

# MFL

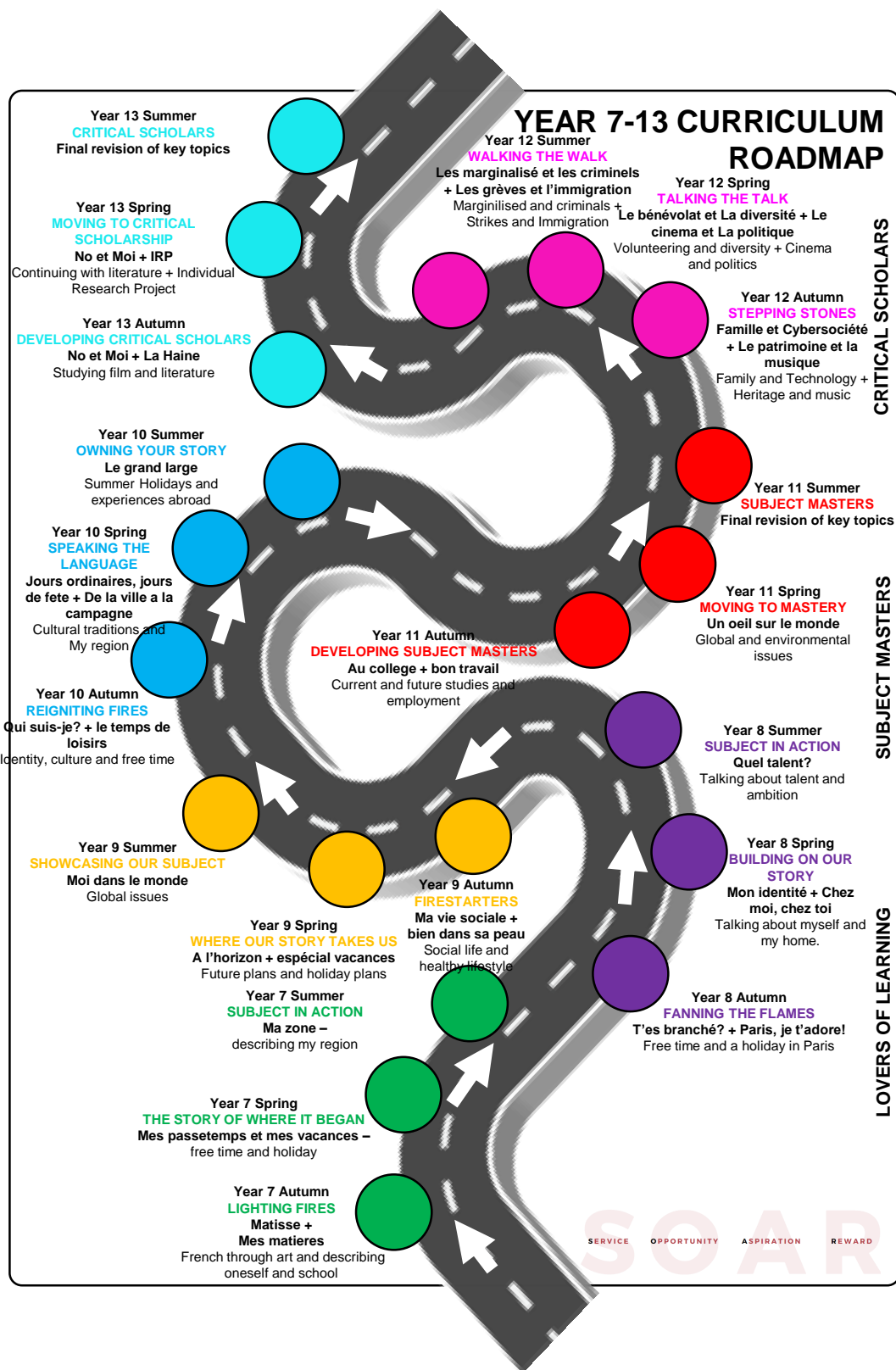


**Head of Department: Mr John Lunn**

**S O A R**

**SERVICE OPPORTUNITY ASPIRATION REWARD**

# MFL Curriculum



# Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

# How do all MFL lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepares students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to Learn activities in MFL look like this:

## LESSON 1: INTRODUCTION OF NEW VOCABULARY / CONTENT

### How much do we know?

Can you guess what all these colours  
are in English?

#### READY TO LEARN

Français	Anglais
Orange	<input type="text"/>
Bleu(e)	<input type="text"/>
Vert(e)	<input type="text"/>
Marron	<input type="text"/>
Noir(e)	<input type="text"/>
Blanc(he)	<input type="text"/>
Rouge	<input type="text"/>
Jaune	<input type="text"/>
Gris(e)	<input type="text"/>
violet	<input type="text"/>
rose	<input type="text"/>

## LESSON 2: RETRIEVAL OF LESSON 1 VOCABULARY / CONTENT

vendredi 13 septembre

LO: les formes et les couleurs

- 1) Write down the words as you hear them in French (***silent letters***)
- 2) translate each word into English **once you've written each word down**

Exemple: j'aime-> I like

1. ➤ noir ➤
2. ➤ jaune ➤
3. ➤ rouge ➤
4. ➤ vert ➤
5. ➤ blanc ➤
6. ➤ violet ➤
7. ➤ un triangle ➤
8. ➤ un rectangle ➤
9. ➤ un cercle ➤
10. ➤ une étoile ➤

1. what is our topic for this half-term?
2. how does our starter relate to this?
3. can you give me other examples?
4. how does this relate to what we've learned before?
5. what are we going to learn about this lesson?
6. how does this relate to last lesson / the HT topic?

EXTENSION: Which of these can you put into your own sentences?

#### READY TO LEARN

# Y7 MFL - French

## Y7 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULE 5 +  
EXTENDED WRITING PREP

## Y7 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULES 1+2

## Y7 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULES 3+4

## Y7 HT5: SUBJECT IN ACTION

**DEMONSTRATION:** write  
a description of your  
town and what you can  
do there

## Y7 HT4: THE STORY OF WHERE IT BEGAN

**DEMONSTRATION:**  
applying vocab for food to  
order in a French café

## Y7 HT5: SUBJECT IN ACTION

**BUILDING BLOCKS:**  
mastering vocabulary  
for places in town

## Y7 HT5: SUBJECT IN ACTION

**APPLICATION:** saying  
where you go and what  
you do in your town at  
the weekend

## Y7 HT4: THE STORY OF WHERE IT BEGAN

**APPLICATION :** talk  
about your holiday  
plans for the future

## Y7 HT3: THE STORY OF WHERE IT BEGAN

**BUILDING BLOCKS:** mastering  
vocab for playing sports and free  
time activities

## Y7 HT4: THE STORY OF WHERE IT BEGAN

**BUILDING BLOCKS:**  
mastering vocabulary  
for holiday activities

## Y7 HT2 – LIGHTING FIRES

**DEMONSTRATION:** write  
about your school day and  
that of French students

## Y7 HT3: THE STORY OF WHERE IT BEGAN

**DEMONSTRATION:** write  
about your free time activities  
and your opinions on these

## Y7 HT3: THE STORY OF WHERE IT BEGAN

**APPLICATION:** talking  
about technology and  
when you use it

## Y7 HT2 – LIGHTING FIRES

**APPLICATION:** talk about  
your timetable using days of  
the week and time phrases

## Y7 HT1 – LIGHTING FIRES

**DEMONSTRATION** – write a description of  
a work of art using colours, shapes and  
opinions

## Y7 HT2 – LIGHTING FIRES

**BUILDING BLOCKS:** mastering  
vocab for school subjects and  
opinions of these

## Y7 HT1 – LIGHTING FIRES

**APPLICATION:** describing facial features  
and use adjectives to describe a painting

## Y7 HT1 – LIGHTING FIRES

**BUILDING BLOCKS:** mastering  
vocabulary for shapes and colours

# How is your progress measured in class in French in Autumn Term?

## Autumn: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on topic of a piece of art</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe a painting</li> <li>- I can name some shapes and colours in a painting</li> <li>- I can name a body part in a painting</li> <li>- I can give an opinion about a piece of art</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe a painting</li> <li>- I can name several shapes and colours in a painting and use these together</li> <li>- I can name multiple body parts in a painting</li> <li>- I can give an opinion of a painting and justify this</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe a painting using connectives</li> <li>- I can accurately describe the shapes in a painting using the appropriate forms of adjectives for colour</li> <li>- I can name multiple body parts in a painting</li> <li>- I can give multiple justified opinions on a painting</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>



## FRENCH: Artwork: Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Recognise and pronounce vocabulary for shapes	Introduction of new vocabulary
2	Using colours to describe shapes ( <b>un cercle vert</b> )	Vocab retrieval (example overleaf)
3	Express opinion on a painting	Introduction of new vocabulary
4	Justify opinions using <b>parce que</b> and adjectives ( <b>facile, intéressant, ennuyeux</b> ).	Vocab retrieval (example overleaf)
5	Learn about different artists and their work	Introduction of new vocabulary
6	Begin to be able to write short paragraphs using connectives	Vocab retrieval (example overleaf)
7	Learn vocab for facial features ( <b>la bouche, le nez, les oreilles</b> )	Introduction of new vocabulary
8	Use qualifiers ( <b>un peu, assez</b> ) and size ( <b>petit, grand</b> )	Vocab retrieval (example overleaf)
9	Describe artwork with multiple opinions ( <b>j'aime... mais je déteste...</b> )	Introduction of new vocabulary
10	Talking about things you like in your life ( <b>le sport, la musique</b> )	Vocab retrieval (example overleaf)
11	Using <b>je/tu/il/elle</b> and verbs of opinion ( <b>tu aimes, il aime</b> )	Introduction of new vocabulary
12	Writing task about paintings and opinions	Vocab retrieval (example overleaf)

## FRENCH: School: Autumn Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Recognise and say key school subjects in French	Introduction of new vocabulary
2	Know correct articles for each subject and why this is the case	Vocab retrieval (example overleaf)
3	Use simple opinions: <b>j'aime, je n'aime pas, j'adore, je déteste.</b>	Introduction of new vocabulary
4	Vocab for agreeing/disagreeing: <b>je (ne) suis (pas) d'accord</b>	Vocab retrieval (example overleaf)
5	Describing your timetable using days and subjects ( <b>lundi, j'ai...</b> )	Introduction of new vocabulary
6	Use 12-hour clock to describe timetable ( <b>à neuf heures, j'ai...</b> )	Vocab retrieval (example overleaf)
7	Describing the activities you do during a school day	Introduction of new vocabulary
8	Using <b>on</b> to say 'we' ( <b>on étudie, on mange, on joue...</b> )	Vocab retrieval (example overleaf)
9	Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
10	Revision of Writing Answers	Revision of HT1+2 vocabulary

# How is your progress measured in class in French in Spring Term?

## Spring: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on your school and studies</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my school</li> <li>- I can name some school subjects I study</li> <li>- I can name parts of my timetable</li> <li>- I can give an opinion about my school and studies</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my school</li> <li>- I can name several subjects I study</li> <li>- I can name parts of my timetable and when these happen</li> <li>- I can give an opinion on my subjects and justify these</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe my school using connectives</li> <li>- I can accurately describe the subjects I study</li> <li>- I can name parts of my timetable and when these happen</li> <li>- I can give multiple justified opinions on my studies and justify these</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>



## FRENCH: Hobbies: Spring Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Be able to describe how you use your phone and computer in your free time	Introduction of new vocabulary
2	Using regular –er verbs ( <b>écouter/ télécharger/ regarder</b> )	Vocab retrieval (example overleaf)
3	Talking about which sports you play and when using time phrases	Introduction of new vocabulary
4	Conjugate <b>jouer à</b> to describe what sports you and others play	Vocab retrieval (example overleaf)
5	Talking about other hobbies you do ( <b>de la natation / de la boxe</b> )	Introduction of new vocabulary
6	Conjugate <b>faire</b> to describe what activities you and others do	Vocab retrieval (example overleaf)
7	Giving opinions about what you do in your free time and why	Introduction of new vocabulary
8	Using <b>aimer</b> + infinitive and revision of <b>parce que c'est</b> + adjective	Vocab retrieval (example overleaf)
9	Saying what <i>other</i> people do (e.g. French people play...)	Introduction of new vocabulary
10	Using <b>ils</b> and <b>elles</b> ( <b>ils sont actifs / ils sont actives</b> )	Vocab retrieval (example overleaf)
11	Revision and recap of module	Revision of HT3 vocabulary
12	Writing about free time	Writing about free time

## FRENCH: Holidays: Spring Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Talk about the activities you typically do when you are on holiday	Introduction of new vocabulary
2	Revising use of <b>nous</b> to say 'we' for various verbs in present	Vocab retrieval (example overleaf)
3	Saying what you do to get ready to go out when on holiday	Introduction of new vocabulary
4	Using reflexive verbs ( <b>je me douche / je m'habille</b> )	Vocab retrieval (example overleaf)
5	Learn vocabulary to buy food, drinks and snacks when on holiday	Introduction of new vocabulary
6	learning higher numbers to be able to say prices of food	Vocab retrieval (example overleaf)
7	Saying what you would like to do in the future on holiday	Introduction of new vocabulary
8	Using <b>je voudrais</b> + infinitive for a range of activities	Vocab retrieval (example overleaf)
9	Revision and recap of module	Revision of HT4 vocabulary
10	Writing about holidays	Writing about holidays

# How is your progress measured in class in French in Summer Term?

## Summer: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on your school and studies</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my school</li> <li>- I can name some school subjects I study</li> <li>- I can name parts of my timetable</li> <li>- I can give an opinion about my school and studies</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my school</li> <li>- I can name several subjects I study</li> <li>- I can name parts of my timetable and when these happen</li> <li>- I can give an opinion on my subjects and justify these</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe my school using connectives</li> <li>- I can accurately describe the subjects I study</li> <li>- I can name parts of my timetable and when these happen</li> <li>- I can give multiple justified opinions on my studies and justify these</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

## FRENCH: My town: Summer Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Learn the vocabulary for places in town to be able to describe your area and its facilities	Introduction of new vocabulary
2	Using <b>il y a / il n'y a pas de</b> to form descriptions of facilities in your area	Vocab retrieval (example overleaf)
3	Describe what you typically do in your area and where you go	Introduction of new vocabulary
4	using <b>à</b> + the definite article to say 'to the' ( <b>au / à la / à l' / aux</b> )	Vocab retrieval (example overleaf)
5	Give and answer invitations to go out in your area (voudrais-tu aller à...)	Introduction of new vocabulary
6	Using <b>je peux / tu peux</b> + infinitive to be able to say if you can go out in your area	Vocab retrieval (example overleaf)
7	Speaking Exam Preparation	Introduction of new vocabulary
8	Speaking Exam Preparation	Vocab retrieval (example overleaf)
9	Speaking Exam Practice	Introduction of new vocabulary
10	Speaking Exam Performance	Vocab retrieval (example overleaf)

## FRENCH: Revision and Practice: Summer Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Module 1 Revision Exercises	Introduction of new vocabulary
2	Module 2 Revision Exercises	Vocab retrieval (example overleaf)
3	Module 3 Revision Exercises	Introduction of new vocabulary
4	Module 4 Revision Exercises	Vocab retrieval (example overleaf)
5	Module 5 Revision Exercises	Introduction of new vocabulary
6	Listening Exam	Vocab retrieval (example overleaf)
7	AP2	Introduction of new vocabulary
8	AP2	Vocab retrieval (example overleaf)
9	DiRT on AP2 Exams	DiRT on AP2 Exams
10	DiRT on AP2 Exams	DiRT on AP2 Exams

AP2

# Y7 MFL - Spanish

## Y7 HT6: SUBJECT IN ACTION

### DEMONSTRATION:

REVISION FOR AP2:  
MODULE 5 +  
EXTENDED WRITING PREP

## Y7 HT6: SUBJECT IN ACTION

### DEMONSTRATION:

REVISION FOR AP2:  
MODULES 1+2

## Y7 HT6: SUBJECT IN ACTION

### DEMONSTRATION:

REVISION FOR AP2:  
MODULES 3+4

## Y7 HT5: SUBJECT IN ACTION

DEMONSTRATION: write a description of a work of art using colour, shapes and opinions

## Y7 HT5: SUBJECT IN ACTION

BUILDING BLOCKS: mastering vocabulary for shape and colour

## Y7 HT5: SUBJECT IN ACTION

APPLICATION: giving opinions on a work of art and justifying these

## Y7 HT4: THE STORY OF WHERE IT BEGAN

### DEMONSTRATION:

applying vocab for food to order in a Spanish café

## Y7 HT4: THE STORY OF WHERE IT BEGAN

APPLICATION : say what you in your town and when using the time

## Y7 HT4: THE STORY OF WHERE IT BEGAN

BUILDING BLOCKS: mastering vocabulary for places in town and attractions

## Y7 HT3: THE STORY OF WHERE IT BEGAN

BUILDING BLOCKS: mastering vocab for school subjects and giving opinions for these

## Y7 HT3: THE STORY OF WHERE IT BEGAN

DEMONSTRATION: write about your lessons, its facilities and your activities at school

## Y7 HT3: THE STORY OF WHERE IT BEGAN

APPLICATION: describing your school and its facilities

## Y7 HT2 – LIGHTING FIRES

APPLICATION: say what you can do and like to do in your free time

## Y7 HT1 – LIGHTING FIRES

DEMONSTRATION – write a presentation of yourself, your family and your area

## Y7 HT2 – LIGHTING FIRES

BUILDING BLOCKS: mastering vocab for free time activities and hobbies

## Y7 HT1 – LIGHTING FIRES

APPLICATION: describing attractions in your town and giving opinions of my area

## Y7 HT1 – LIGHTING FIRES

BUILDING BLOCKS: mastering vocabulary for family members

# How is your progress measured in class in Spanish in Autumn Term?

## Autumn: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on their local area and their family</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my family and my area</li> <li>- I can name some members of my family</li> <li>- I can name some places in town</li> <li>- I can give an opinion about my town and area</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my family and my area</li> <li>- I can name several members of my family and may be able to describe these</li> <li>- I can name multiple places in town</li> <li>- I can give an opinion of my town and area and justify this</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe my family and my area</li> <li>- I can use connectives and negatives to be able to sequence my ideas about my town</li> <li>- I can name multiple places in town</li> <li>- I can give multiple justified opinions on aspects of my town</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

## SPANISH: My Town and Me: Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Be able to introduce yourself giving your name, age and where you live	Introduction of new vocabulary
2	Recognise and pronounce vocabulary for family	Vocab retrieval (example overleaf)
3	Recognise and pronounce vocabulary for places in town	Introduction of new vocabulary
4	Use <b>hay / no hay</b> to be able to describe the facilities in your area	Vocab retrieval (example overleaf)
5	Describe problems in your areas (traffic/pollution/litter)	Introduction of new vocabulary
6	Be able to give a range of opinions on your area and justify these using reasons ( <b>porque es + adjective</b> )	Vocab retrieval (example overleaf)
7	Describe your personality traits and those of your family	Introduction of new vocabulary
8	Revision of agreement of adjectives (o/a)	Vocab retrieval (example overleaf)
9	Revise numbers and months to be able to say when your birthday	Introduction of new vocabulary
10	Learn how to say the alphabet in Spanish	Vocab retrieval (example overleaf)
11	Recognise and pronounce vocabulary for animals to say what pets you have	Introduction of new vocabulary
12	Revision of agreement (sg/pl = o-> os, a -> as)	Vocab retrieval (example overleaf)

## SPANISH: My life at school: Autumn Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Saying what you like to do in spare time using a range of activities	Introduction of new vocabulary
2	Giving opinions with <b>me gusta / no me gusta / odio / me encanta</b>	Vocab retrieval (example overleaf)
3	Saying what you do in free time using time phrases	Introduction of new vocabulary
4	Using a range of verbs in the present tense ( <b>hablo / toco / canto</b> )	Vocab retrieval (example overleaf)
5	Recognise and pronounce vocabulary for describing the weather	Introduction of new vocabulary
6	Using <b>cuando</b> (when) and <b>si</b> (if) to say what you do in certain weathers	Vocab retrieval (example overleaf)
7	Saying what sports you play in your free time and when	Introduction of new vocabulary
8	Using <b>hacer</b> and <b>jugar</b> in the present tense	Vocab retrieval (example overleaf)
9	Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
10	Revision of Writing Answers	Revision of HT1+2 vocabulary

# How is your progress measured in class in Spanish in Spring Term?

## Spring: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on my free time, sports and hobby activities</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my hobbies</li> <li>- I can name some uses of technology</li> <li>- I can say some sports I play</li> <li>- I can give an opinion about my free time activities</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my hobbies</li> <li>- I can name several uses of technology and when I do these</li> <li>- I can name multiple sports I play and do</li> <li>- I can give an opinion of my free time activities and justify this</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write an extended passage to describe my hobbies</li> <li>- I can use connectives and negatives to be able to sequence my ideas about hobbies</li> <li>- I can name multiple sports I play and do</li> <li>- I can give multiple justified opinions on my hobbies</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>



# SPANISH: School: Spring Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Recognise and pronounce vocabulary for school subjects with the correct article ( <b>el / la / los / las</b> )	Introduction of new vocabulary
2	Revision of <b>–ar</b> verbs through example of <b>estudiar</b>	Vocab retrieval (example overleaf)
3	Giving opinions of school subjects	Introduction of new vocabulary
4	Revision of giving opinions: <b>me gusta(n) + el/la/los/las</b>	Vocab retrieval (example overleaf)
5	Describing your school and its facilities	Introduction of new vocabulary
6	Using the correct words for a/some/the	Vocab retrieval (example overleaf)
7	Talking about your activities during breaktime	Introduction of new vocabulary
8	Learning to conjugate <b>–er</b> and <b>–ir</b> verbs	Vocab retrieval (example overleaf)
9	Writing a longer text about your school	Introduction of new vocabulary
10	Learning about differences in Spanish schools	Vocab retrieval (example overleaf)
11	Revision and recap of module	Revision of HT3 vocabulary
12	Writing about schools	Writing about schools

# SPANISH: My town: Spring Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Describing your town / village and its facilities	Introduction of new vocabulary
2	using 'a', 'some' and 'many'	Vocab retrieval (example overleaf)
3	Telling the time to say where you go in town and when	Introduction of new vocabulary
4	Using the verb <b>ir</b> (to go)	Vocab retrieval (example overleaf)
5	Learning vocabulary for food to be able to order in a café	Introduction of new vocabulary
6	Using the verb <b>quiero</b> and <b>me gustaría</b>	Vocab retrieval (example overleaf)
7	Making plans for the weekend to say where you are going to go	Introduction of new vocabulary
8	Using the near future tense ( <b>voy a / vamos a</b> )	Vocab retrieval (example overleaf)
9	Revision and recap of module	Revision of HT4 vocabulary
10	Writing about your town	Writing about your town

# How is your progress measured in class in Spanish in Summer Term?

## Summer: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on my free time, sports and hobby activities</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my hobbies</li> <li>- I can name some uses of technology</li> <li>- I can say some sports I play</li> <li>- I can give an opinion about my free time activities</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my hobbies</li> <li>- I can name several uses of technology and when I do these</li> <li>- I can name multiple sports I play and do</li> <li>- I can give an opinion of my free time activities and justify this</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write an extended passage to describe my hobbies</li> <li>- I can use connectives and negatives to be able to sequence my ideas about hobbies</li> <li>- I can name multiple sports I play and do</li> <li>- I can give multiple justified opinions on my hobbies</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

# SPANISH: My family and Me: Summer Term 1

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Recap of family members and adjectives to describe them	Introduction of new vocabulary
2	Using possessive adjectives ( <b>mi / tu / su</b> )	Vocab retrieval (example overleaf)
3	Describing your hair and eye colour	Introduction of new vocabulary
4	Using the verb <b>ser</b> and <b>tener</b> to describe yourself physically	Vocab retrieval (example overleaf)
5	saying what other people look like physically	Introduction of new vocabulary
6	Using verbs in the third person ( <b>es / tiene</b> )	Vocab retrieval (example overleaf)
7	Speaking Exam Preparation	Introduction of new vocabulary
8	Speaking Exam Preparation	Vocab retrieval (example overleaf)
9	Speaking Exam Practice	Introduction of new vocabulary
10	Speaking Exam Performance	Vocab retrieval (example overleaf)

# SPANISH: Revision and Practice: Summer Term 2

## Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Module 1 Revision Exercises	Introduction of new vocabulary
2	Module 2 Revision Exercises	Vocab retrieval (example overleaf)
3	Module 3 Revision Exercises	Introduction of new vocabulary
4	Module 4 Revision Exercises	Vocab retrieval (example overleaf)
5	Module 5 Revision Exercises	Introduction of new vocabulary
6	Listening Exam	Vocab retrieval (example overleaf)
7	AP2	Introduction of new vocabulary
8	AP2	Vocab retrieval (example overleaf)
9	DiRT on AP2 Exams	DiRT on AP2 Exams
10	DiRT on AP2 Exams	DiRT on AP2 Exams

AP2

# Y8 MFL - French

## Y8 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULE 5 +  
EXTENDED WRITING PREP

## Y8 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULES 1+2

## Y8 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULES 3+4

## Y8 HT5: SUBJECT IN ACTION

**DEMONSTRATION:** write a description of your personality, abilities and ambitions

## Y8 HT4: BUILDING ON OUR STORY

**DEMONSTRATION:**  
applying vocab for food to talk about your mealtimes at home

## Y8 HT5: SUBJECT IN ACTION

**BUILDING BLOCKS:**  
mastering vocabulary for your ambitions

## Y8 HT5: SUBJECT IN ACTION

**APPLICATION:** saying what you can and must do in your spare time

## Y8 HT4: BUILDING ON OUR STORY

**APPLICATION:**  
describe your home

## Y8 HT3: BUILDING ON OUR STORY

**BUILDING BLOCKS:** mastering vocab for personal and physical descriptions for others

## Y8 HT4: BUILDING ON OUR STORY

**BUILDING BLOCKS:**  
mastering vocabulary for describing your local area

## Y8 HT2 – FANNING THE FLAMES

**DEMONSTRATION:** write a description of a holiday and your activities in the past

## Y8 HT3: BUILDING ON OUR STORY

**DEMONSTRATION:** write about your friends and your music preferences

## Y8 HT3: BUILDING ON OUR STORY

**APPLICATION:** talking about your relationships with others

## Y8 HT2 – FANNING THE FLAMES

**APPLICATION:** using the perfect tense to talk about a visit to Paris in the past

## Y8 HT1 – FANNING THE FLAMES

**DEMONSTRATION** – write a description of your free time regarding films, TV, books and technology

## Y8 HT2 – FANNING THE FLAMES

**BUILDING BLOCKS:** mastering vocab for holiday activities you can do in Paris (*on peut*)

## Y8 HT1 – FANNING THE FLAMES

**APPLICATION:** use different pronouns (*je/tu/il/elle/on*) to talk about other people's interests

## Y8 HT1 – FANNING THE FLAMES

**BUILDING BLOCKS:** mastering vocabulary for TV programmes and films and giving opinions of these

# How is your progress measured in class in French in Autumn Term?

## Autumn: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on a holiday in the past</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe a past holiday</li> <li>- I can say some of: when, where, how and with whom I went on holiday</li> <li>- I can give some activities in the past</li> <li>- I can give an opinion about my past holidays</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my past holidays</li> <li>- I can say most of: when, where, how and with whom I went on holiday</li> <li>- I can give several activities in the past</li> <li>- I can give an opinion of my past holidays and justify this</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe my past holidays</li> <li>- I can say all of: when, where, how and with whom I went on holiday</li> <li>- I can use connectives and negatives to be able to sequence my activities in the past</li> <li>- I can give multiple justified opinions on aspects of my past holidays</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

# FRENCH: Hobbies: Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Learn names for TV programmes to say what you usually watch	Introduction of new vocabulary
2	Revision of conjugation of <b>-er</b> verbs with other pronouns ( <b>je, tu, il, elle</b> )	Vocab retrieval (example overleaf)
3	Learn vocabulary for film genres to say what you like to watch	Introduction of new vocabulary
4	Revision of opinions ( <b>j'aime, je préfère, je déteste</b> ) and justifying these using <b>parce que c'est</b> + adjective	Vocab retrieval (example overleaf)
5	Learn vocab for book genres to be able to say what you like to read	Introduction of new vocabulary
6	Using indefinite ( <b>un, une</b> ) and definite ( <b>le, la, les</b> ) pronouns	Vocab retrieval (example overleaf)
7	Talking about your use of the internet, what you do online and how often ( <b>je lis / je fais / j'envoie</b> )	Introduction of new vocabulary
8	Conjugating the verb <b>faire</b> and other verbs in present tense	Vocab retrieval (example overleaf)
9	Recap for vocab of types of weather	Introduction of new vocabulary
10	Giving activities that you do in your free time in each type of weather	Vocab retrieval (example overleaf)
11	Talk about your activities yesterday	Introduction of new vocabulary
12	Introduction of the past tense with regular verbs	Vocab retrieval (example overleaf)

# FRENCH: Holidays: Autumn Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Saying what you can do in Paris and what you like about it	Introduction of new vocabulary
2	Using <b>on peut / on ne peut pas</b> + infinitive	Vocab retrieval (example overleaf)
3	Saying what you did in Paris last year ( <b>j'ai visité / je suis allé</b> )	Introduction of new vocabulary
4	The past tense of regular verbs ( <b>-er -&gt; é, -ir -&gt; i, -re -&gt; u</b> )	Vocab retrieval (example overleaf)
5	Saying where you went, when and how on your past holidays	Introduction of new vocabulary
6	Past tense of irregular verbs ( <b>être</b> verb, irregular past participles)	Vocab retrieval (example overleaf)
7	Saying what you visited and understanding tourist information	Introduction of new vocabulary
8	Saying what it was like ( <b>c'était...</b> )	Vocab retrieval (example overleaf)
9	Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
10	Revision of Writing Answers	Revision of HT1+2 vocabulary

# How is your progress measured in class in French in Spring Term?

## Spring: Learning the basics

Vocabulary test (once per half term)	Knowledge recall on topic (20 questions): <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on yourself</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe myself</li> <li>- I can describe someone else</li> <li>- I can give my opinion on music</li> <li>- I can give an activity in the past</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe myself</li> <li>- I can describe several other people</li> <li>- I can give opinions on music and justify these</li> <li>- I can give some activities in the past</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe myself using connectives</li> <li>- I can accurately describe other people and my relationships with them</li> <li>- I can give multiple justified opinions on music</li> <li>- I can give multiple activities in the past</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>



# FRENCH: Myself: Spring Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Talking about personality: describing your own and that of others	Introduction of new vocabulary
2	Practising adjectival agreement (masc/fem)	Vocab retrieval (example overleaf)
3	Talking about the relationships you have with others	Introduction of new vocabulary
4	Reflexive verbs ( <b>je m'entends avec / je me dispute avec</b> )	Vocab retrieval (example overleaf)
5	Talking about your tastes in music and justifying this	Introduction of new vocabulary
6	Using more complex justifications ( <b>ça me fait... ça me rend...</b> )	Vocab retrieval (example overleaf)
7	Talking about the clothes you normally wear and what you are going to wear this weekend	Introduction of new vocabulary
8	The near future tense ( <b>je vais + infinitive, on va + infinitive</b> )	Vocab retrieval (example overleaf)
9	Talking about what you did last weekend	Introduction of new vocabulary
10	Recap of the past tense from HT2	Vocab retrieval (example overleaf)
11	Extended writing practice	Revision of HT3 vocabulary
12	Extended writing performance	Writing about free time

# FRENCH: Celebrations: Spring Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Describe your home and how your ideal home would be in the future	Introduction of new vocabulary
2	Recap of the conditional: <b>je voudrais habiter</b>	Vocab retrieval (example overleaf)
3	Recognise and pronounce the vocabulary for rooms in your home	Introduction of new vocabulary
4	Using prepositions ( <b>dans / derrière / sous / devant</b> )	Vocab retrieval (example overleaf)
5	Recap of food vocab to describe the meals you normally eat	Introduction of new vocabulary
6	Use of partitive article 'some': <b>du, de la, de l', des</b>	Vocab retrieval (example overleaf)
7	Describing a meal for a special occasion – la Chandeleur	Introduction of new vocabulary
8	More practice with the near future to say what you are going to buy for a special meal in the future	Vocab retrieval (example overleaf)
9	Extended writing practice	Revision of HT4 vocabulary
10	Extended writing performance	Writing about holidays

# How is your progress measured in class in French in Summer Term?

## Summer: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on talents and ambitions</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my ambitions</li> <li>- I can use at least one modal verb</li> <li>- I can use some phrases in other tenses</li> <li>- I can give an opinion about my ambitions</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my ambitions</li> <li>- I can use several modal verbs</li> <li>- I can use multiple phrases in other tenses</li> <li>- I can give an opinion on my ambitions and justify this</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe my ambitions using connectives</li> <li>- I can use multiple modal verbs</li> <li>- I can use multiple phrases in other tenses accurately</li> <li>- I can give multiple justified opinions on my ambitions and justify these</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

## FRENCH: My town: Summer Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Talking about your talents, passions and ambitions for the future	Introduction of new vocabulary
2	Using modal verb <b>vouloir</b> + infinitive : <b>je veux être... je veux gagner...</b>	Vocab retrieval (example overleaf)
3	Saying what you are able to do and what you must do to be successful in the future	Introduction of new vocabulary
4	Using <b>devoir</b> and <b>pouvoir</b> + infinitive: <b>je dois... je peux...</b>	Vocab retrieval (example overleaf)
5	Saying who is 'the best', 'the most', 'the least' (superlative)	Introduction of new vocabulary
6	Recap of grammar to include a variety of structures, tenses and vocabulary in writing and in speech	Vocab retrieval (example overleaf)
7	Speaking Exam Preparation	Introduction of new vocabulary
8	Speaking Exam Preparation	Vocab retrieval (example overleaf)
9	Speaking Exam Practice	Introduction of new vocabulary
10	Speaking Exam Performance	Vocab retrieval (example overleaf)

## FRENCH: Revision and Practice: Summer Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Module 1 Revision Exercises	Introduction of new vocabulary
2	Module 2 Revision Exercises	Vocab retrieval (example overleaf)
3	Module 3 Revision Exercises	Introduction of new vocabulary
4	Module 4 Revision Exercises	Vocab retrieval (example overleaf)
5	Module 5 Revision Exercises	Introduction of new vocabulary
6	Listening Exam	Vocab retrieval (example overleaf)
7	AP2	Introduction of new vocabulary
8	AP2	Vocab retrieval (example overleaf)
9	DiRT on AP2 Exams	DiRT on AP2 Exams
10	DiRT on AP2 Exams	DiRT on AP2 Exams

AP2

# Y8 MFL - Spanish

## Y8 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULE 5 +  
EXTENDED WRITING PREP

## Y8 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULES 1+2

## Y8 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULES 3+4

## Y8 HT5: SUBJECT IN ACTION

**DEMONSTRATION:** write about your holidays in a range of tenses

## Y8 HT5: SUBJECT IN ACTION

**BUILDING BLOCKS:**  
mastering vocabulary to describe your home

## Y8 HT5: SUBJECT IN ACTION

**APPLICATION:** describing activities for a future holiday

## Y8 HT4: BUILDING ON OUR STORY

**DEMONSTRATION:** make arrangements to go out with friends and giving excuses

## Y8 HT4: BUILDING ON OUR STORY

**APPLICATION :** talk about getting ready to go out

## Y8 HT4: BUILDING ON OUR STORY

**BUILDING BLOCKS:**  
mastering vocabulary for going out with friends

## Y8 HT3: BUILDING ON OUR STORY

**BUILDING BLOCKS:** mastering vocab for food and giving opinions for these

## Y8 HT3: BUILDING ON OUR STORY

**DEMONSTRATION:** order a meal using the near future tense

## Y8 HT3: BUILDING ON OUR STORY

**APPLICATION:**  
describing mealtimes and what you eat

## Y8 HT2 – FANNING THE FLAMES

**DEMONSTRATION:** write about a past holiday using activities and opinions

## Y8 HT2 – FANNING THE FLAMES

**APPLICATION:** saying what your holiday was like

## Y8 HT2 – FANNING THE FLAMES

**BUILDING BLOCKS:** mastering holiday activities in the past tense

## Y8 HT1 – FANNING THE FLAMES

**DEMONSTRATION** – write a description on your free time activities in present and past tense

## Y8 HT1 – FANNING THE FLAMES

**APPLICATION:** giving a range of opinions on music and TV

## Y8 HT1 – FANNING THE FLAMES

**BUILDING BLOCKS:** mastering vocabulary for using technology and when you do this

# How is your progress measured in class in Spanish in Autumn Term?

## Autumn: Learning the basics

Vocabulary test (once per half term)	Knowledge recall on topic (20 questions): <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on their holidays</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe a past holiday</li> <li>- I can say some of: when, where, how and with whom I went on holiday</li> <li>- I can give some activities in the past</li> <li>- I can give an opinion about my past holidays</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my past holidays</li> <li>- I can say most of: when, where, how and with whom I went on holiday</li> <li>- I can give several activities in the past</li> <li>- I can give an opinion of my past holidays and justify this</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe my past holidays</li> <li>- I can say all of: when, where, how and with whom I went on holiday</li> <li>- I can use connectives and negatives to be able to sequence my activities in the past</li> <li>- I can give multiple justified opinions on aspects of my past holidays</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

## SPANISH: My interests: Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Saying what you use your phone and technology for and how often	Introduction of new vocabulary
2	Revision of conjugation of <b>-ar</b> verbs in present tense ( <b>descargo</b> )	Vocab retrieval (example overleaf)
3	Giving opinions on music and justify these with a range of reasons	Introduction of new vocabulary
4	Use of <b>me gusta(n) / odio / me encanta(n)</b> and justifications <b>porque es...</b>	Vocab retrieval (example overleaf)
5	Talking about the TV programmes you like and dislike	Introduction of new vocabulary
6	Using the comparative ( <b>más...que</b> = more... than / <b>menos...que</b> = less than) to compare different types of TV programmes	Vocab retrieval (example overleaf)
7	Talking about the activities you did yesterday ( <b>fui / comí/compré</b> )	Introduction of new vocabulary
8	Using the present and the past to compare your usual activities with an event in the past	Vocab retrieval (example overleaf)
9	Learning about people's lives in other Hispanophone countries	Introduction of new vocabulary
10	Using verbs in the he/she form to describe other people's lives	Vocab retrieval (example overleaf)
11	Extended writing practice	Introduction of new vocabulary
12	Extended writing performance	Vocab retrieval (example overleaf)

## SPANISH: Past Holidays: Autumn Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Talking about a past holiday to say where, when, how and with whom you went last year / last summer	Introduction of new vocabulary
2	using the preterite tense of <b>ir (fui, fuimos)</b>	Vocab retrieval (example overleaf)
3	Talking about a range of activities you did on a past holiday	Introduction of new vocabulary
4	Using preterite tense of <b>ar</b> verbs ( <b>nadé, visité, compré</b> )	Vocab retrieval (example overleaf)
5	Describing the activities you did on the last day of holiday	Introduction of new vocabulary
6	Using the preterite tense of <b>er</b> and <b>ir</b> verbs ( <b>comí, bebí, salí</b> )	Vocab retrieval (example overleaf)
7	Saying what your holiday was like using opinion phrases in the past ( <b>me gusto, me encantó</b> )	Introduction of new vocabulary
8	Using the preterite tense of <b>ser (en mi opinion, fue...)</b>	Vocab retrieval (example overleaf)
9	Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
10	Revision of Writing Answers	Revision of HT1+2 vocabulary

# How is your progress measured in class in Spanish in Spring Term?

## Spring: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on my eating habits and opinions about food</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my food habits</li> <li>- I can use some time phrases to describe my eating habits</li> <li>- I can say some meals I eat</li> <li>- I can give an opinion about food</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my food habits</li> <li>- I can use several time phrases to describe my eating habits</li> <li>- I can name multiple meals I eat</li> <li>- I can give an opinion of food and justify this</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write an extended passage to describe my food habits</li> <li>- I can use connectives and negatives to be able to sequence my ideas about food</li> <li>- I can name all the meals I eat in a day</li> <li>- I can give multiple justified opinions on food</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>



## SPANISH: Food: Spring Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Recognise and pronounce vocabulary for a range of food and drink in Spanish with the appropriate article ( <b>el, la, los, las</b> )	Introduction of new vocabulary
2	Using a wider range of opinions ( <b>prefiero, no me gusta(n) nada</b> )	Vocab retrieval (example overleaf)
3	Describing your typical meals each day ( <b>desayuno, como, ceno</b> )	Introduction of new vocabulary
4	Using negative forms ( <b>nada, nunca</b> )	Vocab retrieval (example overleaf)
5	Learn transactional language to be able to order a meal in a Spanish restaurant	Introduction of new vocabulary
6	Listen and create dialogues to order food in a Spanish restaurant using appropriate language	Vocab retrieval (example overleaf)
7	Discussing buying food for a particular special occasion	Introduction of new vocabulary
8	Using the near future ( <b>voy a... / vamos a...</b> )	Vocab retrieval (example overleaf)
9	Giving an account of a party in the past tense	Introduction of new vocabulary
10	Understanding texts that use 3 tenses together: past, present, future	Vocab retrieval (example overleaf)
11	Extended writing practice	Revision of HT3 vocabulary
12	Extended writing performance	Extended Writing about food

## SPANISH: Going out: Spring Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Ask and answer requests to go out using <b>me gustaría</b> + infinitive and recap of times for a rendez-vous	Introduction of new vocabulary
2	Learn prepositions ( <b>delante de / al lado de / enfrente de</b> )	Vocab retrieval (example overleaf)
3	Be able to make excuses for why you can't meet up on an occasion using <b>tengo que</b>	Introduction of new vocabulary
4	Using <b>poder</b> and <b>querer</b> to say what you want and can do	Vocab retrieval (example overleaf)
5	Discussing how you get ready using reflexive verbs to narrate your process to get ready ( <b>me lavo, me ducho, me visto</b> )	Introduction of new vocabulary
6	recap of time phrases to create a sequence of events	Vocab retrieval (example overleaf)
7	Talking about the clothes you wear for particular occasions	Introduction of new vocabulary
8	Recap of adjectives (colours) and of rules for agreement (o/a)	Vocab retrieval (example overleaf)
9	Extended writing practice	Revision of HT4 vocabulary
10	Extended writing performance	Writing about your town

# How is your progress measured in class in Spanish in Summer Term?

## Summer: Learning the basics

Vocabulary test (once per half term)	Knowledge recall on topic (20 questions): <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on my holidays</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my holidays</li> <li>- I can name some of: how and where my holiday home is and what it has</li> <li>- I can say some activities I can do on holiday</li> <li>- I can give an opinion about my holidays</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my holidays</li> <li>- I can name most of: how and where my holiday home is and what it has</li> <li>- I can say multiple activities I can do on holiday</li> <li>- I can give an opinion of my holiday activities and justify this</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write an extended passage to describe my holidays</li> <li>- I can name all of: how and where my holiday home is and what it has</li> <li>- I can name multiple activities I can do on holiday do and those I can't</li> <li>- I can give multiple justified opinions on my holidays</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

# SPANISH: Holidays: Summer Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Describing a holiday home using adjectives and vocab for rooms in a home	Introduction of new vocabulary
2	Recap of the comparative ( <b>más...que</b> = more... than / <b>menos...que</b> = less than) to compare holiday homes	Vocab retrieval (example overleaf)
3	Describing holiday activities that you can do in different areas of Spain using <b>se puede(n)</b> and <b>no se puede(n)</b> + infinitive	Introduction of new vocabulary
4	Recognise the superlative in Spanish (the most / the least)	Vocab retrieval (example overleaf)
5	Discussing holiday destinations you are going to go to in the future	Introduction of new vocabulary
6	Practise of using 3 tenses together to talk about a range of holidays: past, present, future	Vocab retrieval (example overleaf)
7	Speaking Exam Preparation	Introduction of new vocabulary
8	Speaking Exam Preparation	Vocab retrieval (example overleaf)
9	Speaking Exam Practice	Introduction of new vocabulary
10	Speaking Exam Performance	Vocab retrieval (example overleaf)

# SPANISH: Revision and Practice: Summer Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Module 1 Revision Exercises	Introduction of new vocabulary
2	Module 2 Revision Exercises	Vocab retrieval (example overleaf)
3	Module 3 Revision Exercises	Introduction of new vocabulary
4	Module 4 Revision Exercises	Vocab retrieval (example overleaf)
5	Module 5 Revision Exercises	Introduction of new vocabulary
6	Listening Exam	Vocab retrieval (example overleaf)
7	AP2	Introduction of new vocabulary
8	AP2	Vocab retrieval (example overleaf)
9	DiRT on AP2 Exams	DiRT on AP2 Exams
10	DiRT on AP2 Exams	DiRT on AP2 Exams

# Y9 MFL - French

## Y9 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULE 5 +  
EXTENDED WRITING PREP

## Y9 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULES 1+2

## Y9 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULES 3+4

## Y9 HT5: SUBJECT IN ACTION

**DEMONSTRATION:** write a description of your shopping habits in past, present and future

## Y9 HT4: THE STORY OF WHERE IT BEGAN

**DEMONSTRATION:** write about your holidays in the past, present and future tense

## Y9 HT5: SUBJECT IN ACTION

**BUILDING BLOCKS:** discussing your rights and responsibilities

## Y9 HT5: SUBJECT IN ACTION

**APPLICATION:** describing what's important to you and what makes you happy

## Y9 HT4: THE STORY OF WHERE IT BEGAN

**APPLICATION :** talk about a disastrous past holiday

## Y9 HT3: THE STORY OF WHERE IT BEGAN

**BUILDING BLOCKS:** mastering vocab for professions and ambitions

## Y9 HT4: THE STORY OF WHERE IT BEGAN

**BUILDING BLOCKS:** mastering vocabulary for holiday activities in present and future

## Y9 HT2 – LIGHTING FIRES

**DEMONSTRATION:** write about your past, present and future lifestyles

## Y9 HT3: THE STORY OF WHERE IT BEGAN

**DEMONSTRATION:** write about your plans for the future and the skills you'll need

## Y9 HT3: THE STORY OF WHERE IT BEGAN

**APPLICATION:** talking about the importance of learning languages

## Y9 HT2 – LIGHTING FIRES

**APPLICATION:** making plans and resolutions to get fit using future tense

## Y9 HT1 – LIGHTING FIRES

**DEMONSTRATION** – write a short presentation using present and past tense

## Y9 HT2 – LIGHTING FIRES

**BUILDING BLOCKS:** talking about sport, hobbies and healthy eating habits

## Y9 HT1 – LIGHTING FIRES

**APPLICATION:** describing your free time and a memorable evening

## Y9 HT1 – LIGHTING FIRES

**BUILDING BLOCKS:** recap of vocab for physical and character descriptions, present tense verbs

# How is your progress measured in class in French in Autumn Term?

## Autumn: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on free time (HT1) and healthy lifestyles (HT2- example below)</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my hobbies and eating habits</li> <li>- I can add to the above some of: when, where, how and with whom</li> <li>- I can give some activities in the past</li> <li>- I can give an opinion about food and hobbies</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my hobbies and eating habits</li> <li>- I can add to the above most of: when, where, how and with whom</li> <li>- I can give several activities in the past</li> <li>- I can give an opinion of food and hobbies and justify this</li> <li>- I can mention some plans for the future</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe my hobbies and eating habits</li> <li>- I can add to the above all of: when, where, how and with whom</li> <li>- I can use connectives and negatives to be able to sequence my activities in the past</li> <li>- I can give multiple justified opinions on aspects of food and hobbies</li> <li>- I can mention multiple plans for the future</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

FRENCH:

*Autumn Term 1 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Describe yourself physically and in terms of character	Introduction of new vocabulary
2	Using the verbs <b>avoir</b> and <b>être</b>	Vocab retrieval (example overleaf)
3	Talk about social media use and how often you use it	Introduction of new vocabulary
4	Conjugation of verbs in present tense (especially <b>-er</b> verbs)	Vocab retrieval (example overleaf)
5	Inviting people out and making plans	Introduction of new vocabulary
6	using the near future tense to make plans: <b>je vais / on va</b>	Vocab retrieval (example overleaf)
7	Describing a date / memorable night in the past	Introduction of new vocabulary
8	Recap of the past tense using multiple verbs: <b>j'ai ... / on a ...</b>	Vocab retrieval (example overleaf)
9	Describing a music event	Introduction of new vocabulary
10	Introduction to using three tenses together	Vocab retrieval (example overleaf)
11	Extended writing practice	Introduction of new vocabulary
12	Extended writing performance	Vocab retrieval (example overleaf)

FRENCH:

*Autumn Term 2 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Learning the parts of the body ( <b>la bouche, la main, la tête</b> )	Introduction of new vocabulary
2	Using <b>à</b> + the definite article ( <b>au / à la / à l' / aux</b> )	Vocab retrieval (example overleaf)
3	Talking about sport and hobbies	Introduction of new vocabulary
4	Using <b>il faut</b> + infinitive to talk about what you need to do to be healthy	Vocab retrieval (example overleaf)
5	Revise food to be able to talk about healthy eating habits	Introduction of new vocabulary
6	Using the near future to say what you are going to do to stay healthy	Vocab retrieval (example overleaf)
7	Describing levels of fitness	Introduction of new vocabulary
8	recap of using three tenses together about healthy lifestyles	Vocab retrieval (example overleaf)
9	Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
10	Revision of Writing Answers	Revision of HT1+2 vocabulary

# How is your progress measured in class in French in Spring Term?

## Spring: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on ambitions (HT3) and holidays (HT4 – example below)</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my holidays in present and past</li> <li>- I can say some of: when, where, how and with whom I went on holiday</li> <li>- I can narrate some activities in the past</li> <li>- I can give an opinion about my holidays</li> <li>- I can give some detail of my holiday ambitions</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my present and past holidays</li> <li>- I can say most of: when, where, how and with whom I went on holiday</li> <li>- I can narrate several activities in the past</li> <li>- I can give opinions of my holidays and justify these</li> <li>- I can give more detail about my holiday ambitions</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe my present and past holidays</li> <li>- I can say all of: when, where, how and with whom I went on holiday</li> <li>- I can use connectives and negatives to be able to sequence my activities in the past</li> <li>- I can give multiple justified opinions on aspects of my holidays</li> <li>- I can give multiple details about my holiday ambitions</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>



# FRENCH:

## *Spring Term 1 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Discussing your future ambitions and career options	Introduction of new vocabulary
2	Recap of the future tense: <b>je vais</b> / <b>on va</b> / <b>ça va être</b>	Vocab retrieval (example overleaf)
3	Discuss the benefits and opportunities of learning languages	Introduction of new vocabulary
4	Using ' <b>on peut</b> ', ' <b>on doit</b> ' and ' <b>si on veut</b> '	Vocab retrieval (example overleaf)
5	Describing what your job entails – tasks and responsibilities	Introduction of new vocabulary
6	Recap of irregular verbs and adverbs of frequencies	Vocab retrieval (example overleaf)
7	Talking about what you used to do when you were younger	Introduction of new vocabulary
8	Using the imperfect tense ( <b>quand j'étais jeune...</b> )	Vocab retrieval (example overleaf)
9	Ask and answer questions about your job in speech	Introduction of new vocabulary
10	Practice speaking skills	Vocab retrieval (example overleaf)
11	Talking about your ambitions ( <b>je veux</b> / <b>je voudrais...</b> )	Revision of HT3 vocabulary
12	Using masculine and feminine nouns for professions	Extended writing from memory

# FRENCH:

## *Spring Term 2 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Discussing holiday activities and plans	Introduction of new vocabulary
2	Practice of asking and answering questions in target language	Vocab retrieval (example overleaf)
3	Imagining future holidays and planning dream holidays	Introduction of new vocabulary
4	Using ' <b>je voudrais</b> ' + infinitive (using <b>–RAIS</b> to form conditional)	Vocab retrieval (example overleaf)
5	talking about what you take with you on holiday	Introduction of new vocabulary
6	Using reflexive verbs to mention your holiday activities ( <b>je me...</b> )	Vocab retrieval (example overleaf)
7	Describing holidays disasters and problems while travelling	Introduction of new vocabulary
8	Using perfect tense to narrate a catastrophe in the past	Vocab retrieval (example overleaf)
9	Visiting a tourist attraction – making arrangements for your visit	Revision of HT4 vocabulary
10	Extending writing practice in 3 tenses about holidays	Extended writing from memory

# How is your progress measured in class in French in Summer Term?

## Summer: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on your shopping habits (HT5 – example below) and AP2 prep</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe what's important to me and my rights</li> <li>- I can use at least one modal verb</li> <li>- I can use some phrases in other tenses to describe my shopping habits</li> <li>- I can give an opinion about my shopping habits and my priorities</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe what's important to me and my rights</li> <li>- I can use several modal verbs</li> <li>- I can use multiple phrases in other tenses to describe my shopping habits</li> <li>- I can give an opinion on my shopping habits and my priorities</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a connected passage to describe what's important to me and my rights</li> <li>- I can use multiple modal verbs</li> <li>- I can use multiple phrases in other tenses accurately to describe my shopping habits</li> <li>- I can give multiple justified opinions on my shopping habits and my priorities</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

## FRENCH:

### *Summer Term 1 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Discussing what you are allowed and not allowed to do	Introduction of new vocabulary
2	Using <b>j'ai le droit de / je n'ai pas le droit de</b> + infinitive	Vocab retrieval (example overleaf)
3	Explaining what's important to you in your life and your priorities	Introduction of new vocabulary
4	Using possessive pronouns ( <b>mon/ma/mes, ton/ta/tes, son/sa/ses</b> )	Vocab retrieval (example overleaf)
5	Talking about the things you buy - ethical and green shopping	Introduction of new vocabulary
6	Using three tenses together to discuss what you buy	Vocab retrieval (example overleaf)
7	Describing what makes you happy ( <b>pour moi, le bonheur c'est</b> )	Introduction of new vocabulary
8	Using infinitives to mean 'ing' ( <b>être / faire / prendre</b> )	Vocab retrieval (example overleaf)
9	Speaking practice of topics from HT1-5	Introduction of new vocabulary
10	Speaking practice of topics from HT1-5	Vocab retrieval (example overleaf)

## FRENCH:

### *Summer Term 2 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Module 1 Revision Exercises	Introduction of new vocabulary
2	Module 2 Revision Exercises	Vocab retrieval (example overleaf)
3	Module 3 Revision Exercises	Introduction of new vocabulary
4	Module 4 Revision Exercises	Vocab retrieval (example overleaf)
5	Module 5 Revision Exercises	Introduction of new vocabulary
6	Listening Exam	Vocab retrieval (example overleaf)
7	AP2	Introduction of new vocabulary
8	AP2	Vocab retrieval (example overleaf)
9	DiRT on AP2 Exams	DiRT on AP2 Exams
10	DiRT on AP2 Exams	DiRT on AP2 Exams

# Y9 MFL - Spanish

## Y9 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULE 5 +  
EXTENDED WRITING PREP

## Y9 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULES 3+4

## Y9 HT4: THE STORY OF

### WHERE IT BEGAN

**DEMONSTRATION:**  
describing the problems in  
your area and how we can  
address these

## Y9 HT4: THE STORY OF

### WHERE IT BEGAN

**APPLICATION :** talk  
about the environment  
and how we can act to  
improve this

## Y9 HT4: THE STORY OF

### WHERE IT BEGAN

**BUILDING BLOCKS:**  
talking about your rights  
and responsibilities as a  
young person

## Y9 HT3: THE STORY OF WHERE IT BEGAN

**DEMONSTRATION:** write about  
your current lifestyle and  
resolutions for the future

## Y9 HT3: THE STORY OF WHERE IT BEGAN

**APPLICATION:** talking  
about your fitness routine  
and your health

## Y9 HT1 – LIGHTING FIRES

**DEMONSTRATION** – describe a past birthday /  
special occasion and what happened

## Y9 HT1 – LIGHTING FIRES

**BUILDING BLOCKS:** recap of likes  
and dislikes, hobbies and free-time  
activities

## Y9 HT6: SUBJECT IN ACTION

**DEMONSTRATION:**  
REVISION FOR AP2:  
MODULES 1+2

## Y9 HT5: SUBJECT IN ACTION

**DEMONSTRATION:** write  
in three tenses about  
holidays

## Y9 HT5: SUBJECT IN ACTION

**BUILDING BLOCKS:**  
talk about a day spent  
on holiday in Spain

## Y9 HT5: SUBJECT IN ACTION

**APPLICATION:**  
practising transactional  
language for when  
shopping on holiday

## Y9 HT3: THE STORY OF WHERE IT BEGAN

**BUILDING BLOCKS:** recap of  
food vocab to discuss healthy  
and unhealthy lifestyles

## Y9 HT2 – LIGHTING FIRES

**DEMONSTRATION:** write  
about your past, present  
and future work  
experiences

## Y9 HT2 – LIGHTING FIRES

**APPLICATION:** describing  
your plans and ambitions for  
the future

## Y9 HT2 – LIGHTING FIRES

**BUILDING BLOCKS:** talking about  
your experience of work; tasks  
and responsibilities

## Y9 HT1 – LIGHTING FIRES

**APPLICATION:** describing your cinema-  
going habits and film preferences

# How is your progress measured in class in Spanish in Autumn Term?

## Autumn: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on their daily lives (HT1) and their experience of work (HT2- example provided here)</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my roles and responsibilities at work</li> <li>- I can say some of: when, where, how and with whom I work</li> <li>- I can give some activities in the past</li> <li>- I can give an opinion about my work experience</li> <li>- I can attempt to give ambitions and plans for the future</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my roles and responsibilities at work</li> <li>- I can say most of: when, where, how and with whom I work</li> <li>- I can give several activities in the past</li> <li>- I can give an opinion of my work experience and justify this</li> <li>- I can give some ambitions and plans for the future</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write a passage to describe my roles and responsibilities at work</li> <li>- I can say all of: when, where, how and with whom I work</li> <li>- I can use connectives and negatives to be able to sequence my activities in the past</li> <li>- I can give multiple justified opinions on aspects of my work experience</li> <li>- I can give multiple ambitions and plans for the future</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

## SPANISH:

### *Autumn Term 1 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Talking about things I like and dislike using wider range of opinions	Introduction of new vocabulary
2	Conjugate key verbs to talk about what I do in my free time ( <b>ser / hacer / ir</b> )	Vocab retrieval (example overleaf)
3	Talking about your routine and daily activities	Introduction of new vocabulary
4	Using regular and irregular verbs in the present tense	Vocab retrieval (example overleaf)
5	Talk about film preferences using justified opinions	Introduction of new vocabulary
6	Use the near future to make plans to go to the cinema: <b>vamos a...</b>	Vocab retrieval (example overleaf)
7	Talk about a past birthday / memorable celebration in the past	Introduction of new vocabulary
8	Narrate a sequence of events in the preterite: <b>recibí... fui a... fue...</b>	Vocab retrieval (example overleaf)
9	Talk about the lives of celebrities	Introduction of new vocabulary
10	Use present to talk about their roles and past for their achievements	Vocab retrieval (example overleaf)
11	Extended writing practice	Introduction of new vocabulary
12	Extended writing performance	Vocab retrieval (example overleaf)

## SPANISH:

### *Autumn Term 2 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Saying what your job is and what you have to do for this	Introduction of new vocabulary
2	Using the phrase <b>tener que</b> + infinitive to describe your team's roles	Vocab retrieval (example overleaf)
3	Saying what job you would like to do: <b>me gustaría</b> + infinitive	Introduction of new vocabulary
4	agreement of adjectives ( <b>o/a</b> ) to describe personal qualities	Vocab retrieval (example overleaf)
5	Talking about your future goals and aspirations	Introduction of new vocabulary
6	More practice with the near future tense: <b>voy / vamos a ....</b>	Vocab retrieval (example overleaf)
7	Describing your job – roles, responsibilities and aspirations	Introduction of new vocabulary
8	Using three tenses: current role, past experience and future goals	Vocab retrieval (example overleaf)
9	Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
10	Revision of Writing Answers	Revision of HT1+2 vocabulary

# How is your progress measured in class in Spanish in Spring Term?

## Spring: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on eating habits (HT3 – example below) and your world (HT4)</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my food habits</li> <li>- I can use some time phrases to describe my eating habits</li> <li>- I can say some activities I do to keep fit / I can mention part of my daily routine</li> <li>- I can use the future to talk about some health resolutions</li> <li>- I can give an opinion about food</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my food habits</li> <li>- I can use several time phrases to describe my eating habits</li> <li>- I can name multiple activities I do to keep fit and why / I can mention multiple aspects of my daily routine</li> <li>- I can use the future to talk about multiple health resolutions</li> <li>- I can give an opinion of food and justify this</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write an extended passage to describe my food habits</li> <li>- I can use connectives and negatives to be able to sequence my ideas about food</li> <li>- I can talk about my health activities and those of others / I can thoroughly narrate my daily routine</li> <li>- I can give multiple justified opinions on food</li> <li>- I can use the future to talk about my health resolutions in detail</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

# SPANISH:

## *Spring Term 1 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Talking about my diet and giving opinions on food	Introduction of new vocabulary
2	Using adjectives of frequency to describe my meals and eating habits	Vocab retrieval (example overleaf)
3	Talk about the sports I do using stem changing verbs ( <b>juego / prefiero</b> )	Introduction of new vocabulary
4	Talk about the sports you play in a range of tenses	Vocab retrieval (example overleaf)
5	Narrating your daily routine giving times and further details	Introduction of new vocabulary
6	Reviewing reflexive verbs in Spanish ( <b>me levanto, me ducho</b> )	Vocab retrieval (example overleaf)
7	Talking about requirements to keep fit and giving advice	Introduction of new vocabulary
8	Using <b>se debe/no se debe</b> + infinitive and other modal verbs	Vocab retrieval (example overleaf)
9	Talking about ailments with parts of the body using <b>me duele(n)</b>	Introduction of new vocabulary
10	Discussing treatments and healthier practices	Vocab retrieval (example overleaf)
11	Extended writing practice	Extended writing practice
12	Extended writing performance	Extended writing performance

# SPANISH:

## *Spring Term 2 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Talking about children's lives and their rights	Introduction of new vocabulary
2	Using the verb <b>poder</b> in different forms	Vocab retrieval (example overleaf)
3	Talking about fair trade and ethical shopping	Introduction of new vocabulary
4	Complex opinion phrases to express your point of view	Vocab retrieval (example overleaf)
5	Talking about recycling and ways to help the environment	Introduction of new vocabulary
6	Using <b>se debería</b> and <b>no se debería</b> to offer solutions to problems	Vocab retrieval (example overleaf)
7	Talking about how a town has changed from the past	Introduction of new vocabulary
8	Using the <b>present</b> and <b>imperfect</b> tenses together: <b>antes era... hoy es</b>	Vocab retrieval (example overleaf)
9	Extended writing practice	Revision of HT4 vocabulary
10	Extended writing performance	Extended Writing from memory



# How is your progress measured in class in Spanish in Summer Term?

## Summer: Learning the basics

Vocabulary test (once per half term)	<p>Knowledge recall on topic (20 questions):</p> <ul style="list-style-type: none"> <li>• Knowledge of new vocabulary (nouns)</li> <li>• Application of rules of agreement based on gender</li> <li>• Knowledge of key sentence structures</li> <li>• Vocabulary for giving opinions</li> <li>• Dictation element to test knowledge of sound-spelling links and phonics</li> </ul>
In class assessment from memory	<ul style="list-style-type: none"> <li>• Students produce a piece of extended writing on my a visit to Spain</li> <li>• Students memorise their piece and write this in exam conditions</li> </ul>

Emerging	Achieving	Excelling
<ul style="list-style-type: none"> <li>- I can form simple sentences to describe my holidays</li> <li>- I can name some of: how and where my holiday home is and what it has</li> <li>- I can say some activities I can do on holiday</li> <li>- I can attempt to say an activity I will do tomorrow</li> </ul> <p><b>For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted</b></p>	<ul style="list-style-type: none"> <li>- I can write longer sentences to describe my holidays</li> <li>- I can name most of: how and where my holiday home is and what it has</li> <li>- I can say multiple activities I can do on holiday</li> <li>- I can give an opinion of my holiday activities and justify this</li> <li>- I can give some activities I will do tomorrow</li> </ul> <p><b>For the above, Achieving students will do this with greater accuracy and most if not all of the above included</b></p>	<ul style="list-style-type: none"> <li>- I can write an extended passage to describe my holidays</li> <li>- I can name all of: how and where my holiday home is and what it has</li> <li>- I can name multiple activities I can do on holiday do and those I can't</li> <li>- I can give multiple justified opinions on my holidays</li> <li>- I can give multiple activities I will do tomorrow</li> </ul> <p><b>For the above, Excelling students will do this with high levels of accuracy and all of the above included</b></p>

## SPANISH:

### *Summer Term 1 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Meeting and greeting people; transactional language upon arrival in Spain	Introduction of new vocabulary
2	Using expressions with <b>tener</b> : <b>tengo hambre, tengo sed, tengo sueño</b>	Vocab retrieval (example overleaf)
3	Talking about a treasure hunt activity in Madrid	Introduction of new vocabulary
4	Using the superlative: <b>el... más... / la... más...</b>	Vocab retrieval (example overleaf)
5	Discussing buying souvenirs and gifts when on holiday	Introduction of new vocabulary
6	Using the comparative: <b>es más... que... / son más... que...</b>	Vocab retrieval (example overleaf)
7	Saying what you <u>will</u> do when you visit Madrid	Introduction of new vocabulary
8	Using the simple future tense: <b>compraré, iré, visitaré</b>	Vocab retrieval (example overleaf)
9	Speaking practice of topics from HT1-5	Introduction of new vocabulary
10	Speaking practice of topics from HT1-5	Vocab retrieval (example overleaf)

## SPANISH:

### *Summer Term 2 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Module 1 Revision Exercises	Introduction of new vocabulary
2	Module 2 Revision Exercises	Vocab retrieval (example overleaf)
3	Module 3 Revision Exercises	Introduction of new vocabulary
4	Module 4 Revision Exercises	Vocab retrieval (example overleaf)
5	Module 5 Revision Exercises	Introduction of new vocabulary
6	Listening Exam	Vocab retrieval (example overleaf)
7	AP2	Introduction of new vocabulary
8	AP2	Vocab retrieval (example overleaf)
9	DiRT on AP2 Exams	DiRT on AP2 Exams
10	DiRT on AP2 Exams	DiRT on AP2 Exams