

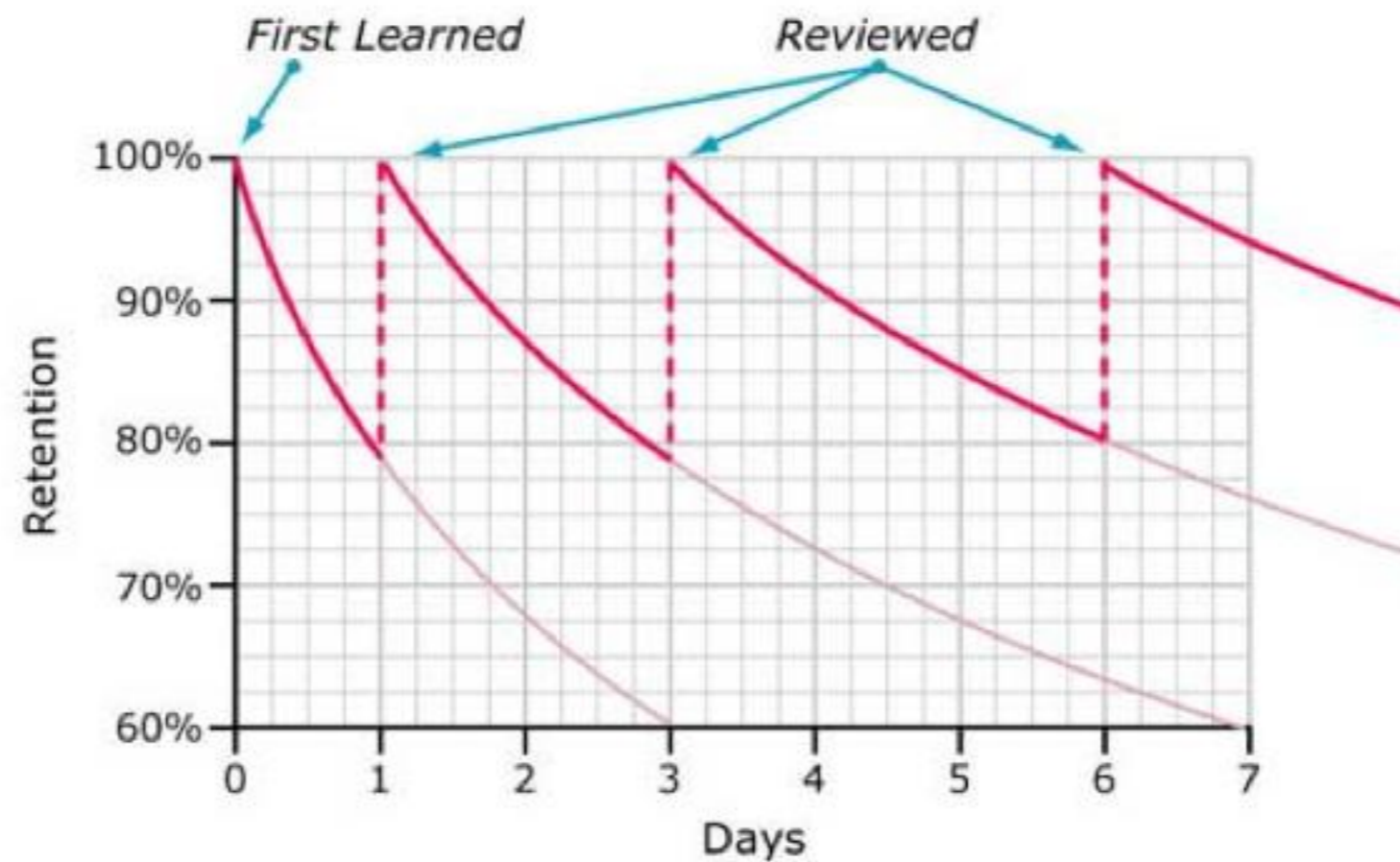
Curriculum Intent

The Curriculum Framework in *Modern Foreign Languages* will:

- Fully cover and extend beyond the Programmes of Study: KS3 set out in the National Curriculum in England (September 2013).
- The study of Modern Foreign Languages enables learners to understand and communicate with people around the world.
- We aspire to teach learners to manipulate language to suit their purpose in a range of scenarios and to facilitate understanding of grammar construction.
- Furthermore, learning a foreign language enhances literacy and communication skills in English and will provide learners with opportunities beyond their everyday experiences.
- We aim to promote curiosity about, and an appreciation of, the culture and the way of life of the people living in the countries where the languages are spoken, as well as encouraging learners to be citizens of not just this country, but of their world.

“When you learn a language, you don’t just learn to speak and write a new language. You also learn to be open-minded, liberal, tolerant, kind, and considerate towards all mankind.” – Mouloud Benzadi

Typical Forgetting Curve for Newly Learned Information



Year 7	Introductions	Family life	Media and technology	Free time	Lifestyle choices
<p>Substantive Concept <i>The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.</i></p>	<ul style="list-style-type: none"> Talk about themselves giving simple information. Give details about their name, age, birthday. Understand grammatical gender (nouns) Conjugate verb “to have”. Understand and begin to apply basic adjectival agreement. Asking and forming basic questions 	<ul style="list-style-type: none"> Talk about themselves giving information about nationality. Discuss family make up including nationality, types of family (monoparental etc.) Discuss sexuality in families. Describe people physically and their character. Count and use numbers to one hundred. Give the age of their family members. Discuss pets and describe them. 	<ul style="list-style-type: none"> Talk about TV viewing habits, Talk about films and give justified opinions. Talk about using computer and internet. Discuss what apps they use and why. Discuss what they do with family members. 	<ul style="list-style-type: none"> Talk about sports and hobbies. Talk about musical instruments. Giving and accepting invitations Describing hobbies based on weather. Future plans with friends and family 	<ul style="list-style-type: none"> Talk about health and fitness. Understand going to the pharmacy/doctor’s surgery. Making lifestyle choices. Talking about staying healthy in the future. Discussing unhealthy habits. Giving opinions on contemporary issues (smoking and drugs)
<p>Topic/Unit <i>The title or topic of the unit of work.</i></p>	<ul style="list-style-type: none"> Introducing myself 	<ul style="list-style-type: none"> My family 	<ul style="list-style-type: none"> My digital life 	<ul style="list-style-type: none"> My free time and hobbies 	<ul style="list-style-type: none"> A healthy lifestyle
<p>Powerful Knowledge <i>The subject specific (substantive) knowledge that pupils would not otherwise encounter in their day-to-day lives.</i></p>	<ul style="list-style-type: none"> Meeting and greeting Giving name Saying age Giving and understanding birthdays Items in the bag and classroom 	<ul style="list-style-type: none"> Discuss the world and name countries in Target Language. Discover where French, Spanish, German is spoken around the world. Describe their family and give opinions about their family, Talk about pets and ideal pets. 	<ul style="list-style-type: none"> Discuss TV programmes. Give justified opinions about types of TV programmes. Talk about spending time with family. Talk about film genres. Compare films genres. Describe favourite actor. 	<ul style="list-style-type: none"> Discussing sports. Discussing hobbies Talking about music and instruments. 	<ul style="list-style-type: none"> Discussing health and fitness. Giving advice on health and lifestyle choices. Going to a pharmacy/doctor in real life situations. Discussing contemporary issue and giving justified opinions.
<p>Themes <i>The themes and ideas that will be covered within each topic.</i></p>	<ul style="list-style-type: none"> Saying hello and goodbye. Saying how you are feeling. Giving your name. Numbers 1-31. Saying your age. Months of the year. Giving your birthday. Saying what is in your bag/pencil case. 	<ul style="list-style-type: none"> Countries of the world Nationality Family members Type of family (single parent, same sex, blended) Family tree. Pets Describing people (physically/character) Numbers to one hundred 	<ul style="list-style-type: none"> TV programmes Film genres Actors – descriptions Internet Applications and mobile phone. 	<ul style="list-style-type: none"> Sports Hobbies Music Instruments Inviting people to go out 	<ul style="list-style-type: none"> Body parts Illnesses Breaks and sprains. Pharmacy Food and drink Healthy eating Smoking/drugs Future lifestyle Daily routine
<p>Grammar <i>Grammar knowledge students will learn in each learning cycle.</i></p>	<ul style="list-style-type: none"> Gender Plurals Basic adjectives Negatives (no, not) Indefinite article Tener/avoir + age Conjunctions and, also, but 	<ul style="list-style-type: none"> Gender Adjectives Adjective agreement/position Plurals Ser/être – present tense Present tense “to live” – full paradigm. Conjunctions and, also, but 	<ul style="list-style-type: none"> Immediate future Adjectives Adjective agreement Comparatives Superlatives Complex opinions (that/I believe that) 	<ul style="list-style-type: none"> Present tense “to play.” Adverbs of frequency. Opinions and reasons Immediate future tense If clauses (if + present + present) Desde hace/depuis Adjectives Adjective agreement 	<ul style="list-style-type: none"> Gender Adjectives Position of adjectives Immediate future tense Third person verbs Complex opinion phrases Frequency adverbs Partitive article (French) Infinitive structures (pour/para + inf)

<p>Disciplinary Skills <i>The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.</i></p>	<ul style="list-style-type: none"> Understand the concept of gender with nouns. Apply the basic rules of pluralisation. Be able to use basic adjectives and understand adjective position. Form and use simple negatives when describing bag/pencil case. (no/ne...pas) Conjugate the verb « to have » in the present tense (Tener/avoir) using the full paradigm for higher ability and I, you, he/she, we for lower ability. Use simple conjunctions accurately in speech and writing. (And, but, also) 	<ul style="list-style-type: none"> Understand concept of gender with nouns. Express and understand simple opinions. Understand and use adjectives and adjective agreement. Use the verb “to be” in the present tense. Conjugate “to be” in the present tense using full paradigm for higher ability and I, you, he/she, we for lower ability. Use simple conjunctions and, also, but. 	<ul style="list-style-type: none"> Give simple opinions. Justify opinions using a variety of adjectives. Compare and contrast genres/TV programmes. Use the superlative to talk about favourite TV shows/films. Describe their favourite actor physically. 	<ul style="list-style-type: none"> Conjunctions and, also, but, however, furthermore. Conjugate “to play” in the present tense. Understand regular conjugation of verbs in present tense. Use frequency adverbs to talk about sports. Use if clauses to talk about what they do according to the weather, Talk about future intention using a second time frame. 	<ul style="list-style-type: none"> Depuis/desde hace Past tense (preterite/passé composé) Use “doler/avoir mal” to describe aches and pains. Understand a pharmacist/doctor. Discuss lifestyle choices. Discuss being healthy in the future. Use modal verbs to give advice. Use reflexives verbs in the present tense.
<p>National Curriculum Coverage <i>Identify knowledge and skills defined in the National Curriculum Programme of Study.</i></p>	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately. transcribe words and short sentences that they hear with increasing accuracy. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. express and develop ideas clearly and with increasing accuracy, both orally and in writing speak coherently and confidently, with increasingly accurate pronunciation and intonation. read and show comprehension of original and adapted materials 	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately. transcribe words and short sentences that they hear with increasing accuracy. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. express and develop ideas clearly and with increasing accuracy, both orally and in writing speak coherently and confidently, with increasingly accurate pronunciation and intonation. read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, 	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately. transcribe words and short sentences that they hear with increasing accuracy. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. express and develop ideas clearly and with increasing accuracy, both orally and in writing speak coherently and confidently, with increasingly accurate pronunciation and intonation. read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, 	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately. transcribe words and short sentences that they hear with increasing accuracy. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. express and develop ideas clearly and with increasing accuracy, both orally and in writing speak coherently and confidently, with increasingly accurate pronunciation and intonation. read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, 	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately. transcribe words and short sentences that they hear with increasing accuracy. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. express and develop ideas clearly and with increasing accuracy, both orally and in writing speak coherently and confidently, with increasingly accurate pronunciation and intonation. read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop

	<p>from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material.</p> <ul style="list-style-type: none"> read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language 	<p>and provide an accurate English translation of short, suitable material.</p> <ul style="list-style-type: none"> read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language 	<p>and provide an accurate English translation of short, suitable material.</p> <ul style="list-style-type: none"> read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. use accurate grammar, spelling and punctuation 	<p>and provide an accurate English translation of short, suitable material.</p> <ul style="list-style-type: none"> read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. use accurate grammar, spelling and punctuation 	<p>creative expression and expand understanding of the language and culture.</p> <ul style="list-style-type: none"> write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. use accurate grammar, spelling and punctuation
<p>Subject Specific Literacy <i>The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.</i></p>	<ul style="list-style-type: none"> Conjugate Gender Adjective Adjective agreement Conjunction 	<ul style="list-style-type: none"> Conjugate Present time frame Adjective Adjective agreement, Conjunction Intensifier (qualifiers) 	<ul style="list-style-type: none"> Conjugate Present time frame Comparative Superlative Conjunction Adjective Adjective agreement 	<ul style="list-style-type: none"> Conjugate Present time frame Future time frame Comparative Superlative Conjunction Adjective Adjective agreement Conditional sentences Adverbs of frequency Immediate future Definite article A+al/de+le 	<ul style="list-style-type: none"> Conjugate Present time frame Future time frame Comparative Superlative Conjunction Adjective Adjective agreement Conditional sentences Adverbs of frequency Immediate future Definite article A+al/de+le Modal verbs Perfect tense Past time frame Time markers
<p>Assessment <i>Outline the summative and formative assessment which will support the development</i></p>	<p>Listening and Reading.</p> <p>Listening</p> <ul style="list-style-type: none"> Recognising single words. 	<p>Speaking and Writing.</p> <p>Speaking</p> <ul style="list-style-type: none"> Photocard of a family. Describing the photo. 	<p>Listening and Reading.</p> <p>Listening</p>	<p>Speaking and Writing.</p> <p>Speaking</p> <ul style="list-style-type: none"> Photocard of a family. Describing the photo. 	<p>Listening and Reading.</p> <p>Listening</p> <ul style="list-style-type: none"> Recognising simple sentences and beginning to hear longer passages.

<p><i>of the pillars of learning in this Learning Cycle.</i></p>	<ul style="list-style-type: none"> Recognising information in short passages. Transcribe single words or short phrases (3 words) <p>Reading</p> <ul style="list-style-type: none"> Matching single words to pictures. Filling in gaps with single words. Multiple choice questions with short passages Translating single words or short phrases into English. 	<ul style="list-style-type: none"> Read aloud task. Simple 3 sentences in Target Language. <p>Writing</p> <ul style="list-style-type: none"> Five sentences describing a photograph. Translation of 5 simple sentences. 	<ul style="list-style-type: none"> Recognising simple sentences and beginning to hear longer passages. Recognising key ideas in longer passages. Transcribing longer sentences. <p>Reading</p> <ul style="list-style-type: none"> Multiple choice questions with short passages. Longer passages with short response questions. Translating short passages made up of familiar language. 	<ul style="list-style-type: none"> Read aloud task. Short paragraph of 20-30 words with 2-3 comprehension questions. <p>Writing</p> <ul style="list-style-type: none"> Five sentences describing a photograph. Write a short paragraph of 20-30 words about family/free time. Translation of 5 simple sentences. 	<ul style="list-style-type: none"> Recognising key ideas in longer passages. Transcribing longer sentences. <p>Reading</p> <ul style="list-style-type: none"> Multiple choice questions with short passages. Longer passages with short response questions. Translating short passages made up of familiar language.
<p>Prior Domains</p>	<ul style="list-style-type: none"> Any vocabulary from primary school. 	<ul style="list-style-type: none"> Phonics/ Pronunciation Asking Questions Connectives Negatives 	<ul style="list-style-type: none"> Phonics/ Pronunciation Connectives Negatives Present tense time marker Present tense Intensifiers Opinions Justifications with adjectives Adjectival agreement Indefinite article 	<ul style="list-style-type: none"> Phonics/ Pronunciation Connectives Negatives Present tense time marker Present tense Intensifiers Opinions Justifications with adjectives Adjectival agreement Indefinite article Comparatives Superlatives 	<ul style="list-style-type: none"> Phonics/ Pronunciation Connectives Negatives Present tense time marker Present tense Intensifiers Opinions Justifications with adjectives Adjectival agreement Indefinite article Comparatives Superlatives Conditional sentences Adverbs of frequency Immediate future
<p>British Values</p>	<ul style="list-style-type: none"> Mutual Respect – communication Tolerance of culture, faith, and others 	<ul style="list-style-type: none"> Mutual Respect – communication, family types/LGBTQ+ Tolerance of culture, faith, and others 	<ul style="list-style-type: none"> Mutual Respect – communication Tolerance of culture, faith, and others 	<ul style="list-style-type: none"> Mutual Respect – communication Tolerance of culture, faith, and others 	<ul style="list-style-type: none"> Mutual Respect – communication Rule of Law – legal and illegal substances Tolerance of culture, faith, and others Personal Responsibility and Liberty
<p>Numeracy foci</p>	<ul style="list-style-type: none"> Counting 0-31 Basic addition and subtraction 	<ul style="list-style-type: none"> Counting to one hundred Giving birth dates Basic addition/subtraction 			
<p>Spiritual, Moral, Social Cultural (SMSC) seeds:</p>	<p>Spiritual</p> <ul style="list-style-type: none"> Developing self-awareness. (Nationality, personal information) <p>Moral</p> <ul style="list-style-type: none"> Becoming independent and developing self-reliance - vocab books - dictionaries 	<p>Spiritual</p> <ul style="list-style-type: none"> Developing self-awareness. (Hobbies and opinions) Christmas in Spain/France/Germany. <p>Moral</p> <ul style="list-style-type: none"> Becoming independent and developing self-reliance (vocab books/dictionaries/homework) 	<ul style="list-style-type: none"> Becoming independent and developing self-reliance (vocab books/dictionaries/homework) Personal social issues (Internet safety) Take on board opinions and arguments we may disagree with (opinions of apps/films/actors) 	<ul style="list-style-type: none"> Becoming independent and developing self-reliance (vocab books/dictionaries/homework) Personal social issues (Internet safety) Take on board opinions and arguments we may disagree with. <p>Social</p> <ul style="list-style-type: none"> Turn taking in conversations 	<p>Spiritual</p> <ul style="list-style-type: none"> Developing self-awareness (daily routine – praying, diets – vegetarian, vegan, religion) <p>Moral</p> <ul style="list-style-type: none"> Becoming independent and developing self-reliance (vocab books/dictionaries) Skills of evaluative judgement (healthy lifestyle – sport, diet, keeping fit)

	<p>- homework</p> <p>Social</p> <ul style="list-style-type: none"> • Turn taking in conversations • Listening to each other • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) <p>Cultural</p> <ul style="list-style-type: none"> • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments. 	<p>Social</p> <ul style="list-style-type: none"> • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) <p>Cultural</p> <ul style="list-style-type: none"> • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments 	<p>Social</p> <ul style="list-style-type: none"> • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) <p>Cultural</p> <ul style="list-style-type: none"> • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments. 	<ul style="list-style-type: none"> • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) <p>Cultural</p> <ul style="list-style-type: none"> • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments 	<ul style="list-style-type: none"> • Personal issues (illnesses, injuries, treatments) • Take on board opinions and arguments we may disagree with. • Finding ways to make things better for ourselves and others (treatments/advice.) <p>Social</p> <ul style="list-style-type: none"> • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) <p>Cultural</p> <ul style="list-style-type: none"> • Language and meaning in different cultures (different lifestyles) • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.
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Year 8	House and Home	My Hometown and Region	Travel and Environment	Holidays
Substantive Concept <i>The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.</i>	<ul style="list-style-type: none"> Describing house and home with adjectives. Giving opinions about house and home. Using the conditional tense to describe ideal house/bedroom. Using free time activities to talk about what you do at home. 	<ul style="list-style-type: none"> Describing town using adjectives. Describing places in the town. Giving opinions about hometown. Talking about the pros and cons of hometown. Talk about future dwellings and reasons. Talking about activities in town depending on weather. 	<ul style="list-style-type: none"> Talking about travelling around town. Navigating a train station in Spain/France/Germany. Describing local environment. Talking about local environmental issues. Talking about being environmentally friendly. 	<ul style="list-style-type: none"> Describing holiday destinations. Describing activities on holiday. Narrating an event in the past tense. Describing accommodation and travel Talking about a past and future holiday.
Topic/Unit <i>The title or topic of the unit of work.</i>	<ul style="list-style-type: none"> My House and Homelife 	<ul style="list-style-type: none"> Where I live 	<ul style="list-style-type: none"> Travel and the Environment 	<ul style="list-style-type: none"> Holidays and Travel
Powerful Knowledge <i>The subject specific (substantive) knowledge that pupils would not otherwise encounter in their day-to-day lives.</i>	<ul style="list-style-type: none"> Complex opinion phrases (à mon avis, selon moi/en mi opinion/como yo lo veo) prepositions reflexive verbs Sequencers Passé composé – irregular past participles Opinions in past (c’était/era) Connectives (puis, ensuite/luego/entonces) 	<ul style="list-style-type: none"> Perfect tense (je suis allé(e)) Preterite (fui) Imperative Ordinal numbers 3rd person verbs if clauses Interrogatives 	<ul style="list-style-type: none"> Preposition – en Imperfect (weather set phrases) Modal verbs Passive (implicit) Justified opinions (vu que) Intensifier (vraiment/realmente) 	<ul style="list-style-type: none"> Preterite tense/perfect tense Past tense time marker (last year, recently, last month) Future tense time markers (Next year, next month, next weekend) Sequencers (after, then) Adjectives Adjective agreement
Themes <i>The themes and ideas that will be covered within each topic.</i>	<ul style="list-style-type: none"> Types of home/houses Rooms in the house Describing rooms in the house. Furniture Activities with friends at home Bedroom Ideal house/bedroom. 	<ul style="list-style-type: none"> Describing town. Compass points Directions Countries Weather If clauses Shops Shopping in town Future dwellings 	<ul style="list-style-type: none"> Transport Opinions and reasons Navigating a Train Station Buying a ticket Local environmental issues Global environmental issues. Being environmentally friendly. 	<ul style="list-style-type: none"> Types of holidays Countries Transport Tourist office Normal holidays Accommodation Weather and activities Past holidays Future plans
Grammar <i>Grammar knowledge students will learn in each learning cycle.</i>	<ul style="list-style-type: none"> Present tense Adjectives Adjective agreement Prepositions Since Conditional tense Regular -er/-ir verbs (habiter/vivir) 	<ul style="list-style-type: none"> Present tense (regular verbs) Gender of nouns Adjectives Adjective agreement Past time frame Future time frame Comparatives Superlatives Key verbs – ir/aller (present tense) 	<ul style="list-style-type: none"> Ir/aller – present tense full paradigm Transactional vocabulary. Money Modal verbs Complex Opinion Phrases. Past tense – key verbs Conditional tense – environmentally friendly. Future tense. 	<ul style="list-style-type: none"> Nouns Present tense regular verbs Negatives Adjectives Adjective agreement Adverbs of frequency. Asking questions Immediate future tense Perfect/preterite tense Time markers

		<ul style="list-style-type: none"> If clauses 3rd person verbs (il y a/hace) 		<ul style="list-style-type: none"> 3 tenses together Modal verbs If clauses Imperfect tense Querer/vouloir
<p>Disciplinary Skills <i>The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.</i></p>	<ul style="list-style-type: none"> Understand conjugation of regular verbs and apply this to new vocabulary. Understand and apply adjectival agreement rules including “BAGS” adjectives in French. Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. Accurately use different time frames with appropriate time markers to refer to the future or ideal scenarios. Apply and use prepositions accurately including use of articles (de/a) and contractions. 	<ul style="list-style-type: none"> Understand conjugation of regular verbs and apply this to new vocabulary. Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. Accurately use different time frames with appropriate time markers to refer to past actions and future or ideal scenarios. Apply and use prepositions accurately including use of articles (de/a) and contractions. Use simple conditional sentences with if/when and apply these to differing scenarios. Use and understand comparative and superlative structures and apply these to speech and writing independently. 	<ul style="list-style-type: none"> Understand conjugation of regular verbs and apply this to new vocabulary. Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. Accurately use different time frames with appropriate time markers to refer to past actions and future or ideal scenarios. Apply and use prepositions accurately including use of articles (de/a) and contractions. Use simple conditional sentences with if/when and apply these to differing scenarios. Use and understand comparative and superlative structures and apply these to speech and writing independently. 	<ul style="list-style-type: none"> Understand conjugation of regular verbs and apply this to new vocabulary. Apply rules of syntax to produce paragraphs of speech and writing independently of varying lengths and for various audiences. Accurately use different time frames with appropriate time markers to refer to past actions and future or ideal scenarios. Apply and use prepositions accurately including use of articles (de/a) and contractions. Use simple conditional sentences with if/when and apply these to differing scenarios. Use and understand comparative and superlative structures and apply these to speech and writing independently. Use sequencers to narrate an event in the past tense, giving and justifying opinions.
<p>National Curriculum Coverage <i>Identify knowledge and skills defined in the National Curriculum Programme of Study.</i></p>	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately. transcribe words and short sentences that they hear with increasing accuracy. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. express and develop ideas clearly and with increasing 	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately. transcribe words and short sentences that they hear with increasing accuracy. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. express and develop ideas clearly and with increasing 	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately. transcribe words and short sentences that they hear with increasing accuracy. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. express and develop ideas clearly and with increasing 	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately. transcribe words and short sentences that they hear with increasing accuracy. initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. express and develop ideas clearly and with increasing

	<p>accuracy, both orally and in writing</p> <ul style="list-style-type: none"> • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language 	<p>accuracy, both orally and in writing</p> <ul style="list-style-type: none"> • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language 	<p>accuracy, both orally and in writing</p> <ul style="list-style-type: none"> • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation 	<p>accuracy, both orally and in writing</p> <ul style="list-style-type: none"> • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation 	
<p>Subject Specific Literacy <i>The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.</i></p>	<ul style="list-style-type: none"> • Conjugate • Gender • Adjective • Adjective agreement • Conjunction • Time marker • Tense • Time frame • Preposition • Conditional 	<ul style="list-style-type: none"> • Conjugate • Present time frame • Adjective • Adjective agreement, • Conjunction • Intensifier (qualifiers) • Conditional • Conditional sentence • If clause • Subordinate 	<ul style="list-style-type: none"> • Conjugate • Present time frame • Adjective • Adjective agreement, • Conjunction • Intensifier (qualifiers) • Paradigm • If clause • Conditional sentence 	<ul style="list-style-type: none"> • Tenses • Time frames • Preterite/perfect • Future • Sequencer • Time marker • Conjunction • Conjugate 	

<p>Assessment Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.</p>	<p>Listening and Reading.</p> <p>Listening</p> <ul style="list-style-type: none"> Recognising information in short passages. Recognising key ideas in longer texts (multiple choice/gap fill questions) Transcribe short phrases (5-6 words) <p>Reading</p> <ul style="list-style-type: none"> Filling in gaps with single words. Multiple choice questions with short passages Longer passages with multiple choice/true or false. Translating short phrases into English. 	<p>Speaking and Writing.</p> <p>Speaking</p> <ul style="list-style-type: none"> Photocard of a house/town. Describing the photo. 1 supplementary question Read aloud task. Simple 3 sentences in Target Language. 1 supplementary question. <p>Writing</p> <ul style="list-style-type: none"> Five sentences describing a photograph. 30-word piece – where I live. (5 bullets) Translation of 5 simple sentences. 	<p>Listening and Reading.</p> <p>Listening</p> <ul style="list-style-type: none"> Recognising simple sentences and beginning to hear longer passages. Recognising key ideas in longer passages. Transcribing longer sentences. <p>Reading</p> <ul style="list-style-type: none"> Multiple choice questions with short passages. Longer passages with short response questions. Translating short passages made up of familiar language. 	<p>Speaking and Writing.</p> <p>Speaking</p> <ul style="list-style-type: none"> Photocard of a holiday destination. Describing the photo. Read aloud task. Short paragraph of 20-30 words with 2-3 comprehension questions. <p>Writing</p> <ul style="list-style-type: none"> Five sentences describing a photograph. Write a short paragraph of 40-50 words about holiday/hometown. Translation of 5 simple sentences. 	
<p>Prior Domains</p>	<ul style="list-style-type: none"> Phonics/pronunciation Gender of nouns Pluralisation Adjectival agreement connectives (and, but, also, with, however, then, after) -er present tense Gender of nouns Pluralisation of nouns Time Modal verbs Faire /hacer – irregulars Perfect/preterite tense Adverbs of frequency (always, often, sometimes, from time to time, rarely. Intensifiers (very, quite, too, a little) Definite & indefinite article Justified opinions Present tense time markers Past tense time marker Future tense time marker) 	<ul style="list-style-type: none"> Phonics/pronunciation Present tense –er Depuis Adjectival agreement Adverbs of frequency Comparatives Negatives Conditional Asking questions Perfect tense (avoir) Present tense aller Justified opinions (parce que/car) Prepositions Near future Tu vs vous Intensifiers Connectives Definite and indefinite article Present tense time markers Past tense time marker Future tense time marker 	<ul style="list-style-type: none"> Phonics/pronunciation Connectives Present tense –er Conditional Negatives Perfect tense (je suis allé(e)) Polite/Familiar language Near future Prepositions Present tense “to go” Transactional language Sequencers Gender of nouns Intensifiers Justified opinions Definite and indefinite article Present tense time markers Past tense time marker Future tense time marker Adverbs of frequency 	<ul style="list-style-type: none"> Phonics/pronunciation Present tense Negatives Prepositions Gender of nouns Adjectival agreement Intensifiers Modal verbs Justified opinions Connectives Money Numbers Countries Transport If clauses ‘weather and activities’ Opinions in past Near future tense. Conditional tense Transactional language Formal Vs informal language Definite and indefinite article Idiomatic language: (it’s raining cats and dogs) Past tense time marker (Future tense time marker Adverbs of frequency 	

<p>British Values</p>	<ul style="list-style-type: none"> • Rule of law (classroom rules) • Tolerance of culture, faith and others (working with peers/cultural aspects) • Mutual respect (communication) 	<ul style="list-style-type: none"> • Tolerance of culture, faith and others (working with peers/cultural aspects) • Mutual respect (communication) 	<ul style="list-style-type: none"> • Tolerance of culture, faith and others (working with peers/cultural aspects) • Mutual respect (communication) • Mutual respect (environment/where I live) • Personal responsibility – taking responsibility for protecting local environment. 	<ul style="list-style-type: none"> • Tolerance of culture, faith and others (working with peers/cultural aspects) • Mutual respect (communication) • Tolerance of others – language register/appropriate language.
<p>Numeracy foci</p>				
<p>Spiritual, Moral, Social Cultural (SMSC) seeds:</p>	<p>Spiritual</p> <ul style="list-style-type: none"> • Developing self-awareness. (Nationality, personal information) <p>Moral</p> <ul style="list-style-type: none"> • Becoming independent and developing self-reliance <ul style="list-style-type: none"> - vocab books - dictionaries - homework <p>Social</p> <ul style="list-style-type: none"> • Turn taking in conversations • Listening to each other • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self- assessment) <p>Cultural</p> <ul style="list-style-type: none"> • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments. 	<p>Spiritual</p> <ul style="list-style-type: none"> • Developing self-awareness. (Hobbies and opinions) • Christmas in Spain/France/Germany. <p>Moral</p> <ul style="list-style-type: none"> • Becoming independent and developing self-reliance (vocab books/dictionaries/homework) <p>Social</p> <ul style="list-style-type: none"> • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) <p>Cultural</p> <ul style="list-style-type: none"> • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments 	<ul style="list-style-type: none"> • Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with (opinions of apps/films/actors) <p>Social</p> <ul style="list-style-type: none"> • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) <p>Cultural</p> <ul style="list-style-type: none"> • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments. 	<ul style="list-style-type: none"> • Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with. <p>Social</p> <ul style="list-style-type: none"> • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) <p>Cultural</p> <ul style="list-style-type: none"> • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments