 1 assessment to cover:</b> Students will complete a <b>formative assessment on the knowledge and skills learnt up until the assessment takes place.</b>		<b>End of term 2 assessment to cover:</b> Students will complete an assessment on the knowledge and skills learnt so far on a skill not assessed before.		<b>End of year assessment to cover:</b> End of year assessments will cover all topics and grammar learnt in year 7.	
<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Introduction to phonics and some basic structures of language including: Verb conjugations in the present tense (to be and to have) to describe in the 1 <sup>st</sup> and 3 <sup>rd</sup> person singular. Principles of adjectival agreement, Simple connectives (but, also, as well) Basic questions	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Students will build upon the vocabulary and grammar learnt in the previous sequence plus: Introduction to simple opinions (I like, I don't like) Questions, Using connectives to create longer sentences Negative sentences, Conditional tense+infinitive verb.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Students will build up on the vocabulary and grammar learnt in previous topics plus they will learn: Introduction to what a verb conjugation is and how to conjugate a regular verb in the present tense in the 1 <sup>st</sup> and 3 <sup>rd</sup> person singular. Using sequencing adverbs Using complex reasons. Giving complex opinions.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Students will build up on the vocabulary and grammar learnt in previous topics plus they will learn: Sequencing. Conjugating regular verbs, where possible, in the 1 <sup>st</sup> and 3 <sup>rd</sup> person plural Students to be able to express likes and dislikes and use more opinions and complex reasons.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Students will build up on the vocabulary and grammar learnt in previous topics plus they will learn: Adverbs of frequency in the present tense Consolidating conjugating a wider variety of regular and some irregular verbs where possible in the 1 <sup>st</sup> persons of the singular and plural	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Students to use confidently the 1 <sup>st</sup> person and 3 <sup>rd</sup> persons of the present tense and the conditional tense.  Students will complete revision activities on all topics and grammar learnt in year 7 in order to consolidate them before year 8.

Classroom commands				The conditional tense (first person) Using the conditional tense Future tense time markers to be used with the conditional.	
<b>Home – Learning:</b>  *Vocabulary learning for vocab test *Grammar tasks to practise the conjugation of ‘s’appeler’ Class teachers to use the French home learning booklet to assign HL  *Vocabulary learning for vocab test *Grammar tasks to practise the conjugation of ‘être’ and ‘avoir’. Class teachers to use the French home learning booklet to assign HL  Class teacher to use the Spanish home learning booklet to assign HL.	<b>Home – Learning:</b>  *Vocabulary learning for vocab test *Grammar tasks to practise the conjugation of être and avoir and indefinite articles. Class teachers to use the French home learning booklet to assign HL  *Vocab learning according to the HL policy.	<b>Home – Learning:</b>  *Vocab learning according to the HL policy.  *Tasks from the home learning booklet and grammar tasks	<b>Home – Learning:</b>  *Vocab learning according to the HL policy.  *Tasks from the home learning booklet and grammar tasks	<b>Home – Learning:</b>  *Vocab learning according to the HL policy.  *Tasks from the home learning booklet and grammar tasks	<b>Home – Learning:</b>  *Vocab learning according to the HL policy.  *Tasks from the home learning booklet and grammar tasks
<b>Reading / High Quality</b>  <b>Text:</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.	<b>Reading / High Quality</b>  <b>Text:</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	<b>Reading / High Quality</b>  <b>Text:</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	<b>Reading / High Quality</b>  <b>Text:</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	<b>Reading / High Quality</b>  <b>Text:</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	<b>Reading / High Quality</b>  <b>Text:</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
<b>Numeracy:</b> Learning numbers	<b>Numeracy:</b> Recapping numbers	<b>Numeracy:</b> Recapping numbers	<b>Numeracy:</b> Recapping numbers	<b>Numeracy:</b> Recapping numbers	<b>Numeracy:</b> Recapping numbers

	Surveying and writing results	Surveying and writing results	Surveying and writing results	Surveying and writing results	Surveying and writing results
<b>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</b>  EDL: European day of language to promote languages and the importance of languages Christmas and Easter celebrations and how they compare to how Christmas and Easter are celebrated in the UK Opportunities to attend Spanish/French culture club. Introduction to famous Spanish/French/Indian people to describe them Film projects in the summer term Comparisons between schools in the UK and schools in TL countries					