

MFL

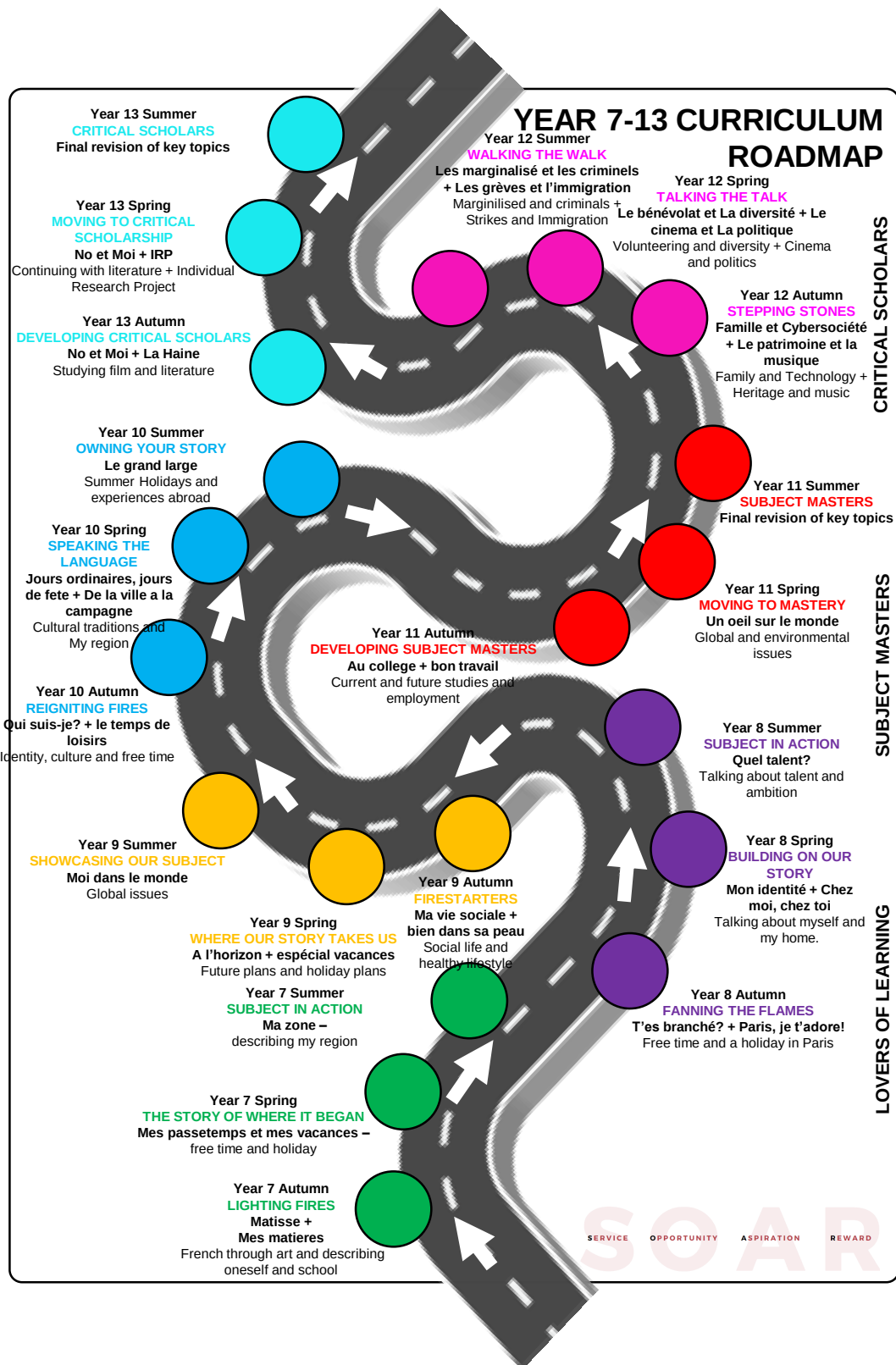


Head of Department: Mr John Lunn

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	
Bleu(e)	
Vert(e)	
Marron	
Noir(e)	
Blanc(he)	
Rouge	
Jaune	
Gris(e)	
violet	
rose	

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 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

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

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)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on topic of a piece of art • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe a painting - I can name some shapes and colours in a painting - I can name a body part in a painting - I can give an opinion about a piece of art For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe a painting - I can name several shapes and colours in a painting and use these together - I can name multiple body parts in a painting - I can give an opinion of a painting and justify this For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe a painting using connectives - I can accurately describe the shapes in a painting using the appropriate forms of adjectives for colour - I can name multiple body parts in a painting - I can give multiple justified opinions on a painting For the above, Excelling students will do this with high levels of accuracy and all of the above included

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

	Golden Nugget	Work Hard
1	Emerging (catching up): Recognise and pronounce vocabulary for shapes. Use a few colours to describe shapes	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): Recognise and pronounce vocabulary for shapes. Use several colours to describe shapes	
	Excelling (going beyond): Recognise and pronounce vocabulary for shapes. Use multiple colours to describe shapes	
2	Emerging (catching up): Express a few opinions on a painting.	Introduction of new vocabulary
	Achieving (keeping up): Express several opinions on a painting. Justify them.	Vocab retrieval (example overleaf)
	Excelling (going beyond): Express multiple opinions on a painting. Justify them and use a variety of adjectives.	
3	Emerging (catching up): Learn about some artists and their work, begin to write long sentences using connectives.	Introduction of new vocabulary
	Achieving (keeping up): Learn about different artists and their work. Begin to write short paragraphs using connectives.	Vocab retrieval (example overleaf)
	Excelling (going beyond): Learn about different artists and their work. Be able to write longer paragraphs using connectives.	
4	Emerging (catching up): Learn some vocab for facial features, identify qualifiers and size	Introduction of new vocabulary
	Achieving (keeping up): Learn several vocab for facial features, Use qualifiers (un peu, assez) and size	Vocab retrieval (example overleaf)
	Excelling (going beyond): Learn multiple vocab for facial features, Use a variety of qualifiers (un peu, assez) and size	
5	Emerging (catching up): Describe artwork with a few opinions, identify a few things you like in your life	Introduction of new vocabulary
	Achieving (keeping up): Describe artwork with several opinions, Talking about things you like in your life	Vocab retrieval (example overleaf)
	Excelling (going beyond): Describe artwork with multiple opinions, Talking about a variety of things you like in your life	
6	Emerging (catching up): Recognise a few pronouns with verbs of opinion, begin to extend sentences into paragraphs.	Introduction of new vocabulary
	Achieving (keeping up): Using je/tu/il/elle and verbs of opinion, Writing task about paintings and opinions	Vocab retrieval (example overleaf)
	Excelling (going beyond): Using je/tu/il/elle and multiple verbs of opinion, Writing extended task about paintings and opinions	

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

	Golden Nugget	Work Hard
1	Emerging (catching up): Recognise and say a few key school subjects in French. Identify correct articles for each subject	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): Recognise and say a several key school subjects in French. Know correct articles for each subject.	
	Excelling (going beyond): Recognise and say a multiple key school subjects in French. Know correct articles for each subject and why this is the case	
2	Emerging (catching up): Use a few simple opinions. identify Vocab for agreeing/disagreeing	Introduction of new vocabulary
	Achieving (keeping up): Use several simple opinions. Be able to agree/disagree.	Vocab retrieval (example overleaf)
	Excelling (going beyond): Use multiple simple opinions. Be able to agree/disagree on a variety of scenarios.	
3	Emerging (catching up): write a few sentences Describing your timetable, identify the time using 12h clock	Introduction of new vocabulary
	Achieving (keeping up): Describing your timetable using several days and subjects. Use 12-hour clock to describe timetable	Vocab retrieval (example overleaf)
	Excelling (going beyond): Describing your timetable using multiple days and subjects, confidently Use 12-hour clock to describe timetable	
4	Emerging (catching up): Describing a few activities you do during a school day. Identify the pronoun "we"	Introduction of new vocabulary
	Achieving (keeping up): Describing several activities you do during a school day. Using on to say 'we'	Vocab retrieval (example overleaf)
	Excelling (going beyond): Describing multiple activities you do during a school day. Using on to say 'we' with multiple verbs	
5	Emerging (catching up): Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
	Achieving (keeping up): Revision of HT1 and 2 topics	
	Excelling (going beyond): Revision of HT1 and 2 topics	

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): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on your school and studies • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my school - I can name some school subjects I study - I can name parts of my timetable - I can give an opinion about my school and studies For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my school - I can name several subjects I study - I can name parts of my timetable and when these happen - I can give an opinion on my subjects and justify these For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe my school using connectives - I can accurately describe the subjects I study - I can name parts of my timetable and when these happen - I can give multiple justified opinions on my studies and justify these For the above, Excelling students will do this with high levels of accuracy and all of the above included

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

	Golden Nugget	Work Hard
1	Emerging (catching up): describe a few ways of how you use your phone and computer in your free time identify regular –er verbs	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): Be able to describe several ways how you use your phone and computer in your free time Using regular –er verbs	
	Excelling (going beyond): Be able to describe multiple ways how you use your phone and computer in your free time Using multiple regular –er verbs	
2	Emerging (catching up): Talking about which sports you play and when using a few time phrases. Identify jouer à with a few pronouns	Introduction of new vocabulary
	Achieving (keeping up): Talking about which sports you play and when using several time phrases. Conjugate jouer à with several pronouns	Vocab retrieval (example overleaf)
	Excelling (going beyond): Talking about which sports you play and when using multiple time phrases. Conjugate jouer à with multiple pronouns	
3	Emerging (catching up): Talking about a few other hobbies you do. Identify faire with a few pronouns	Introduction of new vocabulary
	Achieving (keeping up): Talking about several other hobbies you do. Conjugate faire with several pronouns	Vocab retrieval (example overleaf)
	Excelling (going beyond): Talking about multiple other hobbies you do. Conjugate faire with multiple pronouns	
4	Emerging (catching up): Giving opinions about what you do in your free time and a justification. retrieval of aimer + infinitive	Introduction of new vocabulary
	Achieving (keeping up): Giving several opinions about what you do in your free time and why. Using aimer + infinitive and revision of parce que c'est + adjective	Vocab retrieval (example overleaf)
	Excelling (going beyond): Giving multiple opinions about what you do in your free time and why. Using aimer + infinitive and revision of parce que c'est + adjective	
5	Emerging (catching up): Saying what other people do. Identify pronouns ils and elles	Introduction of new vocabulary
	Achieving (keeping up): Saying what other people do. Begin to use ils and elles	Vocab retrieval (example overleaf)
	Excelling (going beyond): Saying what other people do. Confidently Using ils and elles	
6	Emerging (catching up): Revision and recap of module. Writing about free time	Revision of HT3 vocabulary
	Achieving (keeping up): Revision and recap of module. Writing about free time	Writing about free time
	Excelling (going beyond): Revision and recap of module. Writing about free time	

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

	Golden Nugget	Work Hard
1	Emerging (catching up): Talk about a few activities you typically do when you are on holiday. Revising use of nous to say 'we' in present	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): Talk about several activities you typically do when you are on holiday. Revising use of nous to say 'we' for various verbs in present	
	Excelling (going beyond): Talk about multiple activities you typically do when you are on holiday. Revising use of nous to say 'we' for multiple verbs in present	
2	Emerging (catching up): Saying a few things you do to get ready to go out when on holiday. Using at least one reflexive verb	Introduction of new vocabulary
	Achieving (keeping up): Saying several things you do to get ready to go out when on holiday. Using several reflexive verbs	Vocab retrieval (example overleaf)
	Excelling (going beyond): Saying multiple things you do to get ready to go out when on holiday. Using multiple reflexive verbs	
3	Emerging (catching up): Learn vocabulary to buy food, drinks and snacks when on holiday. Identifying numbers in French	Introduction of new vocabulary
	Achieving (keeping up): Learn vocabulary to buy food, drinks and snacks when on holiday. Learning higher numbers to be able to say prices of food	Vocab retrieval (example overleaf)
	Excelling (going beyond): Learn vocabulary to buy food, drinks and snacks when on holiday. Using higher numbers to be able to say prices of food	
4	Emerging (catching up): Saying what you would like to do in the future on holiday. Using je voudrais + infinitive at least once	Introduction of new vocabulary
	Achieving (keeping up): Saying what you would like to do in the future on holiday. Using je voudrais + infinitive for a range of activities	Vocab retrieval (example overleaf)
	Excelling (going beyond): Saying what you would like to do in the future on holiday. Using je voudrais + infinitive for a range of activities	
5	Emerging (catching up): Revision and recap of module. Writing about holidays	Revision of HT4 vocabulary
	Achieving (keeping up): Revision and recap of module. Writing about holidays	Writing about holidays
	Excelling (going beyond): Revision and recap of module. 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)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on your school and studies • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my town - I can name some places in town - I can say where I go on the weekend - I can give an opinion about my town For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my town - I can name several places in town and spell these correctly - I can say where I go on the weekend, how often and with whom - I can give an opinion on my town and justify these For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe my town using connectives - I can accurately describe places in town - I can use 'je vais' and 'on va' in multiple contexts - I can give multiple justified opinions on my town and justify these For the above, Excelling students will do this with high levels of accuracy and all of the above included

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

	Golden Nugget	Work Hard
1	Emerging (catching up): Learn the vocabulary for places in town to be able to describe your area and its facilities. Identifying il y a / il n'y a pas de	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): Learn the vocabulary for places in town to be able to describe your area and its facilities. Using il y a / il n'y a pas de	
	Excelling (going beyond): Learn the vocabulary for places in town to be able to describe your area and its facilities. Confidently Using il y a / il n'y a pas de	
2	Emerging (catching up): Describe a few things you typically do in your area and where you go. Identifying à + the definite article to say 'to the'	Introduction of new vocabulary
	Achieving (keeping up): Describe several things you typically do in your area and where you go. using à + the definite article to say 'to the'	Vocab retrieval (example overleaf)
	Excelling (going beyond): Describe multiple things you typically do in your area and where you go. ing à + the definite article to say 'to the' and understanding why	
3	Emerging (catching up): Give and answer a few invitations to go out in your area. Identifying je peux / tu peux + infinitive and use at least once	Introduction of new vocabulary
	Achieving (keeping up): Give and answer several invitations to go out in your area. Using je peux / tu peux + infinitive	Vocab retrieval (example overleaf)
	Excelling (going beyond): Give and answer multiple invitations to go out in your area. Confidently Using je peux / tu peux + infinitive	
4	Emerging (catching up): Speaking Exam Preparation	Introduction of new vocabulary
	Achieving (keeping up): Speaking Exam Preparation	Vocab retrieval (example overleaf)
	Excelling (going beyond): Speaking Exam Preparation	
5	Emerging (catching up): Speaking Exam Practice	
	Achieving (keeping up): Speaking Exam Practice	
	Excelling (going beyond): Speaking Exam Practice	

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

	Golden Nugget – HT6	Work Hard
1	Em – Recall some vocabulary from HT1+2 for translation/listening/reading activities	Revision of vocabulary from HT1 and HT2
	A – Recall most vocabulary from HT1+2 for translation/listening/reading activities	
	Ex – Recall all vocab from HT1+2 for translation/listening/reading activities	
2	Em – Recall some vocabulary from HT3+4 for translation/listening/reading activities	Revision of vocabulary from HT3 and HT4
	A – Recall most vocabulary from HT3+4 for translation/listening/reading activities	
	Ex – Recall all vocab from HT3+4 for translation/listening/reading activities	
3	Em – Recall some vocabulary from HT5 and answer some questions in listening exam	Revision of vocabulary from HT5 and listening exam
	A – Recall most vocabulary from HT5 and answer most questions in listening exam	
	Ex – Recall all vocabulary from HT5 and answer all questions in listening exam	
4	AP2	
5	DiRT	

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 HT4: THE STORY OF WHERE IT BEGAN

DEMONSTRATION:

applying vocab for food to order in a Spanish café

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

APPLICATION :

say what you in your town and when using the time

Y7 HT3: THE STORY OF WHERE IT BEGAN

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

Y7 HT4: THE STORY OF WHERE IT BEGAN

BUILDING BLOCKS:

mastering vocabulary for places in town and attractions

Y7 HT2 – LIGHTING FIRES

DEMONSTRATION: write about your sports and free time activities in different weather

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)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on their local area and their family • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my family and my area - I can name some members of my family - I can name some places in town - I can give an opinion about my town and area For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my family and my area - I can name several members of my family and may be able to describe these - I can name multiple places in town - I can give an opinion of my town and area and justify this For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe my family and my area - I can use connectives and negatives to be able to sequence my ideas about my town - I can name multiple places in town - I can give multiple justified opinions on aspects of my town For the above, Excelling students will do this with high levels of accuracy and all of the above included

	Golden Nugget - HT1	Work Hard
1	Em – Introduce yourself (name, age, where you live)	Introduction of new vocabulary and vocab retrieval
	A – Introduce yourself and recognise family members in Spanish	
	Ex – Introduce yourself and introduce family members verbally and orally	
2	Em – Recognise some vocabulary for places in town	Introduction of new vocabulary and vocab retrieval
	A – Say what there is and isn't in your town using hay/no hay	
	Ex – Give opinions on your town based on what there is/isn't in the town	
3	Em – Recognise vocabulary for problems in your area (litter/traffic/etc.)	Introduction of new vocabulary and vocab retrieval
	A – Talk about problems in your own town	
	Ex – Give a range of justified opinions on your region using adjectives to describe it.	
4	Em – Describe your personality	Introduction of new vocabulary and vocab retrieval
	A – Describe your personality and that of others	
	Ex – Describe the personality of a range of people with accurate adjective agreement	
5	Em – Count to 31 in Spanish	Introduction of new vocabulary and vocab retrieval
	A – Say when your birthday is	
	Ex – Say when your birthday is and spell your name using the Spanish alphabet	
6	Em – Recognise vocabulary for a range of animals	Introduction of new vocabulary and vocab retrieval
	A – Say what pets you have	
	Ex – Say what pets you have and describe them with the use of adjective agreement	

	Golden Nugget – HT2	Work Hard
1	Em – Recognise vocabulary for a range of hobbies/activities	Introduction of new vocabulary and vocab retrieval
	A – Say what you do in your free time	
	Ex – Give opinions of what you do in your free time using opinion phrases	
2	Em – Recognise a range of time phrases	Introduction of new vocabulary and vocab retrieval
	A – Use a range of verbs in the present tense	
	Ex – Say what you do using a range of verbs and time phrases in the same sentence	
3	Em – Recognise vocabulary to describe the weather	Introduction of new vocabulary and vocab retrieval
	A – Describe the weather in Spanish	
	Ex – Say what you do in certain weather conditions using cuando or si	
4	Em – Recognise vocabulary for different sports in Spanish	Introduction of new vocabulary and vocab retrieval
	A – Say what sports you play/do and how often	
	Ex – Accurately use the verbs jugar and hacer to say what sports other people do	
5	Em – Recall some vocabulary from HT1 and HT2 in short translation activities	Revision of vocabulary from HT1 and HT2
	A – Recall most vocabulary from HT1+2 for translation and short writing activities	
	Ex – Recall vocab from HT1+2 to produce an extended piece of writing	

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

Spring: Learning the basics

Vocabulary test (once per half term)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on my free time, sports and hobby activities • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my hobbies - I can name some uses of technology - I can say some sports I play - I can give an opinion about my free time activities For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my hobbies - I can name several uses of technology and when I do these - I can name multiple sports I play and do - I can give an opinion of my free time activities and justify this For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write an extended passage to describe my hobbies - I can use connectives and negatives to be able to sequence my ideas about hobbies - I can name multiple sports I play and do - I can give multiple justified opinions on my hobbies For the above, Excelling students will do this with high levels of accuracy and all of the above included

	Golden Nugget – HT3	Work Hard
1	Em – Recognise vocabulary for school subjects	Introduction of new vocabulary and vocab retrieval
	A – Translate school subjects into Spanish using the correct article (el/la/los/las)	
	Ex – Say what subjects you and others study with accurate use of estudiar	
2	Em – Recall opinion phrases in Spanish	Introduction of new vocabulary and vocab retrieval
	A – Give opinions of school subjects	
	Ex – Give justified opinion of school subjects using adjective agreement	
3	Em – Recognise vocabulary for school facilities	Introduction of new vocabulary and vocab retrieval
	A – Say what there is/isn't in your school using hay/no hay	
	Ex – Describe your school facilities with accurate use of a/some/the (m./f./sg./pl.)	
4	Em – Recognise phrases for activities you do at breaktime	Introduction of new vocabulary and vocab retrieval
	A – Say what you do at breaktime with accurate use of –er and –ir verbs	
	Ex – Use –er and –ir verbs to say what others do at breaktime as well as yourself	
5	Em – Write short sentences about your school and what you do there.	Introduction of new vocabulary and vocab retrieval
	A – Write about your school and what you do there. Include justified opinions	
	Ex – Write about your school with justified opinions. Compare it to a Spanish school	
6	Em – Recall some vocabulary from HT3 in short translation activities	Revision of vocabulary from HT3
	A – Recall most vocabulary from HT3 for translation, listening, and reading activities	
	Ex – Accurately recall vocab from HT3 for extended writing and a range of activities	

	Golden Nugget – HT4	Work Hard
1	Em – Describe your town using basic adjectives	Introduction of new vocabulary and vocab retrieval
	A – Say what there is in your town and describe it using adjectives	
	Ex – Describe your town using quantifiers, adjectives, and describing the facilities	
2	Em – Recognise the time in Spanish	Introduction of new vocabulary and vocab retrieval
	A – Tell the time in Spanish and say what you do at that time	
	Ex – Say what you and others do at certain times using the verb ir	
3	Em – Recognise vocabulary of certain food and drink	Introduction of new vocabulary and vocab retrieval
	A – Say what food and drink you like	
	Ex – Order food and drink in a café using me gustaría and quiero	
4	Em – Recognise phrases in the future tense	Introduction of new vocabulary and vocab retrieval
	A – Say what you are going to do in the future	
	Ex – Use vamos a to say what you and others are going to do this weekend	
5	Em – Recall some vocabulary from HT4 in short translation activities	Revision of vocabulary from HT4
	A – Recall most vocabulary from HT4 for translation, listening, and reading activities	
	Ex – Accurately recall vocab from HT4 for extended writing and a range of activities	

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): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on my free time, sports and hobby activities • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my family - I can give some names of family members in Spanish - I can give some descriptions of hair and eye colour - I can name some adjectives to describe appearance For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my family - I can give several names of family members in Spanish - I can give describe eye colour, hair colour and personality - I can write sentences using adjectives to describe myself For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write an extended passage to describe my family - I can give names of multiple family members and use appropriate possessive pronouns - I can use verbs ser and tener to describe myself and other people - I can use adjectives with appropriate gender agreements to describe myself and others For the above, Excelling students will do this with high levels of accuracy and all of the above included

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

	Golden Nugget – HT5	Work Hard
1	Em – Remember vocabulary for family members	Introduction of new vocabulary and vocab retrieval
	A – Say what family members you have and describe them	
	Ex – Use possessive adjectives to introduce family members and describe them	
2	Em – Recognise vocabulary for physical descriptions	Introduction of new vocabulary and vocab retrieval
	A – Describe yourself physically (hair, eyes, height, etc) using tener and ser	
	Ex – Describe yourself physically using intensifiers and connectives.	
3	Em – Recall physical descriptions	Introduction of new vocabulary and vocab retrieval
	A – Describe others physically	
	Ex – Produce extended sentences describing yourself and other physically	
4	Em – Prepare short sentences to answer verbal questions	Introduction of new vocabulary and vocab retrieval
	A – Prepare extended sentences to answer verbal questions	
	Ex – Revise Vocabulary in order to spontaneously answer verbal questions	
5	Em – Produce short, prepared sentences to answer verbal questions	Introduction of new vocabulary and vocab retrieval
	A – Produce extended, prepared sentences to answer verbal questions	
	Ex – Produce spontaneous, extended answers to verbal questions	

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

	Golden Nugget – HT6	Work Hard
1	Em – Recall some vocabulary from HT1+2 for translation/listening/reading activities	Revision of vocabulary from HT1 and HT2
	A – Recall most vocabulary from HT1+2 for translation/listening/reading activities	
	Ex – Recall all vocab from HT1+2 for translation/listening/reading activities	
2	Em – Recall some vocabulary from HT3+4 for translation/listening/reading activities	Revision of vocabulary from HT3 and HT4
	A – Recall most vocabulary from HT3+4 for translation/listening/reading activities	
	Ex – Recall all vocab from HT3+4 for translation/listening/reading activities	
3	Em – Recall some vocabulary from HT5 and answer some questions in listening exam	Revision of vocabulary from HT5 and listening exam
	A – Recall most vocabulary from HT5 and answer most questions in listening exam	
	Ex – Recall all vocabulary from HT5 and answer all questions in listening exam	
4	AP2	
5	DiRT	

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)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on a holiday in the past • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe a past holiday - I can say some of: when, where, how and with whom I went on holiday - I can give some activities in the past - I can give an opinion about my past holidays For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my past holidays - I can say most of: when, where, how and with whom I went on holiday - I can give several activities in the past - I can give an opinion of my past holidays and justify this For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe my past holidays - I can say all of: when, where, how and with whom I went on holiday - I can use connectives and negatives to be able to sequence my activities in the past - I can give multiple justified opinions on aspects of my past holidays For the above, Excelling students will do this with high levels of accuracy and all of the above included

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

	Golden Nugget	Work Hard
1	Emerging: - be able to learn a few names for TV programmes and to say what you usually watch; Revision of conjugation of –er verbs with first pronouns singular (je)	Introduction of new vocabulary
2	Achieving: - be able to learn several names for TV programmes to say what you usually watch; Revision of conjugation of –er verbs with other pronouns (je, il, elle) Excelling: - be able to learn multiple names for TV programmes to say what you usually watch; Revision of conjugation of –er verbs with other pronouns (je, tu, il, elle)	Vocab retrieval (example overleaf)
3	Emerging: - be able to learn few vocabularies for film genres to say what you like to watch; Revision of opinions (j’aime, je préfère,) and justifying these using parce que c’est + one adjective	Introduction of new vocabulary
4	Achieving: - be able to learn several vocabularies for film genres to say what you like to watch; Revision of opinions (j’aime, je préfère, je déteste) and justifying these using parce que c’est + adjective Excelling: - be able to learn multiple vocabulary for film genres to say what you like to watch; Revision of opinions (j’aime, je préfère, je déteste) and justifying these using parce que c’est + more adjectives	Vocab retrieval (example overleaf)
5	Emerging: - be able to learn a few vocab for book genres to be able to say what you like to read; recognise indefinite (un, une) and definite (le, la, les) pronouns	Introduction of new vocabulary
6	Achieving: - be able to learn several vocab for book genres to be able to say what you like to read; Using most indefinite (un, une) and definite (le, la, les) pronouns Excelling: - be able to learn multiple vocab for book genres to be able to say what you like to read; Using indefinite (un, une) and definite (le, la, les) pronouns	Vocab retrieval (example overleaf)
7	Emerging: - be able to talk about your use of the internet, few things you do online and how often (je lis / je fais / j’envoie); Recognise the verb faire and few other verbs in present tense	Introduction of new vocabulary
8	Achieving: - be able to talk about your use of the internet, several things you do online and how often (je lis / je fais / j’envoie); Conjugating the verb faire and some other verbs in present tense Excelling: - be able to talk about your use of the internet, multiple things you do online and how often (je lis / je fais / j’envoie); Conjugating the verb faire and other many verbs in present tense	Vocab retrieval (example overleaf)
9	Emerging: - be able to recap few vocab of types of weather giving few activities that you do in your free time in each type of weather	Introduction of new vocabulary
10	Achieving: - be able to recap several vocab of types of weather; giving several activities that you do in your free time in each type of weather Excelling: - be able to recap multiple vocab of types of weather; giving multiple 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	Emerging: -Saying few things you can do in Paris and few things you like about it ; Using on peut + infinitive	Introduction of new vocabulary
2	Achieving: - Saying several things you can do in Paris and several things you like about it; Using on peut / on ne peut pas + infinitive	Vocab retrieval (example overleaf)
	Excelling: -Saying multiple things you can do in Paris and what you like about it; Using on peut / on ne peut pas + infinitive in extended sentences	
3	Emerging: - Saying few things you did in Paris last year (j'ai visité / je suis allé; The past tense of regular verbs (-er -> é)	Introduction of new vocabulary
4	Achieving: -Saying several things you did in Paris last year (j'ai visité / je suis allé; The past tense of regular verbs (-er -> é, -ir -> i, -re -> u)	Vocab retrieval (example overleaf)
	Excelling: - Saying multiple things you did in Paris last year (j'ai visité / je suis allé; The past tense of regular verbs (-er -> é, -ir -> i, -re -> u) in extended sentences	
5	Emerging: - Saying where you went, when and how on your past holidays; Past tense of few irregular verbs (être verb, irregular past participles)	Introduction of new vocabulary
6	Achieving: - Saying where you went, when and how on your past holidays; Past tense of several irregular verbs (être verb, irregular past participles)	Vocab retrieval (example overleaf)
	Excelling: - Saying where you went, when and how on your past holidays; Past tense of multiple irregular verbs (être verb, irregular past participles)	
7	Emerging: - Saying few things you visited and understanding few tourist information; starting saying what it was like (c'était...)	Introduction of new vocabulary
8	Achieving: - Saying several things you visited and understanding several tourist information; Saying what it was like (c'était...)	Vocab retrieval (example overleaf)
	Excelling: - Saying multiple things you visited and understanding a variety of tourist information; Saying what it was like (c'était...) in complex sentences	
9	Revision of HT1 and 2 topics	Introduction of new vocabulary
10	Revision of Writing Answers	Vocab retrieval (example overleaf)

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): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on yourself • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe myself - I can describe someone else - I can give my opinion on music - I can give an activity in the past For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe myself - I can describe several other people - I can give opinions on music and justify these - I can give some activities in the past For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe myself using connectives - I can accurately describe other people and my relationships with them - I can give multiple justified opinions on music - I can give multiple activities in the past For the above, Excelling students will do this with high levels of accuracy and all of the above included

FRENCH: Spring Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging: - Starting talking about personality: describing your own; starting practising adjectival agreement (masc/fem)	Introduction of new vocabulary
2	Achieving: - Talking about personality: describing your own and that of others; Practising adjectival agreement (masc/fem)	Vocab retrieval (example overleaf)
	Excelling: - Talking about personality: describing your own and that of others in more details; securely practising adjectival agreement (masc/fem)	
3	Emerging: - Starting talking about the relationships you have with others; recognising reflexive verbs (je m'entends avec / je me dispute avec)	Introduction of new vocabulary
4	Achieving: - Talking about the relationships you have with others; starting using reflexive verbs (je m'entends avec / je me dispute avec)	Vocab retrieval (example overleaf)
	Excelling: - Talking about the relationships you have with others; using securely reflexive verbs (je m'entends avec / je me dispute avec)	
5	Emerging: - Talking about your tastes in music and justifying this with one adjective; Using simple justifications (çar)	Introduction of new vocabulary
6	Achieving: - Talking about your tastes in music and justifying this; Starting using more complex justifications (ça me fait... ça me rend...)	Vocab retrieval (example overleaf)
	Excelling: Talking more extensively about your tastes in music and justifying this; Using more complex justifications (ça me fait... ça me rend...)	
7	Emerging: - Starting talking about the clothes you normally wear and what you are going to wear this weekend; Start to identify the near future tense (je vais + infinitive)	Introduction of new vocabulary
8	Achieving: - Talking about the clothes you normally wear and what you are going to wear this weekend; start to implement the near future tense (je vais + infinitive, on va + infinitive)	Vocab retrieval (example overleaf)
	Excelling: - Talking extensively about the clothes you normally wear and what you are going to wear this weekend; using a number of near future tense (je vais + infinitive, on va + infinitive) confidently	
9	Emerging: - Starting to talking about few things you did last weekend	Introduction of new vocabulary
10	Achieving: - Talking about what you did last weekend	Vocab retrieval (example overleaf)
	Excelling: - Talking about what you did last weekend confidently	
11	Extended writing practice	Introduction of new vocabulary
12	Extended writing performance	Vocab retrieval (example overleaf)

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

	Golden Nugget	Work Hard
1	Emerging: - Describe briefly your home; identify the conditional: je voudrais habiter	Introduction of new vocabulary
2	Achieving: - Describe your home with some details and start to describe how your ideal home would be in the future; Recap of the conditional: je voudrais habiter	Vocab retrieval (example overleaf)
	Excelling: - Describe your home in details and how your ideal home would be in the future; Recap of the conditional: je voudrais habiter and use it with confidence	
3	Emerging: - Start to recognise and try to pronounce the vocabulary for rooms in your home; Using few prepositions (dans / derrière / sous / devant)	Introduction of new vocabulary
4	Achieving: - Recognise and pronounce with some confidence the vocabulary for rooms in your home; Using some prepositions (dans / derrière / sous / devant)	Vocab retrieval (example overleaf)
	Excelling: - Recognise and pronounce the vocabulary with confidence for rooms in your home; Using multiple prepositions (dans / derrière / sous / devant)	
5	Emerging: - Recognise few food vocab to describe the meals you normally eat; Use of few partitive article 'some': du, de la, de l', des	Introduction of new vocabulary
6	Achieving: - Use of some food vocab to describe the meals you normally eat; Use of some partitive article 'some': du, de la, de l', des	Vocab retrieval (example overleaf)
	Excelling: - use multiple food vocab to describe the meals you normally eat; Use of partitive article 'some': du, de la, de l', des with confidence	
7	Emerging: - Describing a simple meal for a special occasion – la Chandeleur; More practice with few near future verbs to say what you are going to buy for a special meal in the future	Introduction of new vocabulary
8	Achieving: - Describing a meal for a special occasion – la Chandeleur; More practice with some near future verbs to say what you are going to buy for a special meal in the future	Vocab retrieval (example overleaf)
	Excelling: - Describing a meal for a special occasion in great details – la Chandeleur; More practice with multiple near future to say what you are going to buy for a special meal in the future	
9	Revision of HT1 and 2 topics	Introduction of new vocabulary
10	Revision of Writing Answers	Vocab retrieval (example overleaf)

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

Summer: Learning the basics

Vocabulary test (once per half term)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on talents and ambitions • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my ambitions - I can use at least one modal verb - I can use some phrases in other tenses - I can give an opinion about my ambitions For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my ambitions - I can use several modal verbs - I can use multiple phrases in other tenses - I can give an opinion on my ambitions and justify this For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe my ambitions using connectives - I can use multiple modal verbs - I can use multiple phrases in other tenses accurately - I can give multiple justified opinions on my ambitions and justify these For the above, Excelling students will do this with high levels of accuracy and all of the above included

FRENCH: Holidays: Summer Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging: - Starting talking about your talents, passions and ambitions for the future; recognising modal verb vouloir + infinitive : je veux être... je veux gagner...	Introduction of new vocabulary
2	Achieving: - Talking about your talents, passions and ambitions for the future; starting using modal verb vouloir + infinitive : je veux être... je veux gagner... Excelling: - Talking about your talents, passions and ambitions for the future in great details; Using modal verb vouloir + infinitive : je veux être... je veux gagner regularly	Vocab retrieval (example overleaf)
3	Emerging: - Saying few things you are able to do; recognising devoir and pouvoir + infinitive: je dois... je peux...	Introduction of new vocabulary
4	Achieving: - Saying some things you are able to do and what you must do to be successful in the future; start to use devoir and pouvoir + infinitive: je dois... je peux... Excelling: - Saying what you are able to do and what you must do to be successful in the future in great detail; Using devoir and pouvoir + infinitive: je dois... je peux...	Vocab retrieval (example overleaf)
5	Emerging: - recognise who is 'the best', 'the most', 'the least' (superlative); Recap of grammar to include simple structures, a tense and few vocabulary in writing and in speech	Introduction of new vocabulary
6	Achieving: - Saying who is 'the best', 'the most', 'the least' (superlative); Recap of grammar to include some variety of structures, tenses and vocabulary in writing and in speech Excelling: Saying who is 'the best', 'the most', 'the least' (superlative); Recap of grammar to include a good 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 Preparation; Speaking Exam Performance	Introduction of new vocabulary
10	Speaking Exam Preparation; Speaking Exam Performance	Vocab retrieval (example overleaf)

SPANISH: Summer Term 2 Golden Nuggets and Work Hard

	Golden Nugget – HT6	Work Hard
1	Em – Recall some vocabulary from HT1+2 for translation/listening/reading activities A – Recall most vocabulary from HT1+2 for translation/listening/reading activities Ex – Recall all vocab from HT1+2 for translation/listening/reading activities	Revision of vocabulary from HT1 and HT2
2	Em – Recall some vocabulary from HT3+4 for translation/listening/reading activities A – Recall most vocabulary from HT3+4 for translation/listening/reading activities Ex – Recall all vocab from HT3+4 for translation/listening/reading activities	Revision of vocabulary from HT3 and HT4
3	Em – Recall some vocabulary from HT5 and answer some questions in listening exam A – Recall most vocabulary from HT5 and answer most questions in listening exam Ex – Recall all vocabulary from HT5 and answer all questions in listening exam	Revision of vocabulary from HT5 and listening exam
4	AP2	
5	DiRT	

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): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on their holidays • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe a past holiday - I can say some of: when, where, how and with whom I went on holiday - I can give some activities in the past - I can give an opinion about my past holidays For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my past holidays - I can say most of: when, where, how and with whom I went on holiday - I can give several activities in the past - I can give an opinion of my past holidays and justify this For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe my past holidays - I can say all of: when, where, how and with whom I went on holiday - I can use connectives and negatives to be able to sequence my activities in the past - I can give multiple justified opinions on aspects of my past holidays For the above, Excelling students will do this with high levels of accuracy and all of the above included

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

	Golden Nugget	Work Hard
1	Emerging: recall some vocab for using technology	Introduction of new vocabulary
2	Achieving: recall several uses of technology with time phrases	Vocab retrieval (example overleaf)
	Excelling: recall several uses of technology, time phrases and negatives	
3	Emerging: name some music genres and give at least one opinion	Introduction of new vocabulary
4	Achieving: give multiple opinions on music genres and justify these	Vocab retrieval (example overleaf)
	Excelling: give and justify multiple opinions on music with connectives	
5	Emerging: name genres of TV programmes and give at least one opinion	Introduction of new vocabulary
6	Achieving: give multiple opinions on TV programmes and justify these	Vocab retrieval (example overleaf)
	Excelling: give and justify multiple opinions on TV shows with correct plural forms and adjectives	
7	Emerging: name some activities in the past tense	Introduction of new vocabulary
8	Achieving: construct sentences in the past to describe yesterday	Vocab retrieval (example overleaf)
	Excelling: narrate yesterday's actions using sequencers	
9	Emerging: recognise some actions in past for third person	Introduction of new vocabulary
10	Achieving: be able to conjugate actions in past for third person	Vocab retrieval (example overleaf)
	Excelling: be able to translate a short passage about someone else's actions in the past	
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	Emerging: be able to say where you went on holiday last year	Introduction of new vocabulary
2	Achieving: say where, when, how and with whom you went	Vocab retrieval (example overleaf)
	Excelling: say where, when, how and with whom you went with connectives	
3	Emerging: be able to say some holiday activities in the past	Introduction of new vocabulary
4	Achieving: be able to say several activities in the past	Vocab retrieval (example overleaf)
	Excelling: be able to say several activities in the past and sequence these	
5	Emerging: translate some past tense –er/-ir verbs into English	Introduction of new vocabulary
6	Achieving: confidently translate several past tense –er/-ir verbs Spanish <-> English	Vocab retrieval (example overleaf)
	Excelling: use –ar/-er/-ir verbs in past to narrate past holiday activities	
7	Emerging: be able to give an opinion on a holiday in the past	Introduction of new vocabulary
8	Achieving: be able to give an opinion on a holiday in the past and justify this	Vocab retrieval (example overleaf)
	Excelling: be able to give multiple opinions on a holiday in the past and justify these	
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)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on my eating habits and opinions about food • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my food habits - I can use some time phrases to describe my eating habits - I can say some meals I eat - I can give an opinion about food For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my food habits - I can use several time phrases to describe my eating habits - I can name multiple meals I eat - I can give an opinion of food and justify this For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write an extended passage to describe my food habits - I can use connectives and negatives to be able to sequence my ideas about food - I can name all the meals I eat in a day - I can give multiple justified opinions on food For the above, Excelling students will do this with high levels of accuracy and all of the above included

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

	Golden Nugget	Work Hard
1	Emerging: write and pronounce names of food with correct articles (el/la etc)	Introduction of new vocabulary
	Achieving: use wider range of opinions about food (prefiero / no me gusta nada)	
2	Excelling: give and justify wider range of opinions	Vocab retrieval (example overleaf)
3	Emerging: say what you have for breakfast, lunch and dinner	Introduction of new vocabulary
4	Achieving: say what you have for breakfast, lunch and dinner with times	Vocab retrieval (example overleaf)
	Excelling: as above and add negatives (nada, nunca)	
5	Emerging: know vocabulary for starter, main, dessert and drink	Introduction of new vocabulary
	Achieving: use me gustaria / quiero to order each course	Vocab retrieval (example overleaf)
6	Excelling: construct a dialogue in a restaurant to order a meal	
7	Emerging: recognise future tense for a future special occasion	Introduction of new vocabulary
8	Achieving: use a range of verbs in the future tense (voy a...)	Vocab retrieval (example overleaf)
	Excelling: use plural (vamos a...) and negative (no voy a...) forms of future tense	
9	Emerging: recognise some examples of verbs in present, past and future	Introduction of new vocabulary
10	Achieving: recognise multiple verbs in all 3 tenses	Vocab retrieval (example overleaf)
	Excelling: be able to translate longer texts written in all 3 tenses	
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	Emerging: understand arrangements to go out (when, where, with whom)	Introduction of new vocabulary
2	Achieving: recall all prepositions for location (delante de / al lado de/ enfrente de)	Vocab retrieval (example overleaf)
	Excelling: construct a dialogue to arrange to meet up (te gustaría + infinitive)	
3	Emerging: recognise excuses for not being able to meet up (tengo que + infinitive)	Introduction of new vocabulary
	Achieving: recall most excuses for not being able to meet up	Vocab retrieval (example overleaf)
4	Excelling: construct a dialogue to ask to meet up with excuses given	
5	Emerging: recall some reflexive verbs for getting ready (me lavo / me visto)	Introduction of new vocabulary
	Achieving: recall most reflexive verbs for getting ready with sequencers	Vocab retrieval (example overleaf)
6	Excelling: narrate your process to get ready using reflexive verbs and sequencers	
7	Emerging: know some vocabulary for clothing with correct article (un/una)	Introduction of new vocabulary
8	Achieving: know most vocabulary for clothing and be able to combine with colours	Vocab retrieval (example overleaf)
	Excelling: say what clothing you are going to wear in the future (voy a llevar)	
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): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on my holidays • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my holidays - I can name some of: how and where my holiday home is and what it has - I can say some activities I can do on holiday - I can give an opinion about my holidays For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my holidays - I can name most of: how and where my holiday home is and what it has - I can say multiple activities I can do on holiday - I can give an opinion of my holiday activities and justify this For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write an extended passage to describe my holidays - I can name all of: how and where my holiday home is and what it has - I can name multiple activities I can do on holiday do and those I can't - I can give multiple justified opinions on my holidays For the above, Excelling students will do this with high levels of accuracy and all of the above included

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

	Golden Nugget	Work Hard
1	Emerging: describe holiday home (adjective, location)	Introduction of new vocabulary
2	Achieving: describe holiday home (adjective, location, rooms)	Vocab retrieval (example overleaf)
	Excelling: as above and give comparisons about your holiday home	
3	Emerging: say some activities you can do on holiday (se puede)	Introduction of new vocabulary
4	Achieving: say several holiday activities and negatives (no se puede)	Vocab retrieval (example overleaf)
	Excelling: as above and recognise the superlative (the most/least)	
5	Emerging: recognise holiday activities in past, present and future	Introduction of new vocabulary
6	Achieving: be able to translate activities in 3 tenses English <-> Spanish	Vocab retrieval (example overleaf)
	Excelling: confidently translate texts in all three tenses	
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 – HT6	Work Hard
1	Em – Recall some vocabulary from HT1+2 for translation/listening/reading activities	Revision of vocabulary from HT1 and HT2
	A – Recall most vocabulary from HT1+2 for translation/listening/reading activities	
	Ex – Recall all vocab from HT1+2 for translation/listening/reading activities	
2	Em – Recall some vocabulary from HT3+4 for translation/listening/reading activities	Revision of vocabulary from HT3 and HT4
	A – Recall most vocabulary from HT3+4 for translation/listening/reading activities	
	Ex – Recall all vocab from HT3+4 for translation/listening/reading activities	
3	Em – Recall some vocabulary from HT5 and answer some questions in listening exam	Revision of vocabulary from HT5 and listening exam
	A – Recall most vocabulary from HT5 and answer most questions in listening exam	
	Ex – Recall all vocabulary from HT5 and answer all questions in listening exam	
4	AP2	
5	DiRT	

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)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on free time (HT1) and healthy lifestyles (HT2- example below) • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my hobbies and eating habits - I can add to the above some of: when, where, how and with whom - I can give some activities in the past - I can give an opinion about food and hobbies For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my hobbies and eating habits - I can add to the above most of: when, where, how and with whom - I can give several activities in the past - I can give an opinion of food and hobbies and justify this - I can mention some plans for the future For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe my hobbies and eating habits - I can add to the above all of: when, where, how and with whom - I can use connectives and negatives to be able to sequence my activities in the past - I can give multiple justified opinions on aspects of food and hobbies - I can mention multiple plans for the future For the above, Excelling students will do this with high levels of accuracy and all of the above included

	Golden Nugget - HT1	Work Hard
1	Em – Describe your hair and eyes	Introduction of new vocabulary and vocab retrieval
	A – Describe your hair, eyes, and personality	
	Ex – Describe yourself physically, your personality, and do the same for others	
2	Em – Recognise vocab for activities on social media	Introduction of new vocabulary and vocab retrieval
	A – Say what you do on social media, and how often	
	Ex – Say what you and others do on social media by conjugating –er verbs	
3	Em – Recognise invitations to make plans	Introduction of new vocabulary and vocab retrieval
	A – Make plans using the future tense (je vais)	
	Ex – Make plans with someone else using the future (on va)	
4	Em – Recognise activities in the past tense	Introduction of new vocabulary and vocab retrieval
	A – Describe a recent, memorable night using the past tense	
	Ex – Accurately use the past tense to talk about what others did as well as yourself	
5	Em – Talk about what music you like	Introduction of new vocabulary and vocab retrieval
	A – Describe a music event in the past	
	Ex – Combine the past, present and future to talk about different music events	
6	Em – Recall some vocabulary from HT1 to produce short, simple sentences	Revision of vocabulary from HT1 and HT2
	A – Recall most vocabulary from HT1 to produce a number of extended sentences	
	Ex – Recall all vocab from HT1 to produce an accurate, extended piece of writing	

	Golden Nugget – HT2	Work Hard
1	Em – Recognise vocabulary for body parts	Introduction of new vocabulary and vocab retrieval
	A – Name body parts and say that something hurts	
	Ex – Talk about aching body parts and accurately use au/à la/à l’/aux	
2	Em – Recognise vocab for sports and hobbies	Introduction of new vocabulary and vocab retrieval
	A – Talk about what you do to stay healthy using the present tense	
	Ex – Use il faut + infinitive to talk about what you must do to be healthy	
3	Em – Recognise vocabulary for food and drink	Introduction of new vocabulary and vocab retrieval
	A – Talk about whether you eat healthily or not	
	Ex – Use the future tense to say what you are going to do/eat to stay healthy	
4	Em – Recognise vocab for healthy/unhealthy habits	Introduction of new vocabulary and vocab retrieval
	A – Say whether you lead a healthy lifestyle or not, and how you do that	
	Ex – Combine the past, present and future to talk about lifestyle choices	
5	Em – Recall some vocabulary from HT1 and HT2 in short translation activities	Revision of vocabulary from HT1 and HT2
	A – Recall most vocabulary from HT1+2 for translation and short writing activities	
	Ex – Recall vocab from HT1+2 to produce an extended piece of writing	

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): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on ambitions (HT3) and holidays (HT4 – example below) • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my holidays in present and past - I can say some of: when, where, how and with whom I went on holiday - I can narrate some activities in the past - I can give an opinion about my holidays - I can give some detail of my holiday ambitions For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my present and past holidays - I can say most of: when, where, how and with whom I went on holiday - I can narrate several activities in the past - I can give opinions of my holidays and justify these - I can give more detail about my holiday ambitions For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe my present and past holidays - I can say all of: when, where, how and with whom I went on holiday - I can use connectives and negatives to be able to sequence my activities in the past - I can give multiple justified opinions on aspects of my holidays - I can give multiple details about my holiday ambitions For the above, Excelling students will do this with high levels of accuracy and all of the above included

	Golden Nugget – HT3	Work Hard
1	Em – Recognise vocabulary for different jobs	Introduction of new vocabulary and vocab retrieval
	A – Say what job you are going to do in the future	
	Ex – Say what job you and others are going to do. Give opinions of those careers.	
2	Em – Recognise simple phrases that use modal verbs	Introduction of new vocabulary and vocab retrieval
	A – Say what you <u>can</u> do if you speak another language	
	Ex – Discuss the benefits of speaking another language using a range of modal verbs	
3	Em – Recognise a range of frequency phrases	Introduction of new vocabulary and vocab retrieval
	A – Say what your job entails	
	Ex – Say what you do at work and how often you do it, using irregular verbs	
4	Em – Recognise phrases in the imperfect tense (I used to...)	Introduction of new vocabulary and vocab retrieval
	A – Say what you were like when you were younger	
	Ex – Say what you were like when you were younger and what you used to do	
5	Em – Prepare and produce short sentences to answer verbal questions regarding jobs	Introduction of new vocabulary and vocab retrieval
	A – Prepare and produce extended sentences to answer verbal questions about jobs	
	Ex – Produce spontaneous answers to questions about jobs	
6	Em – Recognise phrases using je veux/je voudrais which describe ambitions	Revision of vocabulary from HT3
	A – Talk about future ambitions using je veux/je voudrais	
	Ex – Talk about future ambitions and accurately use m./f. nouns for professions	

	Golden Nugget – HT4	Work Hard
1	Em – Recognise short phrases describing holiday activities	Introduction of new vocabulary and vocab retrieval
	A – Say what you normally do on holiday	
	Ex – Ask and answer questions about regular holiday habits (who/when/how long)	
2	Em – Use je voudrais to say where you would like to go on holiday	Introduction of new vocabulary and vocab retrieval
	A – Give a detailed description of your dream holiday	
	Ex – Use a range of conditional verbs to describe your dream holiday in detail	
3	Em – Recognise vocabulary of items that you might take on holiday	Introduction of new vocabulary and vocab retrieval
	A – Say what you take on holiday	
	Ex – Say what you do on holiday (using reflexive verbs) and what you take with you	
4	Em – Recognise past tense phrases detailing holiday disasters in the past	Introduction of new vocabulary and vocab retrieval
	A – Describe a problem you have had on a previous holiday	
	Ex – Use the perfect tense to narrate a disastrous holiday in detail	
5	Em – Use short sentences to describe a future visit to a tourist attraction	Revision of vocabulary from HT4
	A – Give a detailed description of a future trip and visit to a tourist attraction	
	Ex – Combine the past, present and future to talk about holidays	

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

Summer: Learning the basics

Vocabulary test (once per half term)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on your shopping habits (HT5 – example below) and AP2 prep • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe what's important to me and my rights - I can use at least one modal verb - I can use some phrases in other tenses to describe my shopping habits - I can give an opinion about my shopping habits and my priorities For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe what's important to me and my rights - I can use several modal verbs - I can use multiple phrases in other tenses to describe my shopping habits - I can give an opinion on my shopping habits and my priorities For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a connected passage to describe what's important to me and my rights - I can use multiple modal verbs - I can use multiple phrases in other tenses accurately to describe my shopping habits - I can give multiple justified opinions on my shopping habits and my priorities For the above, Excelling students will do this with high levels of accuracy and all of the above included

FRENCH:

Summer Term 1 Golden Nuggets and Work Hard

	Golden Nugget – HT5	Work Hard
1	Em – Recognise phrases that say what you are/aren't allowed to do	Introduction of new vocabulary and vocab retrieval
	A – Say what you are/aren't allowed to do	
	Ex – Say what you are/aren't allowed to do and include conditions (si...)	
2	Em – Recognise vocabulary for things that are important in life	Introduction of new vocabulary and vocab retrieval
	A – Say what is a priority and what worries you	
	Ex – Talk about your priorities and the priorities of others using possessive pronouns	
3	Em – Recognise vocabulary for things that you might buy	Introduction of new vocabulary and vocab retrieval
	A – Say what you normally buy when shopping	
	Ex – Use the past, present and future to talk about purchasing habits	
4	Em – Recognise phrases that describe what makes someone happy	Introduction of new vocabulary and vocab retrieval
	A – Say what makes you happy	
	Ex – Say what makes you happy using a range of infinitives to mean “-ing”	
5	Em – Produce short, prepared sentences to answer verbal questions	Introduction of new vocabulary and vocab retrieval
	A – Produce extended, prepared sentences to answer verbal questions	
	Ex – Produce spontaneous, extended answers to verbal questions	

FRENCH:

Summer Term 2 Golden Nuggets and Work Hard

	Golden Nugget – HT6	Work Hard
1	Em – Recall some vocabulary from HT1+2 for translation/listening/reading activities	Revision of vocabulary from HT1 and HT2
	A – Recall most vocabulary from HT1+2 for translation/listening/reading activities	
	Ex – Recall all vocab from HT1+2 for translation/listening/reading activities	
2	Em – Recall some vocabulary from HT3+4 for translation/listening/reading activities	Revision of vocabulary from HT3 and HT4
	A – Recall most vocabulary from HT3+4 for translation/listening/reading activities	
	Ex – Recall all vocab from HT3+4 for translation/listening/reading activities	
3	Em – Recall some vocabulary from HT5 and answer some questions in listening exam	Revision of vocabulary from HT5 and listening exam
	A – Recall most vocabulary from HT5 and answer most questions in listening exam	
	Ex – Recall all vocabulary from HT5 and answer all questions in listening exam	
4	AP2	
5	DiRT	

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

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

Y9 HT5: SUBJECT IN ACTION

DEMONSTRATION: write
in three tenses about
holidays

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)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on their daily lives (HT1) and their experience of work (HT2- example provided here) • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my roles and responsibilities at work - I can say some of: when, where, how and with whom I work - I can give some activities in the past - I can give an opinion about my work experience - I can attempt to give ambitions and plans for the future For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my roles and responsibilities at work - I can say most of: when, where, how and with whom I work - I can give several activities in the past - I can give an opinion of my work experience and justify this - I can give some ambitions and plans for the future For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write a passage to describe my roles and responsibilities at work - I can say all of: when, where, how and with whom I work - I can use connectives and negatives to be able to sequence my activities in the past - I can give multiple justified opinions on aspects of my work experience - I can give multiple ambitions and plans for the future For the above, Excelling students will do this with high levels of accuracy and all of the above included

SPANISH: Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging: discuss my free time using opinions and key verbs (ser/ir)	Introduction of new vocabulary
2	Achieving: use wider range of opinions to discuss likes and dislikes	Vocab retrieval (example overleaf)
	Excelling: use other parts of key verbs (we/ he / she)	
3	Emerging: use some reflexive verbs to describe routine	Introduction of new vocabulary
4	Achieving: use most reflexive verbs and sequencers	Vocab retrieval (example overleaf)
	Excelling: as above and add further irregular verbs in present tense	
5	Emerging: give a positive and negative opinion about film genres	Introduction of new vocabulary
6	Achieving: give a range of opinions on films and justify these	Vocab retrieval (example overleaf)
	Excelling: use future tense to make plans to go to the cinema (vamos a)	
7	Emerging: recognise a range of verbs in past about a special birthday	Introduction of new vocabulary
8	Achieving: be able to translate verbs in past tense Spanish <-> English	Vocab retrieval (example overleaf)
	Excelling: narrate a day's events in the past using time phrases / sequencers	
9	Emerging: understand key details about a celebrity's life	Introduction of new vocabulary
10	Achieving: understand a longer text about a celebrity and summarise this	Vocab retrieval (example overleaf)
	Excelling: confidently translate short passages in 3 tenses	
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	Emerging: recall vocabulary for different professions	Introduction of new vocabulary
2	Achieving: say what one has to do for each job (tengo que)	Vocab retrieval (example overleaf)
	Excelling: talk about advantages/disadvantages/ preferences for jobs	
3	Emerging: say what personal qualities you have for jobs (soy)	Introduction of new vocabulary
4	Achieving: Saying what job you would like to do: me gustaría + infinitive	Vocab retrieval (example overleaf)
	Excelling: as above and correctly use agreement of adjectives for traits (o/a)	
5	Emerging: say what your future ambitions are (voy a)	Introduction of new vocabulary
6	Achieving: as above and use plural (vamos a) and negative (no voy a)	Vocab retrieval (example overleaf)
	Excelling: narrate your future plans using sequencers and time phrases	
7	Emerging: describe your job – rights / roles /responsibilities	Introduction of new vocabulary
8	Achieving: be able to use past and preterite tenses together	Vocab retrieval (example overleaf)
	Excelling: be able to use past, preterite and future tenses together	
9	Revision of HT1 and 2 topics	Introduction of new vocabulary
10	Revision of Writing Answers	Vocab retrieval (example overleaf)

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

Spring: Learning the basics

Vocabulary test (once per half term)	Knowledge recall on topic (20 questions): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on eating habits (HT3 – example below) and your world (HT4) • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my food habits - I can use some time phrases to describe my eating habits - I can say some activities I do to keep fit / I can mention part of my daily routine - I can use the future to talk about some health resolutions - I can give an opinion about food For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my food habits - I can use several time phrases to describe my eating habits - I can name multiple activities I do to keep fit and why / I can mention multiple aspects of my daily routine - I can use the future to talk about multiple health resolutions - I can give an opinion of food and justify this For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write an extended passage to describe my food habits - I can use connectives and negatives to be able to sequence my ideas about food - I can talk about my health activities and those of others / I can thoroughly narrate my daily routine - I can give multiple justified opinions on food - I can use the future to talk about my health resolutions in detail For the above, Excelling students will do this with high levels of accuracy and all of the above included

SPANISH: *Spring Term 1 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Emerging: talk about what I eat and drink and give opinions of this	Introduction of new vocabulary
2	Achieving: as above and add time phrases and negatives	Vocab retrieval (example overleaf)
	Excelling: use direct object pronouns (lo como, la bebo)	
3	Emerging: be able to say the sports you play and prefer	Introduction of new vocabulary
4	Achieving: give positive and negative opinions on sport and justify these	Vocab retrieval (example overleaf)
	Excelling: narrate your sporting habits throughout the week with opinions	
5	Emerging: use present tense verbs to talk about daily routine actions	Introduction of new vocabulary
6	Achieving: use time phrases and sequencers to narrate daily routine	Vocab retrieval (example overleaf)
	Excelling: use reflexive verbs for different pronouns (we / he /she)	
7	Emerging: give some lifestyle advice using se debe/ no se debe	Introduction of new vocabulary
8	Achieving: give several pieces of advice using se debe / no se debe	Vocab retrieval (example overleaf)
	Excelling: discuss health problems and provide solutions	
9	Emerging: be able to talk about illnesses and ailments with me duele	Introduction of new vocabulary
10	Achieving: as above and give advice to improve health	Vocab retrieval (example overleaf)
	Excelling: write about an accident in past and future solutions	
11	Extended writing practice	Introduction of new vocabulary
12	Extended writing performance	Vocab retrieval (example overleaf)

SPANISH: *Spring Term 2 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Emerging: be able to discuss nationalities and where people live	Introduction of new vocabulary
2	Achieving: use key verbs accurately in 3 rd person present tense (se llama / vive)	Vocab retrieval (example overleaf)
	Excelling: use wider range of verbs in third person present tense (including irregulars)	
3	Emerging: say what you have the right to do (tengo derecho)	Introduction of new vocabulary
4	Achieving: say what you are able to do (puedo / no puedo + infinitive)	Vocab retrieval (example overleaf)
	Excelling: use full range of pronouns of poder (Podemos, pueden)	
5	Emerging: recall actions to protect the environment	Introduction of new vocabulary
6	Achieving: discuss environmental responsibilities with (no) se debería	Vocab retrieval (example overleaf)
	Excelling: create suggestions of how to make your school greener	
7	Emerging: be able to say what your town used to be like	Introduction of new vocabulary
8	Achieving: be able to compare you town before to how it is now	Vocab retrieval (example overleaf)
	Excelling: as above and suggest how your town could improve in the future	
9	Revision of HT1 and 2 topics	Introduction of new vocabulary
10	Revision of Writing Answers	Vocab retrieval (example overleaf)

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): • Knowledge of new vocabulary (nouns) • Application of rules of agreement based on gender • Knowledge of key sentence structures • Vocabulary for giving opinions • Dictation element to test knowledge of sound-spelling links and phonics
In class assessment from memory	• Students produce a piece of extended writing on my a visit to Spain • Students memorise their piece and write this in exam conditions

Emerging	Achieving	Excelling
- I can form simple sentences to describe my holidays - I can name some of: how and where my holiday home is and what it has - I can say some activities I can do on holiday - I can attempt to say an activity I will do tomorrow For the above, Emerging students will do this with limited accuracy and potentially some of the above omitted	- I can write longer sentences to describe my holidays - I can name most of: how and where my holiday home is and what it has - I can say multiple activities I can do on holiday - I can give an opinion of my holiday activities and justify this - I can give some activities I will do tomorrow For the above, Achieving students will do this with greater accuracy and most if not all of the above included	- I can write an extended passage to describe my holidays - I can name all of: how and where my holiday home is and what it has - I can name multiple activities I can do on holiday do and those I can't - I can give multiple justified opinions on my holidays - I can give multiple activities I will do tomorrow For the above, Excelling students will do this with high levels of accuracy and all of the above included

SPANISH: *Summer Term 1 Golden Nuggets and Work Hard*

	Golden Nugget	Work Hard
1	Emerging: recall vocabulary for first meetings / greetings	Introduction of new vocabulary
2	Achieving: express needs using tengo (sed / hambre/ sueño)	Vocab retrieval (example overleaf)
	Excelling: express wants with quiero / me gustaría + infinitive	
3	Emerging: talk about activities to do on arrival in Madrid	Introduction of new vocabulary
4	Achieving: make suggestions using hay que	Vocab retrieval (example overleaf)
	Excelling: recognise and employ the superlative (the most /least)	
5	Emerging: recognise verbs in past to talk about a memorable day on holiday	Introduction of new vocabulary
6	Achieving: recognise verbs in past and narrate a day using sequencers	Vocab retrieval (example overleaf)
	Excelling: use regular and irregular verbs in past about your activities	
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: *Summer Term 2 Golden Nuggets and Work Hard*

	Golden Nugget – HT6	Work Hard
1	Em – Recall some vocabulary from HT1+2 for translation/listening/reading activities	Revision of vocabulary from HT1 and HT2
	A – Recall most vocabulary from HT1+2 for translation/listening/reading activities	
	Ex – Recall all vocab from HT1+2 for translation/listening/reading activities	
2	Em – Recall some vocabulary from HT3+4 for translation/listening/reading activities	Revision of vocabulary from HT3 and HT4
	A – Recall most vocabulary from HT3+4 for translation/listening/reading activities	
	Ex – Recall all vocab from HT3+4 for translation/listening/reading activities	
3	Em – Recall some vocabulary from HT5 and answer some questions in listening exam	Revision of vocabulary from HT5 and listening exam
	A – Recall most vocabulary from HT5 and answer most questions in listening exam	
	Ex – Recall all vocabulary from HT5 and answer all questions in listening exam	
4	AP2	
5	DiRT	