Programme of study for Year 7 MFL 2026-2027

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd 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
Topic / Key Question: ✓ Phonics and classroom language ✓ Greetings, Introductions ✓ Age and birthday ✓ European day of languages ✓ Family members ✓ Pets ✓ Present tense of s'appeler, to be, to have Skills: Listening, speaking, reading, writing, translation, grammar	**Topic / Key Question:** ✓ Family members ✓ Descriptions of appearance and personality ✓ Christmas celebrations in TL countries ✓ Adjectival agreement ✓ Conditional (I would like to have, to be) ✓ Consolidation of present tense of s'appeler, to be, to have Skills: Listening, speaking, reading, writing, translation, grammar	**Topic / Key Question:** ✓ School subjects and opinions ✓ Comparing school timetables in the UK vs schools in TL countries. ✓ Easter in TL countries ✓ Present tense of to study, to like, to dislike ✓ Consolidation of present tense of to be, to have and conditional (I would like) Skills: Listening, speaking, reading, writing, translation, grammar	**Topic / Key Question:** ✓ Schools' facilities ✓ Activities that you do at school. ✓ Comparing school routines in the UK vs in TL countries. ✓ Negative structure (there is no) ✓ Present tense of ✓ Consolidation of present tense of to be, to have, to study, to like, to dislike, the conditional and adjectival agreement Skills: Listening, speaking, reading, writing, translation, grammar	**Topic / Key Question:** ✓ Food and opinions ✓ Describe the different mealtimes ✓ Discussing different types of food and drinks ✓ Present tense of to eat, to drink ✓ Consolidation of present tense of to be, to have, to study, to like, to dislike, the conditional and adjectival agreement Skills: Listening, speaking, reading, writing, translation, grammar	**Topic / Key Question:** ✓ Talk about food and drinks in the future ✓ Learning about food in TL countries ✓ Giving opinion about food in TL countries ✓ Conditional (I would like to eat, to drink) ✓ Consolidation of present tense of to eat, to drink, to be, to have, to study, to like, to dislike, the conditional and adjectival agreement ✓ ✓ Preparation for end of year assessments ✓ Film project Coco/Les Choristes Skills: Listening, speaking, reading, writing, translation, grammar
Assessment 1: Baseline assessment Grammar and reading comprehension			**Assessment 2:** Writing and translation		
Key Learning Outcomes (students should know): ✓ Key vocabulary to introduce themselves and others ✓ Numbers and months	Key Learning Outcomes (students should know): ✓ Vocabulary to name family members ✓ Pluralisation of nouns ✓ There is and there are ✓ Vocabulary to describe personal appearance	Key Learning Outcomes (students should know): ✓ Vocabulary to name school subjects ✓ Vocabulary to describe our school and compare it to a TL school	Key Learning Outcomes (students should know): ✓ The conditional tense ✓ Connectives ✓ Time phrases in present	Key Learning Outcomes (students should know): ✓ Vocabulary related to food ✓ Vocabulary to discuss eating and drinking ✓ Time phrases in the present tense	Key Learning Outcomes (students should know): ✓ The conditional tense ✓ Discussing future plans ✓ Time phrases in the future tense

✓ Verb to have and verb to be in the present tense for key people Students will be able, to varying degrees of complexity and accuracy, to understand, speak and write sentences that seek and convey personal information.	✓ Linking words ✓ Questions ✓ Sentence and question structures including opinions 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.	✓ Present tense of regular verbs ✓ Opinions and some reasons ✓ Sequencing adverbs ✓ Vocabulary to describe where they and others study. 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.	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	✓ Opinions and reasons Students will be able, to varying degrees of accuracy and complexity, to understand, speak and write sentences and paragraphs that seek and convey information what they like and dislike eating	✓ Recapping grammar learnt throughout the year 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 food and topics studied during Year 7 using the present and the future tenses
End of term 1 assessment to cover: Students will complete a **formative assessment on the knowledge and skills learnt up until the assessment takes place.**		**End of term 2 assessment to cover:** Students will complete an assessment on the knowledge and skills learnt so far on a skill not assessed before.		**End of year assessment to cover:** End of year assessments will cover all topics and grammar learnt in year 7.	
Rationale for sequence: 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 1st and 3rd person singular. Principles of adjectival agreement, Simple connectives (but, also, as well) Basic questions Classroom commands	**Rationale for sequence:** 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.	**Rationale for sequence:** 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 1st and 3rd person singular. Using sequencing adverbs Using complex reasons. Giving complex opinions.	**Rationale for sequence:** 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 1st and 3rd person plural Students to be able to express likes and dislikes and use more opinions and complex reasons.	**Rationale for sequence:** 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 1st persons of the singular and plural The conditional tense (first person)	**Rationale for sequence:** Students to use confidently the 1st person and 3rd persons of the present tense and the future tense. Students will complete revision activities on all topics and grammar learnt in year 7 in order to consolidate them before year 8.
Reading / literacy: Developing reading comprehension skills in the TL, class discussions	**Reading / literacy:** Developing reading comprehension skills in the TL, class discussions	**Reading / literacy:** Developing reading comprehension skills in the TL, class discussions	**Reading / literacy:** Developing reading comprehension skills in the TL, class discussions both in	**Reading / literacy:** Developing reading comprehension skills in the TL, class discussions both in English	**Reading / literacy:** Developing reading comprehension skills in the TL, class discussions both in

both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar.	both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar	both in English and the TL, retrieval of information. Implicit and explicit teaching of grammar	English and the TL, retrieval of information. Implicit and explicit teaching of grammar	and the TL, retrieval of information. Implicit and explicit teaching of grammar	English and the TL, retrieval of information. Implicit and explicit teaching of grammar
Numeracy: Learning numbers	**Numeracy**: Recapping numbers Surveying and writing results	**Numeracy**: Recapping numbers Surveying and writing results	**Numeracy**: Recapping numbers Surveying and writing results	**Numeracy**: Recapping numbers Surveying and writing results	**Numeracy**: Recapping numbers Surveying and writing results
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): 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 Learning about French/Spanish food					