



MFL Curriculum Overview Plan 2021-2022



<p>Whole school curriculum intent</p> <p>Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.</p>
<p>Key stage 3/4 subject curriculum intent</p> <p>To culturally enrich the students of TQEA to allow them to have a cultural and educational understanding of the wider world.</p>

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 FRENCH	Topic	Describing a thing or a person, saying what people have, describing what people have, distinguishing between having and being, talking about a thing or a person, talking about doing and making things.	Extended reading, saying what people do, saying what you do with other people, saying what other people do, distinguishing between 'you' meaning one person and 'you' meaning more than one person.	Saying how many there are, describing people, saying what people have, saying what people do.	Talking about what belongs to you and what belongs to someone else.	Saying where people go, extended reading, talking about yourself, to and about someone else.	Asking questions, Using question words, saying people do not do something, describing things and people.
	Core knowledge from this topic	<p>Students will look at the verbs être and avoir and learn basic adjectival agreement.</p> <p>Students will be introduced to "C'est" phrases including being able to answer the question "C'est qui?"</p> <p>Students will look at indefinite articles and practise using it with key vocabulary.</p> <p>'Oui' and 'non' are introduced to allow students to respond to the intonation question 'tu as un(e)...?'</p> <p>Maculine and feminine forms of nouns are introduced and key patterns are highlighted.</p> <p>Students will look at the verb 'faire' and practise the variations of 'de' plus article. The focus will be on manipulating 'faire' to mean 'do' and 'make'.</p> <p>Students will be able to use and recognise the question word "quoi" to enable simple</p>	<p>Students will be able to read extended texts including a French poem and recognise previously taught vocabulary and also use this to learn new vocabulary.</p> <p>Students will look at definite articles and the prepositions 'en' with modes of transport.</p> <p>Students will use and recognise the proposition 'de' with phrases such as "faire une visite de + place name".</p> <p>Students will consolidate their learning of key verbs and be able to manipulate these to create their own interesting sentences.</p> <p>Students will use the propositions "à" when talking about where something occurs.</p> <p>The concepts of "tu" and "vous" will also be explored and students will use these in speaking activities.</p>	<p>Students will be able to successfully use "il y a + numbers".</p> <p>Students will now look at and use the plural forms of the main high-frequency verbs (nous, vous, ils/ells). Être, avoir and faire will be able to be fully conjugated and used confidently in all skills.</p>	<p>Nouns used from Term 1 will be revisited here and students will use these in their writing. They will learn plural forms of these nouns and be able to use adjectival agreements successfully.</p> <p>"Un" and "une" are reintroduced here but as "one" rather than "an".</p> <p>Students will be able to use both variations of this work in speaking and writing tasks.</p>	<p>Students will be introduced to the fourth major irregular verb – aller. They will be able to recognise this and use this is all skills activities.</p> <p>The preposition "à" is used but this time with the translation of "to" as a destination. Students will be able to describe where things are and where people go using this phrase.</p> <p>Students will be able to ask and answer a range of questions using the following question words as a basis: ç ava? Comment? Où?</p> <p>Students will be able to read authentic texts and use vocabulary knowledge to exploit the text and understand new key vocabulary.</p> <p>Students will look at famous male and female French-speaking cultural personalities and write</p>	<p>Students will look at some common irregular -re verbs (prendre, apprendre, comprendre, dire) and common -ir verbs (sortir, venir) and be able to conjugate these in the singular form.</p> <p>Students will be able to ask and answer questions using the common question words of: comment/où/quand/quoi/pourquoi?</p> <p>Students will be able to use the negative for (ne...pas) with single-verb structures in their speaking and writing and understand this in reading and listening tasks.</p> <p>Students will be able to describe things and people by using previously taught vocabulary and focussing on irregular feminine forms of adjectives.</p> <p>Students will read a set of short texts describing</p>



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	information questions 'il fait quoi?'				information about their personalities using I, you and he/she.	cultural highlights I French-speaking countries and students will see these adjectives being used in context.
Links to the national curriculum	Use accurate grammar, spelling and punctuation. Listen to a variety of forms of spoken language to obtain information and respond appropriately.	Express and develop ideas clearly and with increasing accuracy, both orally and in writing	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.	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.	Express and develop ideas clearly and with increasing accuracy, both orally and in writing.	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
Previous content that this topic builds upon	N/A – New content	Être Avoir Feminine adjective agreement Regular adjective gender agreement Je/tu/il/elle	Être Avoir Feminine adjective agreement Regular adjective gender agreement Je/tu/il/elle faire Nouns in singular and plural forms	Être Avoir Feminine adjective agreement Regular adjective gender agreement Je/tu/il/elle faire Nouns in singular and plural forms	Être Avoir Feminine adjective agreement Regular adjective gender agreement Je/tu/il/elle faire Nouns in singular and plural forms Indefinite and definite articles "comment" and key questions words	Être Avoir Feminine adjective agreement Regular adjective gender agreement Je/tu/il/elle faire Nouns in singular and plural forms Indefinite and definite articles "comment" and key questions words Dans + place Bon. Mauvais, grand and petit
Key vocabulary	être, es, suis, lire, écrire, écouter, parler, je, tu, anglaise, français, grand, petit, et, au revoir, bonjour, est, il, elle, amusant, calme, content, intelligent, malade, méchant, triste, mais, ou, merci, a, ai, avoir, ce (c'), animal, chambre, chien, chose, idée, portable, règle, bon, un, une, qui?, as, livre ordinateur, vélo, voiture, cher, chère, modern, rapide, voici, oui, non, ça s'écrit?, il, elle, ami, amie, chanteur, chanteuse, femme, homme, professeur, professeure, drôle, intéressant, faux, sympa(thique), vrai, acteur, actrice, anglais, fille, français, garçon, médecin,	ciel, couleur, poème, poète, rêve, vague, bleu, jaune, rouge, vert, comme, bateau, magasin, numéro, promenade, question, réponse, voyage, visite, beau, mauvais, de, en, Paris, aimer, cocher, passer, porter, rester, trouver, école, moment, semaine, solution, uniforme, chaque,	à, avec, demander, donner, montrer, cadeau, penser, exemple, raison, aujourd'hui, normalement, que, à, marcher, manger, préparer, regarder, travailler, nous, déjeuner, film, maison, partenaire, télé, dehors, préféré, preferer, chanter, étudier, jouer, ils, elles, élève, fruit, histoire, radio, ensemble, fermer, regarder, vous, chemise, classe, fenêtre, porte, salle, silence, tableau, bien	cinq, deux, dix, douze, huit, neuf, onze, quatre, sept, six, trois, un, une, des, il y a, êtes, sommes, sont, frère, parent, sœur, jeune, grand, petit, ouvert, sage, strict, avons, avez, ont, enfant, famille, problème, difficile, ici, très, aussi, pour, dans, faisons, faites, font, attention, effort, exercice, fête, liste, d'accord,	aéroport, étranger, hôtel, île, université, États-Unis, rarement, souvent, tuer, affaires, fils, guerre, mère, père, vie, naturel, naturelle, heureux, heureuse, absolument, contre allons, allez, vont, année, mois, vacances, ville, Écosse, Angleterre, France, chez, en, arriver, changer, créer, gagner, habiter, monde, pays, politique, vêtements, à	apprendre, comprendre, dire, dis, dit, prend, prendre, prends, erreur, vérité, facile, sors, sort, sortir, venir, viens, vient, de, important, algérien, algérienne, Algérie, Alger, langue, matière, musique, maths, science, quel, quelle, nom, que, combien, pourquoi, parce que, dormir, dors, dort, bureau, équipe, parfois, sous, sur, café, cinéma, plage, rue, devant, derrière, entre, belle, bonne, haut, nouveau [52], nouvelle, vieille, vieux, bâtiment, église, jardin, pont



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		mot, personne, phrase, le, la, les, en, faire, fais, fait, ça, activité, courses, cuisine, devoirs, lit, ménage, modèle, quoi					
	Development of cultural capital	Discussions around French culture and the culture of the French speaking world.	Discussions around French and Francophone culture – particularly in relation to hobbies (eg. jouer aux boules / a al petanque)	Discussions around French culture and the French school system.	Discussions around Easter traditions in France and French-speaking countries	Discussions around French and Francophone culture – particularly in relation to hobbies (eg. jouer aux boules / a al petanque)	Francophone countries discussed as examples of travel destinations. Discussions around which countries make up la francophonie.
	Development of reading	As well as NCELP planned activities students will look at Access studio textbooks extracts – appropriate level reading tasks to be used throughout.	Students will read a French poem by Mimi Doinet: L’arc de 7 couleurs magique http://materalbum.free.fr/magicien-couleurs/mag-poesie-sept-couleurs.pdf	Students will look at extracts from “Le petit prince” and use 2/3 stories to help develop reading skills. http://gutenberg.net.au/ebooks03/0300771h.html	Continuing to look at extracts from “Le Petit prince” Students will look at extracts from “Le petit prince” and use 2/3 stories to help develop reading skills. http://gutenberg.net.au/ebooks03/0300771h.html	Students will look at an authentic text by Jacques Prévert called “Familiale” https://interlettre.com/bac/684-familiale-de-jacques-prevert-texte-et-analyse	Students will read short texts describing cultural highlights in French-speaking countries.
	Concepts –what will students be able to do at the end of the topic	At the end of this half term, students will be able to describe a thing or person using the verb être. Say what things people have using the verb avoir and describing these things using adjectives. They will be able to distinguish between having and being using être and avoir and also talk and write about doing and making things using the verb faire. Students will also be able to ask and answer the questions C’est qui..?/ Tu as un€...?/Il fait quoi...?	Students will be able to read extended texts in French and manipulate the language to understand more than at first glance. They will be able to distinguish between being and having and use the correct form of the common high-frequency verbs learnt. They will be able to talk about other people and talk and write about doing and making things using the verb faire. They will be able to say and write about what they do and what they do with other people.	Students will be able to write and talk about singular and plurals and comment on the number of things there are. They will be able to describe people in the 3 rd person plural and use the verbs être, avoir and faire in these forms to describe people accurately.	They will be able to describe people in the 3 rd person plural and use the verbs être, avoir and faire in these forms to describe people accurately. They will be able to use possessive adjectives in their writing to not only describe what they have but also what others have.	Students will be able to describe places and where you go in spoken and written forms. They will be able to continue working on reading extended and complicated texts and will be able to use these texts to form a basis for their own writing. They will be able to talk about themselves and others and use dictionary skills to create independent and interesting sentences which describe people accurately.	Students will be able to successfully ask and answer questions. They’ll be able to use modal verbs in their writing to describe what they ‘can’ or ‘can’t’ do in French. Students will be able to manipulate their language to form negative forms of the verbs they already know and use these in their writing.
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 SPANISH	Topic	Describing events and places you have visited and are going to visit. Describing about what people do to help at home.	Describing activities and events at school and in your free time. Describing future plans and jobs.	Describing what you use modern technology for (social networks etc)	Talking about the environment.	Talking about feelings and feelings of others and describing special events in your life.	Describing a visit to a Spanish speaking city and comparing where people go and went.
	Core knowledge from this topic	Students will look at revisiting 1st person singular of the present of –ar verbs Revisiting of negative using ‘no’ Many -ar verbs from Y7 can be revisited with question	Introduction of –er and –ir verbs in the 1st person singular of the preterite tense, while consolidating and contrasting with the formation and meaning of the 1st person singular of	Introduction of -ar verbs in 3rd person singular preterite (-ó). Consolidation of –ar verbs in 1st person singular person (-o). The above verb forms are	Consolidation of -er/-ir verbs in 1st and 2nd person singular preterite (-í, -iste). Countries, months, places are revisited when talking about the environment. Introduction of personal ‘a’	Introduction of object-verb-subject word order with direct object ‘lo’ and ‘la’. Consolidation of personal ‘a’. The 1st and 3rd person singular of ‘seguir’ in the	Consolidation of 1st person singular of –ar verbs in the preterite (accompanies the phonics activity on slides 3-7).



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	<p>words in the context of 'recent summer experiences': viajar, llegar, pasar tiempo, descansar, bailar, visitar, preparar, limpiar.</p> <p>'Pintar' can also be intransitive and allows for revisiting of colours (blanco, rojo, azul, verde, amarillo + negro).</p> <p>Aprovechar ('make the most of') las vacaciones, el tiempo libre, los días con mis amigos / mi familia etc.</p> <p>Introduction of 1st person plural of –er verbs in the present tense and plural endings and meanings in the present tense of –er verbs.</p>	<p>the present tense of –er and –ir verbs. 'Elegir' is shown as another verb that can be followed by an infinitive. Its 1st person singular of the present tense is also taught, given its irregularity. It is also shown contrasted in the 1st person singular of the present and preterite tenses.</p> <p>Introduction of past tense (preterite) –er/-ir verbs in 2nd person singular (-iste) and consolidation of past tense (preterite) –er/-ir verbs in 1st person singular (-í). The use of verbs and raised intonation is revisited to form questions (did you...? Did I...?).</p> <p>Introduction of numbers 13-20</p> <p>Conjunctions such as mientras que, pero, y, and sin embargo are revisited in exercises involving subject pronouns.</p>	<p>contrasted and practiced in this lesson's activities, highlighting the stressed syllables.</p> <p>Consolidation of forming questions and the use of the raised intonation for using verbs as questions.</p> <p>Introduction of –er/-ir verbs 3rd person singular preterite (-ió)</p>	<p>related to the direct object, and its use with living things and not non-living things.</p> <p>Consolidation of present tense verbs (-ar, -er, -ir) in 1st person singular present</p>	<p>present tense is introduced specifically given the radical change and spelling rules it involves. Consolidation of 'para + infinitive'.</p> <p>Introduction of indirect object pronouns (me, te, le)</p> <p>Introduction of gustar-type verbs and their function with singular and plural subjects.</p>	<p>consolidate 'mi/s' and introduce possessive adjectives 'su/s'.</p> <p>consolidate 'es' and 'son' and adjective agreement for number and gender.</p> <p>Introduction of singular demonstratives 'este' and 'esta'</p> <p>Consolidation of comparatives, including mejor que and peor que</p> <p>Introduction of the infinitive and 3rd person singular of 'top 25' verb 'parecer'</p> <p>Introduction of 'hice' and 'hiciste' and consolidation of 'hago' and haces'</p> <p>Consolidation of adverbs of position and 'del'/'de la'</p> <p>Introduction of 'fui' and 'fuiste'</p> <p>Consolidation of 'voy'</p> <p>Consolidation of of para + infinitive</p> <p>Consolidation of 'estar' with state (when revising various adjectives in the vocabulary exercises)</p> <p>Consolidation of 'a la / al' before singular nouns.</p>
Links to the national curriculum	Use accurate grammar, spelling and punctuation. Listen to a variety of forms of spoken language to obtain information and respond appropriately.	Express and develop ideas clearly and with increasing accuracy, both orally and in writing	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.	Express and develop ideas clearly and with increasing accuracy, both orally and in writing.	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
Previous content that this topic builds upon	<ul style="list-style-type: none"> Past tense (preterite) –ar verbs in 1st and 2nd person singular Revisit SER for traits and ESTAR for state 	<ul style="list-style-type: none"> Past tense (preterite) –er and –ir verbs in 1st and 2nd person singular Prenominal adjectives Revisit TENER 	<ul style="list-style-type: none"> Past tense (preterite) –ar verbs in 3rd person singular Past tense (preterite) –er and –ir verbs in 3rd person singular 	<ul style="list-style-type: none"> Past tense (preterite) –ar verbs in 3rd person singular Past tense (preterite) –er and –ir verbs in 3rd person singular Personal 'a' 	<ul style="list-style-type: none"> OVS word order Direct object pronouns 'lo', 'la' Indirect object pronouns (me, te, le) Gustar-type verbs 	<ul style="list-style-type: none"> Revisit SER (es, son), adjective agreement, para + infinitive Possessive adjectives 'su' and 'nuestro'



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	<ul style="list-style-type: none"> Revisit English and Spanish question formation Present-tense –er verbs in 1st person plural Present tense –ir verbs in 1st person plural HACER in 1st and 3rd person plural Subject pronouns Present simple for ongoing/unfinished actions 	<ul style="list-style-type: none"> QUERER and DAR in 1st and 3rd person plural IR in 3rd person plural Para + infinitive Revisit regular present tense verbs 	<ul style="list-style-type: none"> Personal ‘a’ Reflexive ‘me’ and ‘te’ Revisit possessive adjectives ‘mi’, ‘tu’ 	<ul style="list-style-type: none"> Reflexive ‘me’ and ‘te’ Revisit possessive adjectives ‘mi’, ‘tu’ 		<ul style="list-style-type: none"> Comparatives ‘más’ and ‘menos’ Adjectives with comparative meaning Demonstratives ‘este’, ‘esta’, ‘estos’, ‘estas’ HACER in past (preterite) in singular persons IR in past (preterite) in singular persons
<p>Key vocabulary</p> <p>*number represent frequency of use</p>	<p>aprovechar [885]; quedar [100]; pintar [1329]; ayudar [328]; pared [778]; verano [1139]; pasado (adj.) [932]; libre [473]; máximo [935]; antes [190]; sin embargo [embargo-203]; poco (as adverb only) [76]; negro [307] cantar [717]; tomar¹ [133]; coger [1001]; intentar [411]; ganar¹ [295]; concierto [1456]; premio [1090]; año [46]; autobús [3709]; hasta¹ [60]; además [155]; por² [15]; canción [982] gente [137]; malo² [360]; sucio [1855]; limpio [1710]; precioso [1777]; listo² [1684]; contento [1949]; triste [1371]; seguro² [407]; igual [263]; quizás [346]; según [237]; así [67]; generalmente [1387]; ahora [81] vender [528]; entender [229]; creer (en) [83]; esconder [1130]; poner [91]; noticia [859]; periodista [1235]; entrevista [1653]; página [598]; sobre [62]; que [3]</p> <p>nouns ending in -dad realidad [260]; sociedad [353] cambio [319]; ruido [1034]; esfuerzo [601]; viaje [519]; gesto [928]; amable [2707]; genial [2890]; mientras que [mientras-127]; entonces [74]</p> <p>subject pronouns</p>	<p>elegir [561]; elijo [561]; describir [1272]; compartir [579]; imprimir [2736]; diálogo [1466]; corto [1055]; largo [300]; finalmente [948] prenominal adjectives mismo [55]; último [188]; primero [82]; segundo [223]; tercero [450]; propio [183]; "</p> <p>"salir [114]; subir [410]; perder [195]; recoger [828]; recojo [828]; partido [302]; fútbol [1471]; entrada [767]; billete [2992]; pues¹ [73]; fin [182]; semana [301]; inglés² [583]; jugador [1019]; (a) pie [365] uses of 'de' (word pattern)" "cine [952]; abierto [654]; cerrado [1201]; miedo (de algo) [491]; razón [360]; suerte [723]; éxito [708]; sueño [450]; calor [945]; en cambio² [cambio-329] numbers 13-20: trece [2700]; catorce [2411]; quince [1215]; dieciséis [3373]; diecisiete [3430]; dieciocho [2730]; diecinueve [4232]; veinte [819]"</p> <p>"paso [279]; apoyo [866]; adelante [722]; atrás [599]; izquierda [1352]; derecha [1573]; así que [que-3] nouns of emotion commonly used after da / dan</p>	<p>salir [114]; subir [410]; perder [195]; recoger [828]; recojo [828]; partido [302]; fútbol [1471]; entrada [767]; billete [2992]; pues¹ [73]; fin [182]; semana [301]; inglés² [583]; jugador [1019]; (a) pie [365] uses of 'de' (word pattern)" "cine [952]; abierto [654]; cerrado [1201]; miedo (de algo) [491]; razón [360]; suerte [723]; éxito [708]; sueño [450]; calor [945]; en cambio² [cambio-329] numbers 13-20: trece [2700]; catorce [2411]; quince [1215]; dieciséis [3373]; diecisiete [3430]; dieciocho [2730]; diecinueve [4232]; veinte [819]"</p> <p>"paso [279]; apoyo [866]; adelante [722]; atrás [599]; izquierda [1352]; derecha [1573]; así que [que-3] nouns of emotion commonly used after da / dan</p>	<p>"paisaje [1685]; crecer [560]; desaparecer [655]; dice [decir-31]; lluvia [986]; clima [1675]; vida [85]; frontera [1507]; ganar² [295]; mil [191]; altura [970]; suficiente [781]; seco [1183]; mejor [116]; más [23] word pattern: words ending in -ía and -ia" revisit Y7 vocabulary: comida [906]; botella [1878]; carne [860]; vaso [1609]; fruta [1925]; plato [1808]; bebida [27878]; grupo [200]; llegar [75]; hablar [90]; escuchar [281]; comprar [361]; necesitar [276]; buscar [179]; usar [317]; llevar² [101]; trabajar [174]; lavar [1676]; organizar [1053]; preparar [570]; hacer [26]; pedir [217]; escribir [198]; aprender [428]; responder [464]; descubrir [414]; dormir [403]; poder [32]; deber [71]; querer [58]; beber [1085]; vivir [142]; comer [347]; leer [209]; saber [44]; rico [398]; bonito [891]; juntos [149]; bien [78]; malo [360]; de [2]; porque [40]; durante [139]; cada [107]; todo [472]; cómo [151]</p>	<p>crear [239]; publicar [453]; dejar [86]; enviar [704]; comentario [497]; foto [882]; red [744]; poco (now as adj.) [76]; ayer [617]; lado [214]; encima [1140] conocer [128]; ofrecer [351]; sufrir [504]; romper [733]; cultura [469]; apenas [486]; accidente [1661]; Estados Unidos [N/A]; ya [39]; pasar³ [68] "revisit Y7 vocabulary: árbol [748]; producto [394]; voluntario [2732]; ayuda [784]; campo [342]; bolsa [1581]; cosa [69]; bicicleta [3684]; basura [2479]; naturaleza [712]; extranjero [675]; mundo [123]; problema [145]; barrio [940]; playa [1475]; periódico [1026]; caminar [514]; sacar [273]; limpiar [1713]; montar [1446]; viajar [902]; pasar² [68]; recibir [316]; abrir [246]; importante [171]; verde [812]; nuevo [94]; divertido [2465]; luego [150]; lejos [833]; solo [95]; allí [197]; cerca [1042]; para [16]; como [20]; y [4]; Inglaterra [N/A]; muy [43]; otra vez [vez-59]; completamente [1185]; sin [54]; mi [37]; tu [53]; detrás [2044]; un [6]; una [6]; lunes [1370]; martes [3101]; jueves [1650]; domingo [693]</p>	<p>parar [706]; acompañar [606]; dejar² [86]; saludar [1575]; besar [1591]; seguir [99]; sigo [seguir-99]; policía [629]; cocina [1214]; lo [10]; la [61]5 me² [22]; te² [48]; le [25]; regalar [1420]; tirar [685]; quitar [668]; reloj [1683]; caja [1074]; tarjeta [1958]; lleno [684]; vacío [1585] "interesar [575]; importar [506]; alegrar [2252]; molestar [1377]; gustar [163]; encantar [1202]; preocupar [852]; difícil [374]; fácil [584]" revisit Y7 vocabulary: a veces [vez-59]; tranquilo [1073]; coche [1190]; también [49]; alegre [2081]; parque [1354]; con [14]; bueno [98]; idioma [1159]; solo/a [95]; pequeño [202]; calle [269]; si [36]; rico [398]; cámara [903]; aunque [131]; famoso [997]; barco [1384]; normalmente [1696]; feo [2373]; clase [320]; siempre [96]; aburrido [3917]; ventana [752]; bastante [308]; perdido [1899]; puerta [274]; seguro [407]; mesa [525]; nervioso [1521]; regalo [1986]; tonto [2379]; libro [230]; alto [231]; actividad [344]; bajo [236]; simpático [3349]; guapo [4192]; activo [1278];</p>



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	<p>yo [28]; tú [184] él [9]; ella [72]; nosotros/as [164]; ellos/as [9-él] empezar [175]; terminar [253]; decir [31]; ver [38]; minuto [478]; ejemplo [187]; opinión [578]; verdad [176]; estudiante [795]; alemán [761]; todo² [472] permitir [218]; decidir [368]; dividir [1385]; cubrir [611]; repartir [2161]; fiesta [796]; canción [982]; bebida [2787]; costo [1707]; juego [409]; incluso [336]; fuerte² [435]</p>	<p>pena [743]; vergüenza [1979]; rabia [2500]; tristeza [1993]; risa [1101]; ánimo [1855]; alegría [1220] feminine nouns ending in -ción traducción [2822]; intención [1171]; van [ir-33]; país [109]; café [961]; costa [896]; para² [16]; tomar² [133]; presentar [235]; enseñar [610]; tema [240]; pronto [376]; próximo [466] ir de + noun paseo [2126]; compra [1162]; tapa [3645]; copa [1514]" "paisaje [1685]; crecer [560]; desaparecer [655]; dice [decir-31]; lluvia [986]; clima [1675]; vida [85]; frontera [1507]; ganar² [295]; mil [191]; altura [970]; suficiente [781]; seco [1183]; mejor [116]; más [23] word pattern: words ending in -ía and -ia" revisit Y7 vocabulary: comida [906]; botella [1878]; carne [860]; vaso [1609]; fruta [1925]; plato [1808]; bebida [27878]; grupo [200]; llegar [75]; hablar [90]; escuchar [281]; comprar [361]; necesitar [276]; buscar [179]; usar [317]; llevar² [101]; trabajar [174]; lavar [1676]; organizar [1053]; preparar [570]; hacer [26]; pedir [217]; escribir [198]; aprender [428]; responder [464]; descubrir [414]; dormir [403]; poder [32]; deber [71]; querer [58]; beber [1085]; vivir [142]; comer [347]; leer [209]; saber [44]; rico [398]; bonito [891]; juntos [149]; bien [78]; malo [360]; de [2]; porque [40]; durante [139]; cada [107]; todo [472]; cómo [151]</p>	<p>[240]; pronto [376]; próximo [466] ir de + noun paseo [2126]; compra [1162]; tapa [3645]; copa [1514]"</p>	<p>cuidar [751]; olvidar [415]; traer [341]; salud [613]; novio [1322]; novia [1996]; cumpleaños [3372]; casi [166] "me [22]; te [48]; despertar [894]; levantar [354]; llamar [122]; presentar² [235]; poner² [91]; desayunar [>5000]; espejo [1232]; pantalón [1814]; vestido [1697]; demasiado [494]</p>	<p>barato [2164]; amiga [1172]; caro [2179]; amigo [210]; antiguo [446]; autor/a [513]; otro [35]; profesor/a [501]; claro [1923]; director/a [592]; moreno [3304]; caballo [907]; amarillo [1381]; chico [727]; chica [1129]; señor [201]; señora [509]; gato [1728] animal [322]; compañero [551]; pájaro [1607] llorar [630]; esperar [157]; volver [112]; encontrar [102]; gritar [691]; querer² [58]; historia [186]; mes [288]; papá [865]; mamá [675]; frío [1020]</p>
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	Development of cultural capital	Much of the vocabulary in this unit is linked to the context of news and media and a visit of journalists to the school of Daniel and Lucía. (2 Spanish students which lessons are based on)	Students will look at the British Vs Spanish school systems.	Students will look at the geography of Spanish-speaking countries and also the environmental problems which may occur in these places.	Students will look at Easter traditions in France and French-speaking countries.	Students will look at some basic cultural differences in speaking and writing for example, the use of exclamations and speech marks as well as how you would answer the phone in Spain.	Students will explore various Spanish-speaking cities.
	Development of reading	Students will look at the Spanish poem "Doña Pitta Piturra" by Gloria Fuertes. http://all-literature.wikidot.com/dataentry:dona-pita-piturra	Students will look at Mary Glasgow publications and Spanish news aimed at young people in education.	Students will study the Spanish poem "La plaza tiene una torre" by Antonio Machado. http://all-literature.wikidot.com/dataentry:la-plaza-tiene-una-torre	Students will read articles about the Easter traditions and how these have evolved over time. This links to France being a secular country and should these religious traditions still take place.	Students will look at the Spanish poem "Puedo escribir" by Pablo Nerudo. http://all-literature.wikidot.com/dataentry:puedo-escribir	Students will look at a song written about the historic city of Barcelona and study this text Mira 2 p101
	Concepts –what will students be able to do at the end of the topic	Students will be able to <ul style="list-style-type: none"> Describe events in the past and present (travel) Compare past experiences Talk about what people and places are like now vs in general. Compare what you and someone else ('we') do (news and media, parties and celebrations) Describe what people do (at home) Ask what people can and must do 	Students will be able to <ul style="list-style-type: none"> Describe events in the past and present (at school) Describe events in the past and present (free time activities) Describe how people feel in the present (feelings and emotions) Describe future plans Talk about what people do (work) 	Students will be able to <ul style="list-style-type: none"> Describe what people do (technology and social networks) Describe what different people did in the past (Free time activities) 	Students will be able to <ul style="list-style-type: none"> Talk about the environment Say what you do for others Routines and daily life 	Students will be able to <ul style="list-style-type: none"> Describe a series of events (Narration) Talk about giving and receiving (Birthdays) Describe how things make people feel Give opinions about school 	Students will be able to <ul style="list-style-type: none"> Talk about visiting a Spanish speaking city Describe family members Describe how people feel Compare things Describe what people do and did (sport) Compare where people go and went
Year Group							
Year 8 Spanish – D.I		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic	Describing places and locations and saying what someone is like and what they have.	Saying what people do and don't do and saying what there is around you and describing it	Describing events and places you have visited and are going to visit.	Describing about what people do to help at home.	Describing activities and events at school and in your free time. Describing future plans and jobs.	Describing what you use modern technology for (social networks etc)
	Core knowledge from this topic	Students will be able to describe places and location through looking at the essential verbs of estar, ser and tener in the 1 st , 2 nd and 3 rd person. Use indefinite articles, singular and plural nouns and look at AR verbs in the present tense.	Students will be able to use "no" to make a verb negative and distinguish the use of hay and tener. Will use adjectives and number and agreement with -s in relation to the verb.	Students will look at revisiting 1st person singular of the present of – ar verbs Revisiting of negative using 'no' Many -ar verbs from Y7 can be revisited with question words in the context of 'recent summer	'Pintar' can also be intransitive and allows for revisiting of colours (blanco, rojo, azul, verde, amarillo + negro). Aprovechar ('make the most of') las vacaciones, el tiempo libre, los días con mis amigos / mi familia etc.	Introduction of –er and –ir verbs in the 1st person singular of the preterite tense, while consolidating and contrasting with the formation and meaning of the 1st person singular of the present tense of –er and –ir verbs. 'Elegir' is shown as another verb that	Introduction of -ar verbs in 3rd person singular preterite (-ó). Consolidation of –ar verbs in 1st person singular person (-o). The above verb forms are contrasted and practiced in this lesson's activities, highlighting the stressed



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			Look at the modal verb <i>querer</i> in 1 st , 2 nd and 3 rd person singular.	experiences': <i>viajar, llegar, pasar tiempo, descansar, bailar, visitar, preparar, limpiar.</i>	Introduction of 1st person plural of –er verbs in the present tense and plural endings and meanings in the present tense of –er verbs.	can be followed by an infinitive. Its 1st person singular of the present tense is also taught, given its irregularity. It is also shown contrasted in the 1st person singular of the present and preterite tenses. Introduction of past tense (preterite) –er/-ir verbs in 2nd person singular (-iste) and consolidation of past tense (preterite) –er/-ir verbs in 1st person singular (-í). The use of verbs and raised intonation is revisited to form questions (did you...? Did I...?). Introduction of numbers 13-20 Conjunctions such as <i>mientras que, pero, y, and sin embargo</i> are revisited in exercises involving subject pronouns.	syllables. Consolidation of forming questions and the use of the raised intonation for using verbs as questions. Introduction of –er/-ir verbs 3rd person singular preterite (-ió)
Links to the national curriculum	Use accurate grammar, spelling and punctuation. Listen to a variety of forms of spoken language to obtain information and respond appropriately.	Express and develop ideas clearly and with increasing accuracy, both orally and in writing	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.	Express and develop ideas clearly and with increasing accuracy, both orally and in writing.	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	
Previous content that this topic builds upon	<ul style="list-style-type: none"> Revisit the verbs <i>estar, ser</i> and <i>tener</i> Revisit yes/no questions with raised intonation Re-cap of AR verbs in the present tense 	<ul style="list-style-type: none"> Revisiting of verbs, nouns and adjectives in relation to locations and family members. Revisiting the auxiliary verb <i>Haber</i> (<i>hay</i>) The verb <i>tener</i> in the present tense 	<ul style="list-style-type: none"> Revisit SER for traits and ESTAR for state Revisit English and Spanish question formation Present-tense –er verbs in 1st person plural 	<ul style="list-style-type: none"> Present tense –ir verbs in 1st person plural HACER in 1st and 3rd person plural Subject pronouns Present simple for ongoing/unfinished actions 	<ul style="list-style-type: none"> Past tense (preterite) –er and –ir verbs in 1st and 2nd person singular Prenominal adjectives Revisit TENER QUERER and DAR in 1st and 3rd person plural IR in 3rd person plural Para + infinitive Revisit regular present tense verbs 	<ul style="list-style-type: none"> Past tense (preterite) –ar verbs in 3rd person singular Past tense (preterite) –er and –ir verbs in 3rd person singular Personal ‘a’ Reflexive ‘me’ and ‘te’ Revisit possessive adjectives ‘mi’, ‘tu’ 	



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	Key vocabulary			<p>aprovechar [885]; quedar [100]; pintar [1329]; ayudar [328]; pared [778]; verano [1139]; pasado (adj.) [932]; libre [473]; máximo [935]; antes [190]; sin embargo [embargo-203]; poco (as adverb only) [76]; negro [307] cantar [717]; tomar¹ [133]; coger [1001]; intentar [411]; ganar¹ [295]; concierto [1456]; premio [1090]; año [46]; autobús [3709]; hasta¹ [60]; además [155]; por² [15]; canción [982] gente [137]; malo² [360]; sucio [1855]; limpio [1710]; precioso [1777]; listo² [1684]; contento [1949]; triste [1371]; seguro² [407]; igual [263]; quizás [346]; según [237]; así [67]; generalmente [1387]; ahora [81] vender [528]; entender [</p>	<p>crear (en) [83]; esconder [1130]; poner [91]; noticia [859]; periodista [1235]; entrevista [1653]; página [598]; sobre [62]; que [3] nouns ending in -dad realidad [260]; sociedad [353] cambio [319]; ruido [1034]; esfuerzo [601]; viaje [519]; gesto [928]; amable [2707]; genial [2890]; mientras que [mientras-127]; entonces [74] subject pronouns yo [28]; tú [184] él [9]; ella [72]; nosotros/as [164]; ellos/as [9-él] empezar [175]; terminar [253]; decir [31]; ver [38]; minuto [478]; ejemplo [187]; opinión [578]; verdad [176]; estudiante [795]; alemán [761]; todo² [472] permitir [218]; decidir [368]; dividir [1385]; cubrir [611]; repartir [2161]; fiesta [796]; canción [982]; bebida [2787]; costo [1707]; juego [409]; incluso [336]; fuerte² [435]</p>	<p>elegir [561]; elijo [561]; describir [1272]; compartir [579]; imprimir [2736]; diálogo [1466]; corto [1055]; largo [300]; finalmente [948] prenominal adjectives mismo [55]; último [188]; primero [82]; segundo [223]; tercero [450]; propio [183]; " "salir [114]; subir [410]; perder [195]; recoger [828]; recojo [828]; partido [302]; fútbol [1471]; entrada [767]; billete [2992]; pues¹ [73]; fin [182]; semana [301]; inglés² [583]; jugador [1019]; (a) pie [365] uses of 'de' (word pattern)" "cine [952]; abierto [654]; cerrado [1201]; miedo (de algo) [491]; razón [360]; suerte [723]; éxito [708]; sueño [450]; calor [945]; en cambio² [cambio-329] numbers 13-20: trece [2700]; catorce [2411]; quince [1215]; dieciséis [3373]; diecisiete [3430]; dieciocho [2730]; diecinueve [4232]; veinte [819]" "paso [279]; apoyo [866]; adelante [722]; atrás [599]; izquierda [1352]; derecha [1573]; así que [que-3] nouns of emotion commonly used after da / dan pena [743]; vergüenza [1979]; rabia [2500]; tristeza [1993]; risa [1101]; ánimo [1855]; alegría [1220] feminine nouns ending in -ción traducción [2822]; intención [1171]; van [ir-33]; país [109]; café [961]; costa [896]; para² [16]; tomar² [133]; presentar [235]; enseñar [610]; tema [240]; pronto [376]; próximo [466] ir de + noun paseo [2126]; compra [1162]; tapa [3645]; copa [1514]"</p>	<p>salir [114]; subir [410]; perder [195]; recoger [828]; recojo [828]; partido [302]; fútbol [1471]; entrada [767]; billete [2992]; pues¹ [73]; fin [182]; semana [301]; inglés² [583]; jugador [1019]; (a) pie [365] uses of 'de' (word pattern)" "cine [952]; abierto [654]; cerrado [1201]; miedo (de algo) [491]; razón [360]; suerte [723]; éxito [708]; sueño [450]; calor [945]; en cambio² [cambio-329] numbers 13-20: trece [2700]; catorce [2411]; quince [1215]; dieciséis [3373]; diecisiete [3430]; dieciocho [2730]; diecinueve [4232]; veinte [819]" "paso [279]; apoyo [866]; adelante [722]; atrás [599]; izquierda [1352]; derecha [1573]; así que [que-3] nouns of emotion commonly used after da / dan pena [743]; vergüenza [1979]; rabia [2500]; tristeza [1993]; risa [1101]; ánimo [1855]; alegría [1220] feminine nouns ending in -ción traducción [2822]; intención [1171]; van [ir-33]; país [109]; café [961]; costa [896]; para² [16]; tomar² [133]; presentar [235]; enseñar [610]; tema [240]; pronto [376]; próximo [466] ir de + noun paseo [2126]; compra [1162]; tapa [3645]; copa [1514]"</p>
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Year Group	able to do at the end of the topic	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2		
Year 9 FRENCH	<ul style="list-style-type: none"> Describe events in the present (travel) Talk about what people and places are like now vs in general. 	<ul style="list-style-type: none"> Compare what you and someone else ('we') do (news and media, parties and celebrations) Describe what people do (at home) Ask what people can and must do 	<ul style="list-style-type: none"> Describe events in the past and present (at school) Describe events in the past and present (free time activities) Describe how people feel in the present (feelings and emotions) Describe future plans Talk about what people do (work) 	<ul style="list-style-type: none"> Describe what people do (technology and social networks) Describe what different people did in the past (Free time activities) 	<p>Topic</p> <p>Studio 3 – Ma Vie Social d’Ado – my life as a young person</p>	<p>Studio 3 – Bien dans as peau – Health, food and fitness</p>	<p>Studio 3 – A L’horizon – In the future</p>	<p>Studio 3 – Moi dans le monde – Me in the world</p>	<p>Qui suis-je ? – Who am I ?</p>
	<p>Core knowledge from this topic</p>	<p>Students will learn key vocabulary relating to key GCSE topic of life and identity of young people, such as social media, Giving opinions on people. Using direct object pronouns, Using present tense. Using the near future tense. Arranging to go out. Describing a date. Describing a music event.</p>	<p>Students will learn about key vocabulary and ideas around health and fitness. Students will learn vocabulary for the parts of the body, food and healthy eating, fitness and health activities such as exercise. Students will also learn key vocabulary around the topic of illness and injury. Reasons why something is good or bad for the health is also included. Students will learn about using à + the definite article and also il faut constructions.</p>	<p>Students will learn about describing jobs, learning languages and the benefits of this. They will be able to say what they used to do and discuss their future and past. They will be able to talk about part-time jobs and their ideal job.</p>	<p>Studio 3 Rouge/vert - Moi dans le monde Discussing your rights and responsibilities. Explaining what is important to you. Talking about things you buy. Talking about what makes us happy.</p>	<p>Qui suis-je? Revising family and describing people. Revising places in town and activities. Talking about friends and what makes a good friend. Talking about family relationships. Making arrangements to go out. Using the near future tense. Describing a night out with friends. Using the perfect tense. /talking about your life when you were younger. Using the imperfect tense. Discussing role models.</p>			
	<p>Links to the national curriculum</p>	<p>Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied Use accurate grammar, spelling and punctuation. 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</p>	<p>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</p>	<p>Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied Use accurate grammar, spelling and punctuation. 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 and</p>	<p>Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied Use accurate grammar, spelling and punctuation. 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</p>	<p>Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied Use accurate grammar, spelling and punctuation. 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</p>			



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	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		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	
Previous content that this topic builds upon	<p>Conjugating verbs fully.</p> <p>Using the correct form of nouns e.g. masculine, feminine, singular, and plural.</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>Present, future and past tenses.</p> <p>Conditional tense</p> <p>Likes and dislikes</p>	<p>Develops knowledge and use of il faut phrases from previous modules. Develops knowledge of sports, exercise and health vocabulary and allows for putting into new contexts.</p>	<p>Present tense</p> <p>Past tense</p> <p>Future tense</p> <p>Using three tenses together.</p> <p>Using masculine and feminine nouns together.</p>	<p>Conjugating verbs fully.</p> <p>Using the correct form of nouns e.g. masculine, feminine, singular, and plural.</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>Present, future and past tenses.</p> <p>Conditional tense</p> <p>Likes and dislikes</p> <p>Using expressions with avoir and conjugating the verb avoir</p>	<p>Conjugating verbs fully.</p> <p>Using the correct form of nouns e.g. masculine, feminine, singular, and plural.</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>Present, future and past tenses.</p> <p>Conditional tense</p> <p>Places in town</p> <p>Adjectives to describe friendships</p>
Key vocabulary	<p>Core vocabulary covering the topics above including specifically:</p> <p>Verbs (in all conjugations) aller, lire, poster, modifier, inviter, faire, jouer, regarder, commenter, organiser, passer, envoyer.</p> <p>Adjectives: arrogant(e), beau/belle, charmant(e), drôle, égoïste, généreux/genereuse, gentil(le) jaloux/jalouse, joli(e), lunatique pénible, timide, cool, genial, intéressant, marrant, <i>interesting</i>, romantique, sympa, affreux, bizarre, ennuyeux, horrible, nul, un désastre</p> <p>Key questions : Tu viens avec moi/nous? Tu veux m'/nous accompagner? Ça t'intéresse? On se retrouve où/ à quelle heure?</p> <p>Exclamations : Tu rigoles! C'est vraiment nul! J'ai horreur de ça!</p>	<p>Core vocabulary on the topics above including specifically:</p> <p>Parts of the body: la bouche, le bras, le corps, le dos, l'épaule (f), les fesses (fpl), le front, le genou, la jambe, la main, le nez, les oreilles (fpl), le pied, la tête, le visage, les yeux (mpl)</p> <p>Sport and fitness : Pour arriver en forme, il faut ..., avoir un bon programme, bien manger, bien dormir. être motive, faire du sport tous les jours, jouer dans une équipe.</p> <p>Giving opinions : À mon avis, ..., Moi, je trouve ça très ennuyeux de, Je crois fermement que ...</p> <p>Healthy eating : les boissons gazeuses (fpl), les céréales (fpl), les chips (mpl), l'eau (f), les fruits (mpl), les gâteaux (mpl), les légumes (mpl), les légumes secs (mpl), la nourriture salée, les œufs (mpl), le</p>	<p>Core vocabulary on the topics specifically:</p> <p>Jobs: avocat(e), botaniste, chanteur/chanteuse, chauffeur de taxi/camion, comptable, diplomate, directeur/directrice de magasin, footballeur, guide touristique, infirmier/infirmière, ingénieur(e), interprète, journaliste, médecin généraliste, pilote, professeur, sociologue, vétérinaire, webdesigner</p> <p>Complex opinions: C'est mon rêve! Ce serait bien, Pas vraiment, Ce serait ennuyeux, Pourquoi pas? Tu rigoles! Ça ne m'intéresse pas du tout.</p> <p>Key verbs (in all conjugations) Acheter, aimer le contact avec, les gens/les autres, discuter, rencontrer,</p>	<p>Core vocabulary focussing on the topics from this unit, specifically:</p> <p>Verbs: Avoir, aller, jouer, regarder, sortir, surfer, aider, finir, renter, vouloir, savoir, acheter, adopter, agir, consommer, énerver, exploiter, fabriquer, faire attention, devenir member, participer (à), penser, protéger, respecter</p> <p>Si clauses</p> <p>Reactions/exclamations: Mais ce n'est pas juste! C'est tout à fait normal, Ce n'est pas du tout normal, C'est fou! On te trait comme un enfant, Mais révolte-toi! Tes parents exagèrent!</p> <p>Expressions with avoir: avoir envie de, avoir faim, avoir le droit de, avoir raison, avoir soif, avoir tort, en avoir marre de</p> <p>World problems: l'argent (m), la cruauté envers les animaux, l'état de la planète, mes études (fpl), la faim dans</p>	<p>Core vocabulary focussing on the following topics specifically:</p> <p>Family members: le beau-père, la belle-mère, le beau-frère, la belle-sœur, le demi-frère, la demi-sœur, la fille, le fils, l'enfant/le petit-enfant, le mari/ l'ex-mari (m), la femme/ l'ex-femme (f)</p> <p>Adjectives of personalities : agaçant(e), aimable, amusant(e), arrogant(e), bavard(e), charmant(e), drôle, égoïste, fidèle, fort(e), généreux/-euse, gentil(le), impatient(e), jaloux/-ouse, méchant(e), paresseux/-euse, poli(e), sage, sensible, sérieux/-euse, sympa(thique), têtu(e), travailleur/-euse, triste</p> <p>Physical descriptions J'ai les cheveux ... courts/longs/mi-longs, raides/bouclés/frisés, noirs/bruns/châtains, blonds/roux/gris/blancs J'ai les yeux ... bleus/verts, gris/marron J'ai ... des boutons, une barbe/une moustache Je suis ... petit(e)/grand(e), de taille moyenne, mince/gros(se), beau/belle, joli(e), moche, Je porte des lunettes.</p> <p>Places in town : la boîte de nuit, le bowling, le café, le centre commercial, le cinéma, les magasins (m), la patinoire, la piscine, la plage, le théâtre, dans, derrière, devant, entre, en face de, à côté de, près de</p> <p>Time phrases</p>



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		<p>Answer the question “quand?” with the following: ce matin/soir, cet après-midi, demain matin, samedi après-midi, dimanche soir, hier, samedi dernier, le weekend dernier, l’année dernière</p> <p>Key high-frequency words/connectives such as: très, assez, un peu, trop, carrément, vraiment, avec, normalement, en général, d’habitude, tout/toute/tous/toutes, de temps en temps, quelquefois, souvent, tous les jours, tous les weekends, tout le temps, une fois/deux fois ..., ... par jour/semaine/mois</p>	<p>pain, le poisson, les pommes de terre (fpl), les produits laitiers (mpl), le repas, <i>meal</i>, le sel, les sucreries (fpl), la viande, manger équilibré.</p> <p>Saying what you will do using the following verbs : Faire – ferai, aller – irai, jouer – jouerai, manger – mangerai, boire – boirai, prendre – prendrai.</p> <p>Key high-frequency words/connectives such as : Alors, au moins, c’est-à-dire, ce qui veut dire, chaque, d’abord, de bonne heure, deux fois par semaine, donc, ensuite, finalement, où, peut-être, pour le futur, quand, tous les jours, Voilà!</p>	<p>respecter, rigoler, vendre, voir, voyager.</p> <p>World of work vocabulary: le boulot, l’emploi (m), le métier, la profession, un stage, un poste, un candidat, créatif/créative, varié(e)</p> <p>Verbs in the imperfect tense: Etre – étais, avoir – avais, aimer – aimais, faire – faisais, jouer – jouais, regarder – regardais.</p> <p>Verbs in the future tense: Quitter – quitterais, faire – ferai, voyager – voyagerai, travailler – travaillerai, tomber – tomberai, habiter – habiterai, avoir – aurai</p> <p>Questions: Qu’est-ce que tu fais dans la vie? Est-ce que tu as beaucoup d’expérience?, Quelle est ta journée typique? Quelles sont tes responsabilités? Quelles sont les qualités requises pour ce métier? Quelles langues parles-tu? Que feras-tu à l’avenir?</p> <p>High frequency words: Car, comme, lorsque, par contre, par exemple, puisque, si, surtout</p>	<p>le monde, l’injustice (f), la musique, la pauvreté dans le monde, ma santé, la violence, le racisme</p> <p>Key high-frequency words: à mon avis, au lieu de, avant tout, comment, complètement, être d’accord, franchement, malheureusement, malgré, même, plein de, pour (+ infin), pourtant.</p>	<p>aujourd’hui, demain, après-demain, ce matin, cet après-midi, ce soir</p> <p>Qualities of a good friend and personality traits</p> <p>Un(e) bon(ne) ami(e) est ... de bonne humeur, compréhensif/-ive, équilibré(e), honnête, indépendant(e), modeste, patient(e), sûr(e) de lui/d’elle, un(e) bon(ne) ami(e) n’est pas ..., de mauvaise humeur, déprimé(e), pessimiste, prétentieux/-euse, vaniteux/-euse</p> <p>Il/Elle ...</p> <p>croit en moi, dit toujours la vérité, me fait rire, prend soin de moi, voit le bon côté des choses</p> <p>le sens de l’humour, la patience, la générosité, la gentillesse, la fiabilité, la modestie, l’honnêteté (f), l’optimisme (m)</p> <p>Family relationships and describing family members</p> <p>se confier à, se disputer avec, s’entendre bien avec, se fâcher contre, s’intéresser à, s’occuper de, s’aimer, se chamailler, mort(e)/décédé(e), divorcé(e)(s), séparé(e)(s), adorable</p> <p>débrouillard(e), dynamique, énergique/plein(e) d’énergie, extraverti(e), fragile, instable, introverti(e)</p> <p>Role models :</p> <p>Mon modèle s’appelle ... Moi, j’admire ... Mon héros/Mon héroïne, c’est ... J’aimerais bien être comme lui/elle. J’admire sa créativité.</p> <p>Il/Elle ...</p> <p>m’impressionne énormément, a travaillé très dur pour devenir... est devenu(e) ..., aide/a aidé ..., a/avait du courage/de la détermination, est/était courageux/-euse face à, des dangers terribles, lutte/a lutté pour ..., a obtenu ..., a sauvé la vie de ...</p> <p>C’est un enfant adopté, comme moi.</p>
	Development of cultural capital	Students will look at different music preferences and festivals in francophone countries e.g. Guadeloupe/Tunisia.	Students will engage in discussions around keeping healthy and how this is done in different countries.	Students will look at how British and French work laws differ. Students will also look at francophone countries and how the French language can differ in different French-speaking countries.	Students will compare young people in the UK with young people in France. They will look into what differences exist and how similar young people in other countries are.	Students will have the opportunity to read about the French author Victor Hugo.
	Development of reading	Detailed and complex reading activities throughout the module. Students are challenged with complex reading activities and texts. Students will specifically look at “La Lettre de Lili” an	Students will look at French poem “Comptines en chocolat” by Corinne Albaut.	En plus: Un portrait personnelle. Students will read an account of a French young person and his job history and future plans.	Detailed and complex reading activities throughout the module. Students are challenged with complex reading activities and texts. Students will look at an extract from “le tour du	Detailed and complex reading activities throughout the module. Students are challenged with complex reading activities and texts. Students will look at the French poem “Demain dè l’aube” by Victor Hugo.



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		extract from "La chateau de ma mere" by Marcel Pagnol which explores holiday friendships in France. http://11450c87726649fa2d441edf5c40c178.vaicomprar.com.br/	http://paulettetrottinette.com/wp-content/uploads/2016/03/SUbOleJlkmd1Nqo9cQPvFO6dY8k-1.pdf		monde en quatre-vingts jours" By Jules Verne. http://www.gutenberg.org/ebooks/800	https://www.frenchtoday.com/french-poetry-reading/poem-demain-des-l-aube-hugo/	
	Concepts –what will students be able to do at the end of the topic	<p>Student will:</p> <ul style="list-style-type: none"> - Hold a conversation asking and answering questions to go somewhere - Give reasons why they can or can't go somewhere - Write about different music festivals particularly in France and French-speaking countries - Use three tenses in speaking and writing successfully 	<p>Students will:</p> <ul style="list-style-type: none"> - Recognise and understand key vocabulary related with the topic of healthy eating - Be able to describe parts of the body and talk about illnesses and injuries - Be able to provide accurate translations from French to English of familiar text including using context and cognates to tackle unknown or unfamiliar vocabulary. 	<p>Students will:</p> <ul style="list-style-type: none"> - Use modal verbs to describe jobs - Use three tenses together - Talk about part-time jobs - Talk and write about future plans - Understand different linguistic concepts from different French-speaking countries. 	<p>Students will:</p> <ul style="list-style-type: none"> - Write a detailed account about their rights and responsibilities in society. - Talk and write in detail about what things make them happy - Use three tenses together 	<p>Students will:</p> <ul style="list-style-type: none"> - speak, write, listen and read about family relationships and what makes a good friend. - be able to ask and answer questions when arranging to go out with someone - will be able to give a detailed account about their life when they were younger using the imperfect tense. - will look at role models (French and English) and be able to describe their role model in detail. 	
Year Group		Autumn Term 1		Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10 FRENCH	Topic	AQA Studio GCSE textbook - Module 3 Jours ordinaires, jours de fête.		AQA Studio GCSE textbook - Module 4 De la ville a la campagne.	AQA Studio GCSE textbook - Module 5 Le grand large...	AQA Studio GCSE textbook - Module 5 Le grand large... continued	AQA Studio GCSE textbook - Module 6 Au college
	Core knowledge from this topic	Talking about food and meals. Discussing shopping for clothes. Describing your daily life. Talking about food for special occasions. Using polite language. Asking questions Describing family celebrations. Describing festivals and traditions. Using a combination of tenses.		Talking about where you live, weather and transport. Describing a town and asking the way. Describing a region. Talking about your town, village or district. Discussing what to see and do. Discussing plans and the weather. Describing community projects.	Talking about what you normally do on holiday. Talking about holidays (past, present, future). Talking about an ideal holiday..	Booking and reviewing hotels. Ordering in a restaurant. Talking about travelling. Buying souvenirs. Talking about holiday disasters.	Students will describe their school subjects and the facilities of their school. Describe school uniform in detail and talk about the school day. They will talk about their subjects and their teachers and give opinions on school rules and problems. They will compare secondary to primary school and give opinions on this.
	Links to the national	<ul style="list-style-type: none"> • deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex 		<ul style="list-style-type: none"> • deduce meaning from a variety of short and longer 	<ul style="list-style-type: none"> • Identify and use tenses or other structures which 	<ul style="list-style-type: none"> • Read and show comprehension of original and 	Identify and use tenses or other structures which convey the present, past,



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<p>curriculum (if applicable)</p>	<p>language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes</p> <ul style="list-style-type: none"> • produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events 	<p>written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes</p> <ul style="list-style-type: none"> • produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings • make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events 	<p>convey the present, past, and future as appropriate to the language being studied</p> <ul style="list-style-type: none"> • Use accurate grammar, spelling and punctuation. 	<p>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</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 	<p>and future as appropriate to the language being studied</p> <p>Use accurate grammar, spelling and punctuation.</p> <p>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</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
<p>Previous content that this topic builds upon</p>	<p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Likes and dislikes Foods drinks Conjugation of verbs in all forms. Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement</p>	<p>Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Complex opinions Directions Places in towns Weather Conjugating verbs fully.</p>	<p>Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency.</p>	<p>Present, future and past tenses. Conditional tense Countries and accommodation Activities for holidays transport</p>	<p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Personal and physical descriptions of others. School subjects Complex opinions Facilities in the school</p>

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<p>Key vocabulary</p>	<p>Lots of key vocabulary related to the following topics including: Je bois/mange/prends ... du café/lait/jus d'orange/du pain grillé/beurre/du yaourt/miel/du poulet/jambon/poisson/du saucisson/fromage/du pain/riz/du chou-fleur/raisin/de la confiture/glace/de la soupe/viande/de la mousse au chocolat/tarte au citron/de l'eau (minérale)/des fruits (m)/bananes (f)/des fraises (f)/pêches (f)/des pommes (f)/poires (f)/des légumes (m)/petits pois (m)/des champignons (m)/haricots verts (m)/des carottes (f)/pommes de terre (f)/des céréales (f)/pâtes (f)/des crudités (f)/œufs (m)/Je ne mange pas de viande/Je suis végétarien(ne). un paquet de ... un kilo de ... une bouteille de ... un pot de ...cinq cents grammes de ...quatre tranches de ...un morceau de ...un litre de ... une boîte de ... faut aller ... à la boucherie/à la boulangerie/à la charcuterie/à la pâtisserie/à l'épicerie (f)/au marché D'habitude, je porte ... Je vais mettre ... J'ai mis ... un blouson, un chapeau ,un collant, un costume, un jean moulant, un manteau, un pantalon, un polo, un pull, un sac à main, un short, un sweat à capuche, un tee-shirt, une casquette, une ceinture, une chemise, une cravate, une écharpe, une mini-jupe, une robe, une veste, des baskets (f), des bottes (f), des chaussettes (f), des chaussures (f), des gants (m), des lunettes de soleil (f), blanc(he)(s), bleu(e)(s), gris(e)(s), jaune(s), kaki, marron, mauve(s), noir(e)(s), orange, rose(s), rouge(s), vert(e)(s), en coton/cuir/laine/soie, rayé(e), à carreaux, de marque, habillé(e), de couleur vive, multicolore, clair(e), foncé(e), tous les jours sauf Je vais au lycée ... en bus/en scooter/en voiture/à pied, je dois me lever tôt, je prends mon petit-déjeuner je quitte la maison, je peux rester au lit/faire la grasse je dois faire mes devoirs, je mange avec ma famille, je regarde un peu la télé je peux me détendre un peu, je reste à la maison/chez moi, je sors avec mes copains, je dois aider ma mère/mon père, je vais au cinéma/au bowling Ma fête préférée est ... D'habitude, je le/la fête ... On fait/décore/se souhaite ... D'abord, on mange/boit ... suivi(e)(s) d'...une dinde, une bûche de Noël, Dedans, il y a ... Je grignote après l'école. Je ne grignote jamais en dehors des repas. Je regarde la télé en mangeant le soir. Dans ma famille, on ne regarde pas la télé en mangeant. Je suis né(e) en ...Je viens de fêter ... Il y a (trois) mois, j'ai fêté ... C'était mon quatorzième/quinzième anniversaire ...J'ai reçu beaucoup de ... J'ai invité ... à un barbecue/une fête chez moi. Je suis allé(e) au mariage (de mon oncle) à la mairie avec toute ma famille. On a mangé/écouté/dansé/joué/fait/vu ...</p>	<p>J'y habite depuis .../J'y vais Le paysage/La côte est vraiment... magnifique/impressionnant(e). On peut y faire/visiter/voir ...La région est connue pour Une personne célèbre qui est née en ..., Qu'est-ce qu'on va faire à ...? Je veux absolument (faire une promenade en bateau). J'ai envie de (louer un bateau). Ça m'intéresse de voir ... Je tiens à (visiter l'aquarium). Je voudrais aller au/à la/à l'/aux ...J'aimerais bien monter à la/au ... Ce qui me plaît ici, c'est qu'il y a ... En été/hiver, on peut Le problème, c'est que/qu'...il n'y a pas assez de (magasins/espaces verts) il n'y a plus de (cinéma) il n'y a ni (parc) ni (aire de jeux) il n'y a aucun (bowling) il n'y a aucune (zone piétonne) il n'y a qu'un seul (magasin) il n'y a qu'une seule (rue) il n'y a rien pour les jeunes/ il n'y a pas grand-chose à faire Il y a ... beaucoup de monde/de voitures/trop de circulation/de gens/tellement de bruit/de gens au chômage/peu de travail/de transports en commun/commerces/toujours des déchets par terre/plusieurs boîtes de nuit/café/restaurants. Le bowling a fermé. C'est sale/(trop) tranquille/très animé. Ce n'est jamais tranquille. Je trouve ça triste/déprimant/affreux/nul/désagréable. En général, je (ne) suis (pas) content(e) de mon village/quartier/ma ville.</p>	<p>Lots of key vocabulary related to the following topics including: l'Algérie, l'Allemagne, l'Angleterre, l'Autriche, la Belgique, la Croatie, l'Espagne, les États-Unis, la France, le Japon, le Pakistan, les Pays-Bas, le pays de Galles, la Pologne, la Suisse, Normalement, je passe mes vacances en/au/à l'/aux ... Je vais au bord de la mer/à la campagne/ à la montagne. Je voyage en train/avion/ferry/voiture. Je fais du camping. Je loge dans un gîte/un hôtel/chez ma tante. Je vais avec ma famille C'est génial/extra/assez ennuyeux. Je me lève tôt. On se couche tard. Je me repose/me prépare. Je m'habille. Je vais à la plage. Je me baigne dans la mer. Je me promène. Je rentre à l'hôtel. Je sors au restaurant. On peut ... faire une visite de Paris/ faire de l'escalade/visiter les musées/monuments/aller à la pêche/à la plage/jouer à la pétanque Je logerais ...dans un gîte à la campagne/dans un hôtel 4 étoiles/dans une auberge de jeunesse/dans une caravane/dans une chambre d'hôte/dans une tente, sur une île déserte/sur un bateau Je voyagerais ... avec mes copains/copines/avec ma famille/avec mes parents/avec mes grands-parents/avec mon lycée/avec une organisation/seul(e) Je regarderais le coucher du soleil. Je nagerais avec les poissons tropicaux. Je ferais des randonnées. Je ferais du</p>	<p>Ça s'est très bien passé. C'était charmant/propres/bien situé/très pratique/pas cher/super. Le service était impeccable. Le Wi-Fi fonctionnait très bien. Le petit-déjeuner était offert. Il y avait ... un parking tout près/un micro-ondes/la climatisation dans la chambre. Il y avait un très bon rapport qualité-prix. Nous y avons passé un super séjour. Je voudrais une chambre ... pour une personne/pour deux personnes avec un lit simple/avec un grand lit/avec une salle de bains/avec une douche/avec une vue sur la mer/ Votre chambre est ... au rez-de-chaussée/au premier/deuxième étage Je préférerais une table ...en terrasse/à l'intérieur. Je vais prendre le plat du jour/le menu à 30 euros/(la soupe à la tomate) en entrée/(le filet de loup de mer) comme plat principal/(la mousse au chocolat) comme dessert Qu'est-ce que vous avez, comme desserts? On peut avoir l'addition, s'il vous plaît? Les prix n'étaient pas excessifs. C'était cher. L'accueil était très chaleureux. Nous avons dû attendre plus de cinq minutes. L'ambiance était vraiment agréable. L'atmosphère était super bruyante. Le serveur/La serveuse était ... très attentionné(e)/médiocre À recommander! Je n'y retournerai jamais! un couteau/une cuillère/une fourchette/une serviette entrées/brochettes (fpl) de crevettes/escargots</p>	<p>le commerce, le dessin/les arts plastiques, le français, le latin, la biologie/les Sciences de la Vie et de biologie, la Terre, la chimie, la géographie, la musique, la physique/les sciences physiques, la religion, la sociologie, la technologie, l'allemand, l'anglais, l'art dramatique, l'économie, l'éducation physique et sportive/l'EPS, l'espagnol, l'étude des medias, l'histoire, l'histoire-géo, l'informatique, l'instruction civique, l'italien, les arts ménagers, les maths, Je pense que ... est/sont ... intéressant(e)(s) passionnant(e)(s)ennuyeux/-euse(s) parce que ... c'est facile/fascinant/difficile/utile/inutile Je trouve que/qu' ... les journées sont trop longues/ on a trop de contrôles/les profs sont excellents/l'école commence à ... heures et finit/on porte un uniforme scolaire/ses propres vêtements/on achète ses propres stylos et règles/on ne redouble pas/on étudie Je préfère le système (anglais/français) parce que ...les horaires sont plus raisonnables/l'uniforme scolaire est pratique/inutile/l'école fournit l'équipement/le redoublement (n'est) (pas) une good bonne idée/on (n')étudie (pas) ... Dans cette école, il faut ... être à l'heure/faire ses devoirs/porter l'uniforme scolaire/Il ne faut pas ... manquer les cours/sans tricher pendant un contrôle/Il est interdit de/d' ... mâcher du chewing-gum/utiliser son portable en classe/porter des bijoux/des piercings/trop de maquillage/harcéler</p>
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		<p>C'était une excellente soirée! Pour fêter mon prochain anniversaire le jour férié, le jour de l'An, la fête des Rois/l'Épiphanie, la Chandeleur à part, bien sûr, chez (moi), d'habitude, de temps en temps, en revanche, ensuite, jusqu'à, parfois, sauf, si, sinon, tôt, vite, la moitié de, trois quarts de, un quart de, un tiers de, une personne sur (cinq).</p>	<p>Qu'est-ce qu'on fera? On ira pique-niquer dans le parc. Ce sera génial! Je resterai à la maison. Je regarderai un film. Je jouerai à des jeux vidéo/au football. On ne fera pas de barbecue. On mangera dans un restaurant. J'ai/Nous avons ... collecté de l'argent/vendu nos vieux jeux et jouets/lavé des voitures/acheté (de la peinture)/planté des arbres/lancé une pétition en ligne/obtenu presque 2 000 signatures/écrit un article dans le journal local/Le week-end prochain, nous irons là-bas pour ... ramasser les déchets/nettoyer la salle/repeindre les murs/La semaine prochaine, on finira/d'installer/de construire ... un passage piéton/un panneau/une aire de jeux/a playground Ailleurs/ne ... aucun(e)(s)/ne ... jamais/ne ... ni ... ni .../ne ... personne/ne ... plus/ne ... que/ne ... rien/non plus/alors/donc/de plus/en plus/également/d'ailleurs/par contre/malheureusement/enfin/plein de/tellement/le lendemain/selon/plusieurs/quelques/trop (de)/peu (de)/assez (de)/enough/tellement (de)</p>	<p>canoë-kayak. Je me reposerais. Je m'amuserais avec mes copains/copines. Je mangerais bien. Il y aurait ... un café qui serait ouvert toute la nuit/une salle de jeux/des feux d'artifice tous les soirs/des spectacles son et lumière/des visites guidées. Il n'y aurait aucun bruit! Il n'y aurait pas beaucoup d'adultes!</p> <p>Ce serait ...formidable/luxueux/merveilleux/passionnant/pittoresque/reposant/tranquille Nous avons passé X jours dans cet hôtel/cette chambre d'hôte.</p>	<p>(mpl)/soupe (f) à la tomate/tarte (f) à l'oignon/plats principaux/épaule (f) d'agneau/cuisse (f) de canard/gratin (m) dauphinois/lasagnes (fpl) végétariennes/loup (m) de mer/poulet (m) basquaise/rôti (m) de veau/desserts/crème (f) brûlée/mousse (f) au chocolat/roulé (f) au chocolat/sorbet (m)/tarte (f) au citron /tarte (f) aux pommes</p> <p>Si j'avais le choix, pour aller ...en Inde/Russie/Chine/au Sénégal/Vietnam/Brésil ... je voyagerais ... en car/train/avion/à moto</p> <p>un billet/un aller simple/un aller-retour/en première classe/en deuxième classe/les horaires/le guichet/le quai/la salle d'attente</p> <p>Avant de partir, j'avais ... réservé mon billet d'avion /fait ma valise/des recherches/découvert/décidé que ... /tout préparé/ J'étais allé(e) à l'agence de voyages.</p> <p>je me suis cassé la jambe /j'ai oublié mon passeport /j'ai raté l'avion /j'ai pris un coup de soleil affreux/le camping-car est tombé en panne/on m'a volé mon sac à main</p> <p>Alors/Donc ...j'ai dû aller au commissariat/à l'hôpital/chez le médecin. Quelle horreur! J'étais triste. On était bien déçus. ce matin/cet après-midi/demain/hier/l'année dernière/prochaine/ le dernier soir/le week-end dernier/prochain/tous les ans/étés/certainement/du coup/entre temps/finalement/franchement/toute la journée/puis</p>	<p>d'autres élèves/sortir de l'école pendant l'heure du déjeuner. Je trouve ça ...raisonnable/logique juste/injuste/ridicule/frustrant parce que/car ...c'est/ce n'est pas dangereux/il faut protéger les jeunes/on n'est pas des bébés/il faut respecter les autres/la mode n'a pas de place à l'école/c'est/ce n'est pas important/l'école, c'est pour apprendre/J'ai eu une heure de retenue/de colle. J'ai dû copier des lignes. Quelle perte de temps! Je pense que tu as raison. Ah non, tu as tort. Moi aussi, je trouve que ...Je (ne) suis (pas) d'accord avec toi. Tu rigoles! se concentrer en classe/se coucher tôt/se détendre/dormir huit heures par nuit/ éteindre les écrans/ être en bonne forme /se faire de nouveaux amis/faire de la méditation ou du yoga/faire une activité sportive /manger équilibré / participer à la chorale / profiter des sorties scolaires /se reposer / respirer / le corps / / le sommeil / les matières grasses. Je mange sainement. J'essaie de manger cinq portions and de fruits et de légumes par jour. Je suis végétarien(ne). Je mange rarement des bonbons. Je fais attention à ce que je bois. Je ne bois pas de boissons gazeuses. Je bois uniquement de l'eau. Je fais du sport régulièrement. dors suffisamment. Je me couche de bonne heure. Les examens me stressent. Je médite tous les jours. Je m'amuse avec mes copains. calmement /dur /également / énormément / / facilement/ heureusement /lentement /mieux /rarement /reçemment</p>
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						<p>/régulièrement / sainement /suffisamment / uniquement.</p> <p>boire de l'alcool / se droguer/ fumer (des cigarettes, du cannabis)/avoir mal à la tête/ s'isoler/souffrir de changements d'humeur/ivre/ je suis accro à ...</p> <p>C'est une perte d'argent. Ça coûte très cher. C'est mauvais pour la santé. On risque d'avoir un cancer (des poumons, du foie) ou d'autres problèmes. C'est dangereux. C'est nocif. On devient facilement accro. On peut vite devenir dépendant. Si on fume, on sent la fumée. Ça pue. Ça me donne confiance. Ça m'aide dans les situations sociales. Je ne veux pas grossir.</p>
Development of cultural capital	<p>Students will learn about typical dishes from France and French-speaking countries. They will also look into the most popular festivals in France and also look at "Le Carnaval de Guadeloupe".</p> <p>Students will explore different French cities for example Paris and Marseille. They will research what things you can do in these cities and plan a trip there.</p>	<p>Research into French speaking countries and thinking about these as holiday destinations. Also students will research main towns and cities in France to have a better knowledge of the country.</p>	<p>Research into French speaking countries and thinking about these as holiday destinations. Students will look at "La francophonie" as a whole and the differences between these countries.</p>	<p>Research into French speaking countries and thinking about these as holiday destinations. Students will look at "La francophonie" as a whole and the differences between these countries continued.</p>	<p>Comparisons of UK schools and French/Francophone schools. In particular, looking at the uniform policy and rules in a school in Paris.</p>	
Development of reading	<p>Students will study the French poem "Les Djinns" by Victor Hugo.</p> <p>http://zonelitteraire.e-monsite.com/medias/files/sujet-bac-poesie-toutes-series-calligramme.pdf</p>	<p>Students will study a section of the book "Le Comte de Monte-Cristo" by Alexandre Dumas. The section they will look at explores a description of the town and country at that time to link with the topic of this module.</p> <p>http://www.gutenberg.org/ebooks/17989</p>	<p>Students will look at a section of the novel "Quasimodo" by Victor Hugo. This specific section focusses on Paris and the Notre Dame.</p> <p>https://www.gutenberg.org/files/2610/2610-h/2610-h.htm</p>	<p>Students will look at a section of the novel "Quasimodo" by Victor Hugo. This specific section focusses on Paris and the Notre Dame.</p> <p>https://www.gutenberg.org/files/2610/2610-h/2610-h.htm</p>	<p>Students will read an extract from a French student blogger called "mes conseils pour la rentrée"</p> <p>http://forum.momes.net/momes/aide-devoirs/passer-scolaire-calme-sujet_1240_1.htm</p>	
Concepts –what will students be able to do at the end of the topic	<p>Students will:</p> <ul style="list-style-type: none"> - be able to write a detailed account describing mealtimes and what they do as part of their daily routine. - be able to hold a detailed conversation and ordering in a restaurant. 	<p>Students will</p> <ul style="list-style-type: none"> - be able to read, listen, speak and write in detail about places in their town 	<p>Students will</p> <ul style="list-style-type: none"> - be able to write about and discuss holidays in the present, past and future. 	<p>Students will</p> <ul style="list-style-type: none"> - talk about the weather. - be able to listen, read, speak and write about holidays 	<p>Students will</p> <ul style="list-style-type: none"> ● be able to make comparisons about their own school and schools in 	



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		- be able to write an extended prose about a music festival or another festival they have visited in the past. - be able to listen, read, speak and write using three tenses.	and compare these to other towns. - be able to ask and answer queries about directions and also give directions to someone else. - be able to hold detailed conversations and role plays in shops where they will be buying clothes and presents. - be able to talk about problems in town and describe a visit in the past.	- be able to ask and answer questions about their holiday preferences	using at least 3 tenses.	Francophone countries. ● be able to give a detailed description of their school and offer an objective view of their opinions. ● be able to give complex opinions about the rules and suggest what they would like to have in their ideal school - be able to read, listen, speak and write in detail and include at least three tenses.	
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10 SPANISH	Topic	Mi gente – My people	Intereses e influencias – Interests and Influences	Ciudades – Towns/Cities		De costumbre – Daily life	
	Core knowledge from this topic	Students will study listening, reading, writing and speaking activities based about the following topics: Family members and physical and personal descriptions; Present continuous tense; Reading preferences; Relationships; Referring to the past and future.	Students will study listening, reading, writing and speaking activities based about the following topics: Free time activities; TV programmes and preferences of these; Likes and dislikes of genre of films; Saying what you usually do; Sports and Sporting activities	Students will study listening, reading, writing and speaking activities based about the following topics: Places you could visit in town; Descriptions of different towns; Asking for and understanding directions; Shops and shopping; Clothes and problems with buying clothes		Students will study listening, reading, writing and speaking activities based about the following topics: describing mealtimes; talking about daily routine; illnesses and injuries; typical foods; festivals.	
	Links to the national curriculum (if applicable)	<ul style="list-style-type: none"> deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide 	<ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for 	<ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events take part in a short conversation, asking and answering questions, and exchanging opinions 		<ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events take part in a short conversation, asking and answering questions, and exchanging opinions 	



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		<p>range of relevant contemporary and cultural themes</p> <ul style="list-style-type: none"> ● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 ● make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events 	<p>constructing and applying knowledge</p> <ul style="list-style-type: none"> ● identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events ● take part in a short conversation, asking and answering questions, and exchanging opinions ● deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes ● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 ● make accurate use of a variety of vocabulary and grammatical 	<ul style="list-style-type: none"> ● deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes ● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 ● make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events 	<ul style="list-style-type: none"> ● deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes ● produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 ● make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
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			structures, including some more complex forms, to describe and narrate with reference to past, present and future events		
Previous content that this topic builds upon	<p>Conjugation of verbs in all forms.</p> <p>Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>Present, future and past tenses. Conditional tense</p> <p>Complex opinions</p> <p>Family members</p>	<p>Conjugation of verbs in all forms.</p> <p>Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>Present, future and past tenses.</p> <p>Conditional tense</p> <p>Complex opinions</p> <p>Tv preferences and films likes and dislikes</p> <p>Free time activities</p>	<p>Conjugation of verbs in all forms.</p> <p>Using the correct form of nouns e.g. masculine, feminine, singular, and plural and correct use of adjectival agreement</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>Present, future and past tenses.</p> <p>Conditional tense</p> <p>Complex opinions</p> <p>Directions</p> <p>Places in towns</p>	<p>Conjugating verbs fully.</p> <p>Using the correct form of nouns e.g. masculine, feminine, singular, and plural.</p> <p>Use of opinion phrases and adverbs of frequency.</p> <p>Present, future and past tenses.</p> <p>Conditional tense</p> <p>Food and drink</p> <p>Daily routine</p> <p>Foods and drinks</p> <p>Illness and injuries</p>	
Key vocabulary	<p>Tiene los ojos... azules / verdes / marrones / grises/grandes / pequeños / brillantes. Tiene el pelo...moreno / rubio / castaño / rojo/corto / largo/rizado / liso / ondulado/fino / de punta. Tiene... la piel blanca / Morena/cara redonda / alargada/los dientes prominentes/pecas. Lleva... gafas/barba/bigote Es... alto/a / bajo/a/delgado/a / gordito/a / gordo/a/calvo/a/moreno/a/rubio/a/castaño/a/pelirrojo/a/español / española/inglés / inglesa/peruano / peruana. No es ni alto ni bajo. (No) Nos parecemos físicamente. Como persona, es... optimista / pesimista/simpático/a / antipático/a/trabajador(a) / perezoso/a /generoso/a / tacaño/a/hablador(a) /</p>	<p>Mis padres me dan... Mi madre / padre me da... euros a la semana / al mes. Gasto mi paga en... También compro... saldo para el móvil ropa / joyas / maquillaje/zapatillas de marca/videojuegos / revistas. Mis ratos libres/las actividades de ocio. Tengo muchos pasatiempos. A la hora de comer... Cuando tengo tiempo... Después del insti... los fines de semana... Mientras desayuno / como... juego al billar / fútbolín/monto en bici / monopatín/ quedo con mis amigos/voy de compras/mi pasión es la música / la lectura... descansar/escuchar música / la radio/ hacer deporte/ir al cine/leer libros / revistas / periódicos /salir con amigos/usar el ordenador/ver la tele Es divertido / relajante / sano. Soy creativo/a /</p>	<p>Hay... / Mi ciudad tiene... un ayuntamiento / un bar / muchos bares a bar / un castillo / un cine / un mercado / un museo / unos museos / un parque /un polideportivo / un puerto / muchos restaurantes / un teatro / una biblioteca / una bolera / una iglesia/ una piscina / una playa / unas playas / una Plaza Mayor/ una pista de hielo / una oficina de Correos /una tienda / muchas tiendas/ muchos lugares de interés / mucho que hacer something / no hay nada que hacer / Vivo en un pueblo... histórico / modern/ tranquilo / ruidoso / turístico / industrial / bonito / feo / ugly Está situado/a en ... del país. el norte / el sur / el este / el¿Por dónde se va al / a la...?¿Dónde está el / la...?¿El / La está cerca / lejos? sigue todo recto/gira a la derecha / izquierda/toma la primera / segunda / tercera calle a la derecha / a la izquierda /pasa el puente / los semáforos /cruza la plaza / la calle / coge el autobús número 37 está... it is... en la esquina / al final de la calle on the corner / at the end of the street al lado del museo / enfrente de...¿Cómo es tu zona? está situado/a en un valle entre el desierto y la sierra between the desert and the mountains/al lado del río / mar Está... It is... rodeado/a de volcanes / sierra / lleno/a de bosques / selvas Tiene... unos impresionantes paisajes / naturales varias influencias culturales / el bullicio de una ciudad . El clima es... soleado / caluroso / seco / templado / frío/llueve (muy) poco / a menudo. en primavera / verano / otoño / invierno hay mucha marcha Es ... mi ciudad natal / mi lugar favorito /acogedor/a / atractivo/a / famoso/a /</p>	<p>Las comidas... el desayuno/ la comida / el almuerzo/ la merienda / la cena / desayunar / comer / almorzar / merendar / cenar /tomar/ beber/entre semana... los fines de semana... Desayuno a las ocho. Desayuno / Como / Meriando / Ceno... un huevo/un yogur / un pastel /un bocadillo / una hamburguesa /(el) café / (el) té / (el) Cola Cao (el) marisco (el) pescado (el) pollo (el) zumo de naranja (la) carne (la) ensalada (la) fruta (la) leche (la) sopa (la) tortilla (los) cereales (los) churros sticks (las) galletas (las) patatas fritas (las) tostadas (las) verduras /algo dulce / ligero / rápido/ser goloso/a tener hambre / tener prisa / tomar un desayuno fuerte cien / quinientos gramos de... un bote de... un kilo de... un litro de... un paquete de... una barra de... una botella de... una caja de... una docena de... una lata de... el aceite de oliva/el agua /el ajo /el arroz / el atún /el azúcar /el chorizo / el maíz / el pan / el queso / la cerveza /la carne de cerdo / cordero / ternera/la coliflor / la harina / la mantequilla / la mermelada / los albaricoques / los guisantes / los lácteos / los melocotones / los melones /los pepinos / los pimientos /los plátanos / los pomelos / los refrescos /drinks las cebollas / las fresas /las judías (verdes) / las legumbres / las lentejas /las manzanas / las naranjas / las peras /las piñas / las uvas / las zanahorias / ¿Has probado...? el gazpacho / la ensaladilla rusa / la fabada . Es un tipo de bebida / postre. Es un plato caliente / frío. Contiene(n)... Fue inventado/a / introducido/a me despierto/me levanto /me ducho / me peino I brush /me afeitado / me visto / me lavo los dientes / me acuesto /</p>	



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	<p>callado/a/divertido/a / gracioso/a / serio/a/fiel / infiel/feliz / triste/ordenado/a / caótico/a/enérgico/a / animado/a / tranquilo/a/pensativo/a/compreensivo/a/honesto/a/alegre/molesto/a/ambicioso/a/egoísta/Está feliz / triste. (No) Me llevo bien con...porque... me apoya/me acepta como soy/nunca me critica/tenemos mucho en común/Me divierto con... Me peleo con... Nos llevamos superbién. Nos llevamos como el perro y el gato. Nos divertimos siempre. Un buen amigo es alguien que...te apoya/te escucha/te conoce bien/te acepta como eres/te quiere mucho/te da consejos/te hace reír/ no te critica/nunca te juzga/Conocí a mi mejor amigo/a... Nos conocimos Nos hicimos amigos/Nos hicimos novios/convivimos/nos casamos/Es el amor de mi vida. Tenemos ... en común/nos gustan (las mismas cosas) nos encantan (las películas)</p>	<p>perezoso/a Soy adicto/a a... me ayuda a relajarme/me ayuda a olvidarme de todo/ me hace reír/ necesito comunicarme / relacionarme/ con otra gente Me gusta el soul / el rap / el dance / el hip-hop / el pop / el rock / el hip-hop/la música clásica / electrónica Asistir a un concierto/cantar (una canción) /tocar el teclado / el piano / la batería / la flauta / la guitarra / la trompeta /mi cantante preferido/a es... un espectáculo/una gira (mundial Soy / Era... (bastante / muy) deportista miembro de un club / un equipo a member of a club / a team aficionado/a / hincha de... a fan of... un(a) fanático/a de... a ... fanatic juego al... I play... jugué al... I played... jugaba al... I used to play... bádminton / baloncesto badminton / basketball béisbol / balonmano baseball / handball críquet / fútbol cricket / football hockey / ping-pong hockey / table tennis rugby / tenis / voleibol rugby / tennis / volleyball hago... I do... hice... I did... hacía... I used to do... baile / boxeo / ciclismo dancing / boxing / cycling deportes acuáticos water sports equitación / escalada horseriding / climbing gimnasia / judo gymnastics / judo kárate / natación karate / swimming patinaje sobre hielo ice skating piragüismo / remo canoeing / rowing submarinismo diving tiro con arco archery voy... I go... fui... I went... iba... I used to go... a clases de... to ... classes de pesca fishing ya no (juego)... (I) no longer</p>	<p>conocido/a por /una región muy húmeda / una zona muy montañosa / pintoresca /tan fácil desplazarse Se puede... estar mucho tiempo al aire libre /subir a la torre / hacer un recorrido en autobús / disfrutar de las vistas / del ambiente /viajar en el AVE / pasear por los lagos artificiales /apreciar la arquitectura variada / aprovechar el buen . Se pueden... probar platos típicos / practicar deportes acuáticos / ver edificios de estilos muy diferentes /alquilar bolas de agua / practicar senderismo y ciclismo En la oficina de turismo¿Me puede dar...? un plano de la ciudad / más información sobre...¿Cuánto cuesta una entrada? para adultos / niños ¿Dónde se pueden sacar las entradas? ¿A qué hora...? sale el autobús? abre...?¿Hay visitas guiadas?¿Me puede recomendar...? un restaurante típico /un hotel / una excursión ¿Qué haremos mañana? Sacaré muchas fotos. Subiremos al teleférico. Bajaremos a pie. Pasaremos entre las nubes. Iremos a la playa / a la montaña / de excursión en barco. Haremos piragüismo. Podremos hacer paddlesurf. Podrás comprar regalos. será genial / mejor nos llevarás Estoy (muy) a gusto.¡Buena idea!¿Qué pena! / ¡Qué mal (rollo)!¿Qué triste!¿Qué tiempo hará? Hará sol / viento. Habrá... nubes / claros / chubascos/una ola de calor / truenos y relámpagos / temperaturas más altas / bajas / granizos / brisas fuertes /periodos soleados / lloverá (bastante/ Las temperaturas subirán / bajarán. El tiempo... será variable / se despejará / cambiará /no nos importará Las tiendas... el banco /el estanco / la cafetería / la carnicería /la estación de trenes / la farmacia / la frutería / la joyería /la librería / la panadería /la papelería / la pastelería / la peluquería / la pescadería /la tienda de ropa/ la zapatería / un regalo / sellos / una carta / unas cartas / recoger / mandar / horario comercial / horas de apertura / de lunes a viernes / abre a la(s)... / cierra a la(s)... no cierra a mediodía / cerrado domingo y /abierto todos los días el abanico /el chorizo / el llavero / el oso de peluche / los pendientes / la gorra / la taza / las golosinas /las pegatinas ¿Me puede ayudar? Quiero comprar...¿Tiene uno/a/os/as más barato/a/ un billete de (cincuenta) euros / tengo cambio Quejas ... Quiero devolver... está roto/a / es demasiado estrecho/a / tiene un agujero / una mancha / falta un botón ¿Puede reembolsarme (el dinero)? Podemos hacer un cambio.¿Qué me recomienda? Te queda bien. Te quedan demasiado grandes. una talla más grande / pequeña /en rebajas Normalmente voy... / Suelo ir... Nunca me ha gustado / Prefiero / comprar en... cadenas / grandes almacenes / tiendas de diseño / segunda mano / comprar por Internet / en la red / hacer cola...es más económico / práctico / cómodo / es un buen sitio para pasar la tarde /hay más variedad / demasiada gente /los precios son más bajos / hay más ofertas / ropa alternativa / de moda /gangas / artículos de marca</p>	<p>salgo de casa / vuelvo a casa / temprano / tarde /enseguida / odio levantarme ¿Qué le pasa? No me encuentro bien. Me siento fatal. Estoy enfermo/a / cansado/a. Tengo calor / frío. Tengo catarro. Tengo diarrea. Tengo dolor de cabeza. Tengo fiebre. Tengo gripe. Tengo mucho sueño. Tengo náuseas. Tengo quemaduras de sol. Tengo tos. Tengo una insolación. Tengo una picadura. Me duele(n)... Me he cortado el/la... Me he hecho daño en ... Me he quemado... Me he roto... Me he torcido... el brazo / el estómago/el pie / el tobillo / la boca / la cabeza / la espalda / la garganta /la mano / la nariz / la pierna / la rodilla / los dientes / las muelas / los oídos / las orejas / los ojos / ¿Desde hace cuánto tiempo? desde hace... un día / un mes /una hora / una semana ¿Desde cuándo? desde ayer /desde anteayer ¡Qué mala suerte! Tiene(s) que / Hay que... beber mucha agua / descansar /ir al hospital / médico / dentista /tomar aspirinas / tomar este jarabe / estas pastillas /usar esta crema esta tradición antigua... se caracteriza por... se celebra en... se repite... se queman figuras de madera se construyen hogueras/ se disparan fuegos / se lanzan huevos /las calles se llenan de... los niños / los jóvenes... los familiares / las familias... comen manzanas de caramelo / decoran las casas / las tumbas / graves con flores / velas /preparan linternas / altares /se disfrazan de brujas / Abrimos los regalos. Buscamos huevos de chocolate. Cantamos villancicos. Cenamos bacalao. Comemos dulces navideños / doce uvas / pavo. Nos acostamos muy tarde. Nos levantamos muy temprano. Rezamos. Vamos a la mezquita / iglesia. Ayer fue... el baile de fin de curso / el Día de Navidad / (el) Domingo de /(la) Nochebuena / (la) Nochevieja Me bañé y luego me maquillé. ¿Qué va a tomar? de primer / segundo plato... de postre Voy a tomar... (el) bistec steak (el) filete de cerdo pork fillet (el) flan crème caramel (el) jamón serrano (la) merluza en salsa verde (la) sopa de fideos (la) tortilla de espinacas (la) trucha a la plancha (los) calamares (las) albóndigas (las) chuletas de cordero asadas (las) croquetas caseras (las) gambas (las) natillas ¿Qué me recomienda? el menú del día /la especialidad de la casa / está buenísimo/a / riquísimo/a ¡Que aproveche!¿Algo más? Nada más, gracias. ¿Me trae la cuenta, por favor? No tengo cuchillo / tenedor / cuchara. No hay aceite / sal / vinagre. El plato / vaso / mantel está sucio. El vino está malo. La carne está fría. dejar una propina equivocarse /pedir/ ser alérgico/a... ser vegetariano/a Me fascina(n)... Admiro. No aguanto / soporto... su actitud / talento /su comportamiento /su determinación / estilo / su forma de vestir / su música / voz / sus canciones / coreografías / sus ideas / letras / atrevido/a(s) / imaginativo/a(s) / precioso/a(s) /repetitivo/a(s) / triste(s) Me/Te hace(n) falta... crema solar / el pasaporte / DNI / un sombrero / una gorra</p>
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			<p>(play)... todavía (hago)... (I) still (do)... batir un récord to break a record correr to run entrenar to train jugar un partido contra... to play a match against... marcar un gol to score a goal montar a caballo to go horseriding participar en un torneo to participate in a tournament patinar to skate mi jugador(a) preferido/a es... my favourite player is... su punto culminante fue cuando... the highlight (of his/her career) was when... el campeón / la campeona the champion la temporada the season</p> <p>La tele TV (No) Soy teleadicto/a. Mi programa favorito es... un concurso /un programa de deportes/un reality / un documental /culebrón / una telenovela/una comedia /serie policíaca/el telediario / las noticias. Me gustan las comedias. Es / Son... aburrido/a/os/as adictivo/a/os/as divertido/a/os/as entretenido/a/os/as tonto/a/os/as informativo/a/os/as ie malo/a/os/as emocionante(s) interesante(s)</p> <p>Las películas un misterio /una película de amor/una película de terror / película de acción / una película de aventuras/una película de animación an animated film una película de ciencia ficción/ una película de fantasía /una película extranjera</p> <p>Nacionalidades... americano/a argentino/a británico/a chino/a griego/a italiano/a mexicano/a sueco/a alemán/alemana danés/danesa español(a) francés/francesa holandés/holandesa</p>	<p>es tan fácil desplazarse / hay una red de transporte público /hay tantas diversiones /hay muchas posibilidades de trabajo</p> <p>Lo peor es que... el centro es tan ruidoso / hay tanto tráfico / tantos coches / se lleva una vida tan frenética / la gente no se conoce . En el campo... el transporte público no es fiable /hay bastante desempleo / no hay tantos atascos como antes / yo conozco a todos mis vecinos ¿Qué harías? Introduciría más zonas peatonales. Renovaría... algunos edificios antiguos / las zonas deterioradas en las afueras. Mejoraría el sistema de transporte. Pondría / Crearía más áreas de ocio. Construiría un nuevo centro comercial. Invertiría en el turismo rural. Controlaría el ruido. Tuvimos un guía. Nos hizo un recorrido. Nos ayudó a entender toda la historia. Recorrí a pie el centro histórico. Compré tantas cosas. Alquilé una bici de montaña. Cogí un autobús turístico. subimos / bajamos. Aprendí mucho sobre la cultura. Me quedé impresionado con la ciudad. Había vistas maravillosas. La comida estaba muy buena. La gente era abierta. Lo que más me gustó fue / fueron...¡Fue una experiencia única!¿Qué miedo! Volveré algún día. Aprenderé a hacer surf. Trabajaré como voluntario/a</p>	
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			<p>inglés/inglesa irlandés/irlandesa japonés/japonesa Temas del momento ... he compartido... he comprado... jugado... ... he leído... he oído... he roto... he subido...¿Has probado...? mi hermano ha descargado... se ha estrenado... la nueva canción /el último libro ...Ya lo/la/los/las he visto. No lo/la/los/las he visto todavía. acabo de ver / jugar a... cuenta la historia de...trata de... combina el misterio con la acción/el argumento es fuerte / débil /la banda sonora es buena / mala/los actores... los efectos especiales... los gráficos... los personajes... las animaciones... las canciones... son guapos/as / guay /son estupendos/as / impresionantes /son originales / repetitivos/as ¿Qué vamos a hacer... esta tarde? esta noche? mañana / el viernes? ¿Tienes ganas de ir... a un concierto / un festival? a un espectáculo de baile? al cine / al teatro / al circo?¿Qué ponen? Es una película / obra de...¿A qué hora empieza / termina? Empieza / Termina a las... Dos entradas para..., por favor. para la sesión de las... No quedan entradas. ¿Hay un descuento para estudiantes? Aquí tiene mi carné de estudiante.. ¿En el cine o en casa? No) Me gusta ir al cine porque... Prefiero ver las pelis en casa porque... el ambiente es mejor/hay demasiadas personas/la imagen es mejor en la gran pantalla/las entradas son muy caras / las palomitas están ricas / los asientos no son cómodos /otros espectadores me molestan/ ponen tráilers para las nuevas pelis /vas al</p>		
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			<p>baño te pierdes una parte /tienes que hacer cola / una corrida de toros</p> <p>Admiro a... Mi inspiración / ídolo es...es un buen / mal modelo a seguir ... Un buen modelo a seguir es alguien que... apoya a organizaciones benéficas / recauda fondos para/tiene mucho talento / éxito. trabaja en defensa de los animals, usa su fama para ayudar a los demás, se emborrachan, se comportan mal, se meten en problemas con la policía , es amable / cariñoso/a / fuerte/ contra... la pobreza / la homophobia, los derechos de la mujer, los derechos de los refugiados, los niños desfavorecidos, a pesar de sus problemas...ha batido varios records, ha creado...ha ganado ... medallas / premios, ha sufrido varias enfermedades, ha superado sus problemas, ha tenido mucho éxito como... siempre sonrío solo piensa en los demás</p>		
Development of cultural capital	<p>Lots of opportunities to develop cultural capital for example, when looking at reading materials, students will have the opportunity to look at Miguel de Cervantes and his most famous work "Don Quixote". They will also look at the Argentinian comic strip "Mafalda"</p>	<p>Students will look at different sporting events and sports in Spain and Spanish-speaking countries. For example, the Mexican racket sport of "La Padel" or the Basque country's "Pelota". When studying film students will also look at Spanish Actors/Actresses.</p>	<p>Students will explore different Spanish cities for example Madrid and Cordoba. They will also look at the different language variations between traditional Spanish and South American language for example.</p>	<p>Students will learn about typical dishes from Spain Spanish-speaking countries. They will also look into the most popular festivals in Spain including La tomatina, La corrida at Pamplona and Los Hogueras de San Juan.</p>	
Development of reading	<p>Students will have the opportunity to look at Miguel de Cervantes and his most famous work "Don Quixote". They will also look at the Argentinian comic strip "Mafalda"</p> <p>http://sapcomics.blogspot.com/2011/09/mafalda-1.html</p>	<p>Students will look a Spanish poem titled "En mi tiempo libre" and analyse this.</p> <p>http://all-literature.wikidot.com/dataentry:en-mi-tiempo-libre</p>	<p>Students will read several authentic texts including the poem "Todo está en su sitio" by Spanish poet Gloria Fuentes.</p> <p>http://all-literature.wikidot.com/dataentry:todo-esta-en-su-sitio</p>	<p>Students will read and study the song lyrics to a Spanish pop song "malamente" by Rosalía</p> <p>https://neiljones.org/category/spanish-ks4/</p>	



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		https://www.gutenberg.org/files/996/996-h/996-h.htm					
	Concepts –what will students be able to do at the end of the topic	<p>Students will</p> <ul style="list-style-type: none"> be able to write a detailed account describing their family members and relationships with friends. They will be able to talk about social media and what young people use their mobile phones for. They will be able to hold a conversation about their friends and families and refer to the past and future. They will be able to listen, read, speak and write using three tenses. 	<p>By the end of this module, students will</p> <ul style="list-style-type: none"> be able to write and speak in detail about free time activities and include their opinions on these. They will be able to discuss and write a detailed prose about TV and Film preferences. be able to talk about what's trending and use the perfect tense. be able to listen, read, speak and write using three tenses. 	<p>Students will</p> <ul style="list-style-type: none"> be able to read, listen, speak and write in detail about places in their town and compare these to other towns. be able to ask and answer queries about directions and also give directions to someone else. be able to hold detailed conversations and role plays in shops where they will be buying clothes and presents. be able to talk about problems in town and describe a visit in the past. 		<p>Students will</p> <ul style="list-style-type: none"> be able to write a detailed account describing mealtimes and what they do as part of their daily routine. be able to talk about illnesses and injuries and be able to hold a detailed conversation in a pharmacy as well as ordering in a restaurant. be able to write an extended prose about a music festival or another festival they have visited in the past. be able to listen, read, speak and write using three tenses. 	
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 11 FRENCH	Topic	<u>AQA Studio GCSE textbook - Module 6</u> Au college	<u>AQA Studio GCSE textbook - Module 7 - Bon travail!</u>	<u>AQA Studio GCSE textbook - Module 8</u>	Speaking exam preparation. Listening, reading and writing revision.	Speaking exam preparation. Listening, reading and writing revision.	
	Core knowledge from this topic	Students will describe their school subjects and the facilities of their school. Describe school uniform in detail and talk about the school day. They will talk about their subjects and their teachers and give opinions on school rules and problems. They will compare secondary to primary school and give opinions on this.	Students will study listening, reading, writing and speaking activities based about the following topics: Jobs; job preferences; work experience; importance of learning a language; gap years.	Students will study listening, reading, writing and speaking activities based about the following topics: types of houses; the environment; healthy eating; global problems; international sporting events.	How to tackle the listening, reading, writing and speaking exams. Looking at exam techniques and combine with ensuring students have access to core GCSE vocabulary.	How to tackle the listening, reading, writing and speaking exams. Looking at exam techniques and combine with ensuring students have access to core GCSE vocabulary.	
	Links to the national curriculum (if applicable)	Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied	<ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed 	<ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed 	<ul style="list-style-type: none"> students will be expected to use language for a variety of purposes and with a variety of different audiences, 	<ul style="list-style-type: none"> students will be expected to use language for a variety of purposes and with a variety of different 	



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		<p>Use accurate grammar, spelling and punctuation. 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</p> <p>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</p>	<ul style="list-style-type: none"> • be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge • identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events • take part in a short conversation, asking and answering questions, and exchanging opinions • deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes • produce clear and coherent text of 	<ul style="list-style-type: none"> • be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge • identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events • take part in a short conversation, asking and answering questions, and exchanging opinions • deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes • produce clear and coherent text of 	<p>including for personal, academic and employment related use</p> <ul style="list-style-type: none"> • students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level • students will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate to this level • recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. • use accurate pronunciation and intonation such as to be understood by a native speaker 	<p>audiences, including for personal, academic and employment related use</p> <ul style="list-style-type: none"> • students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level • students will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate to this level • recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. • use accurate pronunciation and intonation such as 	
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			<p>extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6</p> <ul style="list-style-type: none"> make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events 	<p>extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6</p> <ul style="list-style-type: none"> make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events 	<ul style="list-style-type: none"> recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts <p>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p>	<p>to be understood by a native speaker</p> <ul style="list-style-type: none"> recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts <p>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p>	
Previous content that this topic builds upon	<p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Personal and physical descriptions of others. School subjects Complex opinions Facilities in the school</p>	<p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense</p>	<p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Types of houses Diet and healthy eating</p>	<p>This is a complete consolidation of the whole GCSE French course so this will be based on all previous content from years 9-11.</p>	<p>This is a complete consolidation of the whole GCSE French course so this will be based on all previous content from years 9-11.</p>		
Key vocabulary	<p>le commerce, le dessin/les arts plastiques, le français, le latin, la biologie/les Sciences de la Vie et de biology, la Terre, la chimie, la géographie, la musique, la physique/les sciences physiques, la religion, la sociologie, la technologie, l'allemand, l'anglais, l'art dramatique, l'économie, l'éducation physique et sportive/l'EPS, l'espagnol, l'étude des medias, l'histoire, l'histoire-géo, l'informatique,</p>	<p>Ma mère/Mon père est ... Je voudrais être ... acteur/-trices agent de police agriculteur/-trice architecte boucher/-ère boulanger/-ère caissier/-ère coiffeur/-euse créateur/-trice de mode dentiste directeur/-trice électricien(ne) employé(e) de bureau facteur/-trice fonctionnaire infirmier/-ère informaticien(ne) ingénieur(e) journaliste maçon(ne) mécanicien(ne)</p>	<p>Ce qui est important pour moi dans la vie, c'est d'abord ... Ensuite, c'est ... le sport la musique ma santé ma famille l'argent (m) mes études mes animaux mes amis Ce qui me préoccupe/m'inquiète (le plus), c'est ... l'état (m) de la réchauffement climatique la pauvreté dans le monde l'injustice (f) l'environnement (m) les sans-abri les personnes qui sont emprisonnées à tort</p>	<p>General vocabulary revision related to the AQA GCSE specification. – See AQA modules 1-8.</p>	<p>General vocabulary revision related to the AQA GCSE specification. – See AQA modules 1-8.</p>		



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		<p>l'instruction civique, l'italien, les arts ménagers, les maths, Je pense que ... est/sont ... intéressant(e)(s) passionnant(e)(s)ennuyeux/-euse(s) parce que ... c'est facile/fascinant/ difficile/utile/inutile Je trouve que/qu' ... les journées sont trop longues/ on a trop de contrôles/les profs sont excellents/l'école commence à ... heures et finit/on porte un uniforme scolaire/ses propres vêtements/on achète ses propres stylos et règles/on ne redouble pas/on étudie Je préfère le système (anglais/français) parce que ...les horaires sont plus raisonnables/l'uniforme scolaire est pratique/inutile/l'école fournit l'équipement/le redoublement (n'est) (pas) une good bonne idée/on (n')étudie (pas) ... Dans cette école, il faut ... être à l'heure/faire ses devoirs/porter l'uniforme scolaire/Il ne faut pas ... manquer les cours/sans tricher pendant un contrôle/Il est interdit de/d' ... mâcher du chewing-gum/utiliser son portable en classe/porter des bijoux/des piercings/trop de maquillage/harcèler d'autres élèves/sortir de l'école pendant l'heure du déjeuner. Je trouve ça ...raisonnable/logique juste/injuste/ridicule/frustrant parce que/car ...c'est/ce n'est pas dangereux/il faut protéger les jeunes/on n'est pas des bébés/il faut respecter les autres/la mode n'a pas de place à l'école/c'est/ce n'est pas important/l'école, c'est pour apprendre/J'ai eu une heure de retenue/de colle. J'ai dû copier des lignes. Quelle</p>	<p>médecin professeur secrétaire serveur/-euse soldat /hôtesse de l'air vendeur/-euse vétérinaire J'adore (la campagne). Je suis passionné(e) par (la loi et la justice). Je suis fort(e) en (maths). Je suis (courageux/-euse). (Voyager), c'est ma passion. (Les avions) me fascinent. Je préférerais travailler (en plein air). Je voudrais travailler avec (des enfants). Je voudrais/J'aimerais travailler comme ...Je veux être L'orientation Dans quel secteur voudrais-tu travailler l'audiovisuel et les medias l'informatique et les télécommunications l'hôtellerie et la restauration les arts et la culture le commerce Je suis assez satisfait(e) de mon travail. Avant, j'étais/je travaillais comme ... C'était affreux/stressant/mieux/pire. C'était mal payé. Le travail était monotone. Il n'y avait aucune possibilité d'avancement. Je m'entendais mal avec mon patron. J'ai décidé de (suivre une formation Maintenant, je suis diplômé(e) Mon nouveau boulot est (plus créatif). Mes collègues sont tous très sympa. Avant de continuer mes études, ... Before I continue my studies ... Après avoir terminé mes examens, ... After having finished my exams ... Après avoir quitté le collège, ... Plus tard/Un jour, ... Je veux/J'aimerais/Je préférerais J'espère...J'ai envie de/d' ... J'ai l'intention de/d' ... aller à l'université/à la entrer en apprentissage/ faire du bénévolat/travail volontaire prendre une</p>	<p>les enfants qui n'ont pas assez à manger On peut/Il est possible de ... parrainer un enfant en Afrique/faire un don à une association caritative / faire du bénévolat / Il faut ... lutter contre la faim /lancer des pétitions / écrire à son/sa député(e) participer à des manifestations/agir maintenant faire des campagnes de sensibilisation/Il ne faut pas ignorer (ces gens). Notre planète. Le plus grand problème pour la planète, c'est ... is ... le changement climatique,le déboisement, la destruction de la couche d'ozone la destruction des forêts tropicales la disparition des espèces la guerre le manque d'eau douce la pollution de l'air la sécheresse la surpopulation un incendie (m) a fire une fuite de pétrole des inondations (f) un tremblement de terre un typhon Protéger l'environnement Que devrait-on faire pour sauver notre planète? Actuellement, je ne fais pas grand-chose pour protéger l'environnement. Je fais déjà pas mal de choses. Je pourrais/On devrait ... trier les déchets faire du compost à la maison éteindre les appareils électriques et la lumière en quittant une pièce baisser le chauffage et mettre un pull utiliser du papier éviter les produits jetables acheter des produits verts privilégier les produits bio utiliser les transports en commun favoriser le covoiturage aller au collège à vélo refuser les sacs en plastique apporter une bouteille d'eau au lieu carry a bottle of water instead of</p>			
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		<p>perte de temps! Je pense que tu as raison. Ah non, tu as tort. Moi aussi, je trouve que ...Je (ne) suis (pas) d'accord avec toi. Tu rigoles! se concentrer en classe/se coucher tôt/se détendre/dormir huit heures par nuit/ éteindre les écrans/ être en bonne forme /se faire de nouveaux amis/faire de la méditation ou du yoga/faire une activité sportive /manger équilibré / participer à la chorale / profiter des sorties scolaires /se reposer / respirer / le corps // le sommeil / les matières grasses. Je mange sainement. J'essaie de manger cinq portions and de fruits et de légumes par jour. Je suis végétarien(ne). Je mange rarement des bonbons. Je fais attention à ce que je bois. Je ne bois pas de boissons gazeuses. Je bois uniquement de l'eau. Je fais du sport régulièrement. dors suffisamment. Je me couche de bonne heure. Les examens me stressent. Je médite tous les jours. Je m'amuse avec mes copains. calmement /dur /également / énormément // facilement/ heureusement /lentement /mieux /rarement /recemment /régulièrement / sainement /suffisamment / uniquement. boire de l'alcool / se droguer/ fumer (des cigarettes, du cannabis)/avoir mal à la tête/s'isoler/souffrir de changements d'humeur/ivre/ je suis accro à ... C'est une perte d'argent. Ça coûte très cher. C'est mauvais pour la santé. On risque d'avoir un cancer (des poumons, du foie) ou d'autres problèmes. C'est dangereux. C'est nocif. On</p>	<p>année sabbatique J'espère me marier/me pacser.J'ai l'intention de faire le tour du. Mon but est de fonder une famille. Je ne veux pas avoir d'enfants. Je n'ai aucune intention de m'installer avec mon copain/ma copine. Je voudrais parler avec. Sa ligne est occupée. Est-ce que je peux laisser un message? Je vais vous transférer vers sa messagerie vocale. Ne quittez pas. Je vous le passe. Je peux vous être utile? Parlez-moi un peu de ce que vous faites actuellement. Actuellement, je suis (au lycée). Je suis en train de (préparer baccalauréat/mes examens. Quelles matières étudiez-vous? J'étudie (huit) matières, (l'EPS). Qu'est-ce que vous ferez après vos examens? Si je réussis mes examens, j'espère (aller à l'université). to university). J'aimerais également (prendre une année sabbatique). Pourquoi vous intéressez-vous à ce poste? Je crois que ce serait une bonne expérience pour moi. Quelles sont les qualités personnelles que vous apporteriez à ce poste? Je suis quelqu'un de (bien organisé/ de très motivé/de créatif). Je suis étudiant(e) en ... J'apprends à devenir Il y a six mois, j'ai commencé à travailler dans/chez/en ... Je voudrais travailler à plein temps/ mi-temps dans (le tourisme). Lorsque j'étais plus jeune, je rêvais d'être (infirmier/-ière). J'ai décidé de changer d'orientation à cause de...Mon travail consiste à (accueillir les clients). Je m'occupe aussi (des réservations). Je vends</p>	<p>de prendre un gobelet jetable using disponible cups récupérer l'eau de pluie pour arroser le jardin fermer le robinet pendant qu'on se lave les dents boire l'eau du robinet prendre une douche au lieu de prendre un bain tirer la chasse d'eau moins fréquemment faire plus do more D'où vient ton tee-shirt? Les produits pas chers sont souvent fabriqués dans des conditions de travail inacceptables. Les ouvriers sont sous-payés. Leur journée de travail est trop longue. Si un produit est bon marché, je ne l'achète pas. Trop de travailleurs sont exploités/ exposés à des risques. À mon avis, on devrait... boycotter les grandes marques qui ne respectent pas leurs ouvriers forcer les grandes marques à garantir un salaire minimum acheter des habits issus du commerce équitable acheter des vêtements fabriqués en France réfléchir à l'impact sur l'environnement essayer de respecter l'homme et l'environnement à la fois Faire du bénévolat Ça me permet d'élargir mes compétences. Ça me donne plus confiance en moi. Ça me donne le sentiment d'être utile. C'est important de participer à la vie en société. On a la responsabilité d'aider les autres et de ne pas se focaliser sur soi-même. Il y a beaucoup de personnes qui ont besoin d'un peu de gentillesse. Je travaille ... sur un stand d'Oxfam dans un refuge pour les animaux Je fais partie de l'organisation X. Je rends visite à une personne âgée. Je participe</p>			
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		<p>devient facilement accro. On peut vite devenir dépendant. Si on fume, on sent la fumée. Ça pue. Ça me donne confiance. Ça m'aide dans les situations sociales. Je ne veux pas grossir.</p>	<p>(des billets). Je suis passionné(e) par mon travail. J'apprécie surtout (le contact avec les gens). Le seul inconvénient de mon métier, c'est que ... Pour faire ce métier, il faut ... être savoir parler d'autres langues. Plus tard/Quand je serai diplômé(e), ... je partirai en vacances, j'essaierai d'apprendre le japonais. au sujet de, avant tout, malgré, non seulement, plus tard plutôt, quant à ...</p>	<p>à des projets de conservation. J'aide des enfants du primaire à faire leurs devoirs. Je soigne les animaux. Je soutiens les SDF. On s'adresse aux ... sensibiliser prendre conscience de to become aware of soigner to look after, treat accueillir affronter, Les grands événements Un avantage de cet événement, c'est que ... D'un côté, ça ... En plus, ça ... met en avant la culture met en avant la ville hôte crée un sentiment de fierté nationale permet aux gens de passer un bon moment encourage la pratique du sport unit les gens donne des modèles aux jeunes crée du travail attire des touristes Cependant, ...Un inconvénient, c'est que ... D'un autre côté, ... Par ailleurs, ... les ouvriers qui construisent les stades sont souvent exploités les prix augmentent la ville hôte est souvent endettée après l'événement ça laisse une empreinte carbone très importante J'estime/Je trouve/Je suis persuadé(e) ... que/qu' ... il y a du pour et du contre les festivals sont une chose positive/négative pour un pays/une région les panneaux solaires les toilettes sèches les véhicules électriques le papier recyclé Les mots essentiels à part tout cela bien que (+ subjunctive) ceci dit comme ça ... du coup,... en ce qui concerne en même en train de il s'agit de, pas mal de, quotidiennement tel(le)(s) que, tout le monde</p>			
Development of cultural capital	<p>Comparisons of UK schools and French/Francophone schools. In particular, looking at the uniform policy and rules in a school in Paris.</p>	<p>Students will compare how young people live in France and research how youth lifestyle differs to that of young people in the UK.</p>	<p>Students will read about important 'big' events such as "Le coupe de monde", "La Tour de France", "Le Carnival d'Avignon".</p>	<p>Students will look back at the cultural references they have studied throughout the GCSE course and make sure they</p>	<p>Students will look back at the cultural references they have studied throughout the GCSE course and make</p>		



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					are comfortable with them before the exam.	sure they are comfortable with them before the exam.	
	Development of reading	Students will read an extract from a French student blogger called “mes conseils pour la rentrée” http://forum.momes.net/momes/aide-devoirs/passer-scolaire-calme-sujet_1240_1.htm	Students will read an adapted text from a University magazine titles “Université cherche prof de LEGO a 8000€ par mois”. Which explores an unusual job advert. http://www.momes.net/Blog/Univer-site-cherche-prof-de-LEGO-a-8000-par-mois	Students will look at and analyse the french poem “La terre est ronde” by Maurice Careme https://www.poesies123.com/poeme-la-terre-est-ronde-maurice-careme/	Students will look back at the variety of literary texts studied throughout the course and ensure they are able to analyse these and answer specific literary text questions for this section of the exam.	Students will look back at the variety of literary texts studied throughout the course and ensure they are able to analyse these and answer specific literary text questions for this section of the exam.	
	Concepts –what will students be able to do at the end of the topic	Students will <ul style="list-style-type: none"> • be able to make comparisons about their own school and schools in Francophone countries. • be able to give a detailed description of their school and offer an objective view of their opinions. • be able to give complex opinions about the rules and suggest what they would like to have in their ideal school • be able to read, listen, speak and write in detail and include at least three tenses. 	Students will <ul style="list-style-type: none"> • be able to write a detailed account about what job they would like to do in the future and any future plans they may have, including if they want to take a gap year or not. • be able to talk about part time jobs and write about how they earn money. • be able to give a presentation about the importance of learning languages and understand and write their own application forms. 	Students will <ul style="list-style-type: none"> • be able to listen, read, speak and write in detail about different types of houses and describe the facilities that each type of house possesses. • be able to write in detail about the environment and discuss global problems. • be able to hold a conversation about international sporting events and compare more than one event. • be able to give a mature and thorough approach to discussing environmental issues and natural disasters. 	Students will <ul style="list-style-type: none"> • have a thorough understanding about the criteria for each of their exams. • They will be fully prepared for their speaking assessment including detailed responses to the General conversation section and role-plays. 	Students will <ul style="list-style-type: none"> • have a thorough understanding about the criteria for each of their exams. • They will be fully prepared for their speaking assessment including detailed responses to the General conversation section and role-plays. 	
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 11 SPANISH	Topic	De costumbre – Daily life	A currar! - Work	Hacia un mundo mejor – Making a better world	Speaking exam preparation. Listening, reading and writing revision.	Speaking exam preparation. Listening, reading and writing revision.	
	Core knowledge from this topic	Students will study listening, reading, writing and speaking activities based about the following topics: describing mealtimes; talking about daily routine; illnesses and	Students will study listening, reading, writing and speaking activities based about the following topics: Jobs; job preferences; work experience; importance of	Students will study listening, reading, writing and speaking activities based about the following topics: types of houses; the environment; healthy eating; global problems;	How to tackle the listening, reading, writing and speaking exams. Looking at exam techniques and combine with ensuring students have access to core GCSE vocabulary.	How to tackle the listening, reading, writing and speaking exams. Looking at exam techniques and combine with ensuring students have access to core GCSE vocabulary.	



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	injuries; typical foods; festivals.	learning a language; gap years.	international sporting events.			
Links to the national curriculum (if applicable)	<ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events take part in a short conversation, asking and answering questions, and exchanging opinions deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes 	<ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events take part in a short conversation, asking and answering questions, and exchanging opinions deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material 	<ul style="list-style-type: none"> listen to and understand clearly articulated, standard speech at near normal speed be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events take part in a short conversation, asking and answering questions, and exchanging opinions deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material 	<ul style="list-style-type: none"> students will be expected to use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment related use students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level students will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate to this level recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, 	<ul style="list-style-type: none"> students will be expected to use language for a variety of purposes and with a variety of different audiences, including for personal, academic and employment related use students will be expected to understand different types of spoken language, including recorded input from one or more speakers in public and social settings and recorded material from authentic sources and the media, appropriate to this level students will be expected to understand different types of written language, including relevant personal communication, public information, factual and literary texts, appropriate to this level recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to 	



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	<ul style="list-style-type: none"> produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events 	<ul style="list-style-type: none"> addressing a wide range of relevant contemporary and cultural themes produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events 	<ul style="list-style-type: none"> addressing a wide range of relevant contemporary and cultural themes produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings 6 make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events 	<ul style="list-style-type: none"> evaluate and draw conclusions. use accurate pronunciation and intonation such as to be understood by a native speaker recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts <p>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p>	<ul style="list-style-type: none"> answer questions, extract information, evaluate and draw conclusions. use accurate pronunciation and intonation such as to be understood by a native speaker recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts <p>make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p>	
Previous content that this topic builds upon	<p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Food and drink Daily routine Foods and drinks Illness and injuries</p>	<p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense</p>	<p>Conjugating verbs fully. Using the correct form of nouns e.g. masculine, feminine, singular, and plural. Use of opinion phrases and adverbs of frequency. Present, future and past tenses. Conditional tense Types of houses Diet and healthy eating</p>	<p>This is a complete consolidation of the whole GCSE Spanish course so this will be based on all previous content from years 9-11.</p>	<p>This is a complete consolidation of the whole GCSE Spanish course so this will be based on all previous content from years 9-11.</p>	
Key vocabulary	<p>Las comidas... el desayuno/ la comida / el almuerzo/ la merienda / la cena / desayunar / comer / almorzar / merendar / cenar /tomar/ beber/entre semana... los fines de semana... Desayuno a las ocho. Desayuno / Como /</p>	<p>Soy... / Es... I am... / Me gustaría ser... abogado/a /albañil / amo/a de casa / azafato/ bailarín(a) /bombero/a camarero/a cantante /cocinero/ contable /dependiente/ diseñador(a) /electricista / enfermero/a /escritor(a)</p>	<p>¿Cómo es tu casa? Vivo en... un bloque de pisos / una casa individual / una casa adosada a / una residencia de ancianos /una finca / granja Alquilamos una casa amueblada. Está en... / on... un barrio de la ciudad / las</p>	<p>General vocabulary revision related to the AQA GCSE specification.</p>	<p>General vocabulary revision related to the AQA GCSE specification.</p>	



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		<p>Meriendo / Ceno... un huevo/un yogur / un pastel /un bocadillo / una hamburguesa / (el) café / (el) té / (el) Cola Cao (el) marisco (el) pescado (el) pollo (el) zumo de naranja (la) carne (la) ensalada (la) fruta (la) leche (la) sopa (la) tortilla (los) cereales (los) churros sticks (las) galletas (las) patatas fritas (las) tostadas (las) verduras /algo dulce / ligero / rápido/ser goloso/a tener hambre / tener prisa / tomar un desayuno fuerte cien / quinientos gramos de... un bote de... un kilo de... un litro de... un paquete de... una barra de... una botella de... una caja de... una docena de... una lata de... el aceite de oliva/el agua /el ajo /el arroz / el atún /el azúcar /el chorizo / el maíz / el pan / el queso / la cerveza /la carne de cerdo / cordero / ternera/la coliflor / la harina / la mantequilla / la mermelada / los albaricoques / los guisantes / los lácteos / los melocotones / los melones /los pepinos / los pimientos /los plátanos / los pomelos / los refrescos /drinks las cebollas / las fresas /las judías (verdes) / las legumbres / las lentejas /las manzanas / las naranjas / las peras /las piñas / las uvas / las zanahorias / ¿Has probado...? el gazpacho / la ensaladilla rusa / la fabada . Es un tipo de bebida / postre. Es un plato caliente / frío. Contiene(n)... Fue inventado/a / introducido/a me despierto/me levanto /me ducho / me peino l brush /me afeitado / me visto / me lavo los dientes / me acuesto / salgo de casa / vuelvo a casa / temprano / tarde /enseguida / odio levantarme</p>	<p>/fontanero/a /fotógrafo/a / funcionario/ guía turístico/a / ingeniero/a jardinero/a mecánico/ médico/a músico/a peluquero/a periodista policía profesor(a) recepcionista socorrista /soldado/ veterinario/un trabajo... artístico / emocionante exigente / importante /fácil / difficult manual / monótono manual / monotonous variado / repetitive con responsabilidad / con buenas perspectivas /con un buen sueldo Tengo que... / Suelo... cuidar a los clientes / pacientes / pasajeros / contestar llamadas telefónicas /cuidar las plantas y las flores /enseñar / vigilar a los niños / hacer entrevistas / preparar platos distintos /servir comida y bebida /trabajar en un taller / en un hospital / en una tienda / a bordo de un avión in / vender ropa de marca / viajar por todo el mundo ¿Qué tipo de persona eres? Creo que soy... ambicioso/a comprensivo/a creativo/a extrovertido/a / fuerte / inteligente / organizado/a /paciente / práctico/a / serio/a / trabajador(a) /valiente ¿Qué haces para ganar dinero? ¿Tienes un trabajo a tiempo parcial? Reparto periódicos. Hago de canguro. Trabajo de cajero/a. Ayudo con las tareas domésticas. Cocino. Lavo los platos. Paso la aspiradora. Plancho la ropa. Pongo y quito la mesa. Paseo al perro. Corto el césped. Lo hago... los sábados antes / después del insti cuando necesito dinero / cuando mi madre está trabajando /cuando me</p>	<p>afueras / el campo / la costa / la montaña / sierra / el cuarto piso de un edificio antiguo Mi apartamento / piso tiene... tres dormitorios /dos cuartos de baño / una cocina amplia y bien equipada / un comedor recién renovado a / un estudio / un aseo / un sótano / un salón / una mesa / unas sillas Mi casa ideal sería... Tendría... una piscina climatizada /mi propio cine en casa /una sala de fiestas / Cambiaría los muebles. Pintaría ... de otro color. ¿Cómo se debería cuidar Para cuidar el medio ambiente /se debería... apagar la luz / ducharse en vez de bañarse / separar la basura /reciclar el plástico y el vidrio /desenchufar los aparatos eléctricos / ahorrar energía / cerrar el grifo / hacer todo lo posible / no se debería... malgastar el agua/usar bolsas de plástico ¿Cuáles son los problemas más serios hoy en día? Me preocupa(n)... el paro / desempleo /el hambre / la pobreza / la deforestación / la diferencia entre ricos y pobres / la drogadicción / la salud / la obesidad /la crisis económica / los problemas del medio ambiente / los sin hogar / techo / los animales en peligro de extinción / Es necesario / esencial que... cuidemos el planeta /hagamos proyectos de conservación / compremos / usemos / verdes / de comercio justo / apoyemos proyectos de ayuda /creemos oportunidades de trabajo / ayudemos a evitar el consumo / sustancias perjudiciales / ahorremos agua / construyamos más</p>			
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		<p>¿Qué le pasa? No me encuentro bien. Me siento fatal. Estoy enfermo/a / cansado/a. Tengo calor / frío. Tengo catarro. Tengo diarrea. Tengo dolor de cabeza. Tengo fiebre. Tengo gripe. Tengo mucho sueño. Tengo náuseas. Tengo quemaduras de sol. Tengo tos. Tengo una insolación. Tengo una picadura. Me duele(n)... Me he cortado el/la... Me he hecho daño en ... Me he quemado... Me he roto... Me he torcido... el brazo / el estómago/el pie / el tobillo / la boca / la cabeza / la espalda / la garganta /la mano / la nariz / la pierna / la rodilla / los dientes / las muelas / los oídos / las orejas / los ojos / ¿Desde hace cuánto tiempo? desde hace... un día / un mes /una hora / una semana ¿Desde cuándo? desde ayer /desde anteayer ¡Qué mala suerte! Tiene(s) que / Hay que... beber mucha agua / descansar /ir al hospital / médico / dentista /tomar aspirinas / tomar este jarabe / estas pastillas /usar esta crema esta tradición antigua... se caracteriza por... se celebra en... se repite... se queman figuras de madera se construyen hogueras/ se disparan fuegos / se lanzan huevos /las calles se llenan de... los niños / los jóvenes... los familiares / las familias... comen manzanas de caramelo / decoran las casas / las tumbas / graves con flores / velas /preparan linternas / altares /se disfrazan de brujas / Abrimos los regalos. Buscamos huevos de chocolate. Cantamos villancicos. Cenamos bacalao. Comemos dulces navideños / doce uvas / pavo. Nos acostamos muy tarde. Nos levantamos muy temprano. Rezamos. Vamos a la</p>	<p>necesitan / cada mañana /una vez / dos veces a la semana Gano ... euros / libras a la hora / al día / a la semana. Me llevo bien con mis compañeros Mi jefe/a es amable. El horario es flexible. Mis prácticas laborales. Hice mis prácticas laborales en... Pasé quince días trabajando en... un polideportivo a sports centre una agencia de viajes / una granja una escuela / una oficina a school / una fábrica de juguetes / una tienda benéfica / solidaria / la empresa de mi El primer / último día conocí a / ... Llegué... Cada día / Todos los días... archivaba documentos ayudaba... cogía el autobús / el metro / empezaba / terminaba a las ... hacía una variedad de tareas / iba en transporte público / llevaba ropa elegante /ponía folletos en los estantes/ sacaba fotocopias / Mi jefe/a era... Mis compañeros eran... Los clientes eran... alegre(s) cheerful (des)agradable(s) (un)pleasant (mal) educado/a(s) polite (rude) El trabajo era duro. Aprendí... I learned muchas nuevas habilidades lots of new skills a trabajar en equipo to work in a team a usar... to use... No aprendí nada nuevo. Por qué aprender idiomas? Aumenta tu confianza. Estimula el cerebro. Mejora tus perspectivas laborales. Te abre la mente. Te hace parecer más atractivo. Te ayuda a... Te permite... apreciar la vida cultural de otros países conocer a mucha gente distinta /conocer nuevos sitios / encontrar un trabajo /</p>	<p>casas /cambiemos la ley / consumamos menos / hagamos campañas publicitarias / recaudemos dinero / para organizaciones de caridad / en el tercer mundo No es justo / Es terrible que haya... tanta desigualdad social / pollution contaminación tanta gente sin trabajo y sin techo / tanta gente obesa y tantos drogadictos basura en las calles gente sin espacio para vivir/destrucción de los bosques / forest polución de los mares y ríos El aire está contaminado. Los combustibles fósiles se acaban. No corte tantos árboles. No vaya en coche si es posible ir a pie. No tire basura al suelo. No malgaste energía. No construya tantas casas grandes. No eche tantos desechos químicos. Plante más bosques y selvas. Reduzca las emisiones de los vehículos. Recicle el papel, el vidrio y el plástico. Use energías renovables. Diseñe casas más pequeñas. Introduzca leyes más estrictas. Llevar una vida más verde (to) salvar el planeta (to) reducir la huella de carbono (to) ecológico/a el techo el agua de lluvia el domicilio los recursos naturales los paneles solares la arena los (eco-)ladrillos (eco-) una fábrica mudarse (de casa) Una dieta sana los alimentos foods lácteos carne, pescados y frutas y verduras, cereales fideos grasas dulces legumbres frutos secos los nutrientes proteínas minerales grasa sal vitaminas azúcar gluten el sabor vegetariano / vegano saludable / sano /</p>			
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		<p>mezquita / iglesia. Ayer fue... el baile de fin de curso / el Día de Navidad / (el) Domingo de / (la) Nochebuena / (la) Nochevieja Me bañé y luego me maquillé. ¿Qué va a tomar? de primer / segundo plato... de postre Voy a tomar... (el) bistec steak (el) filete de cerdo pork fillet (el) flan crème caramel (el) jamón serrano (la) merluza en salsa verde (la) sopa de fideos (la) tortilla de espinacas (la) trucha a la plancha (los) calamares (las) albóndigas (las) chuletas de cordero asadas (las) croquetas caseras (las) gambas (las) natillas ¿Qué me recomienda? el menú del día / la especialidad de la casa / está buenísimo/a / riquísimo/a ¡Que aproveche! ¿Algo más? Nada más, gracias. ¿Me trae la cuenta, por favor? No tengo cuchillo / tenedor / cuchara. No hay aceite / sal / vinagre. El plato / vaso / mantel está sucio. El vino está malo. La carne está fría. dejar una propina equivocarse / pedir/ ser alérgico/a... ser vegetariano/a Me fascina(n)... Admiro. No aguanto / soporto... su actitud / talento / su comportamiento / su determinación / estilo / su forma de vestir / su música / voz / sus canciones / coreografías / sus ideas / letras / atrevido/a(s) / imaginativo/a(s) / precioso/a(s) / repetitivo/a(s) / triste(s) Me/Te hace(n) falta... crema solar / el pasaporte / DNI / un sombrero / una gorra</p>	<p>descubrir nuevas culturas / establecer buenas relaciones / hacer nuevos amigos / mejorar tu lengua materna / solucionar problemas / trabajar o estudiar en el extranjero Me hace falta saber hablar idiomas extranjeros (No) Domino el inglés. Hablo un poco de ruso. Se busca / Se requiere... (No) Hace falta experiencia. Muy señor mío. Le escribo para solicitar el puesto de... Le adjunto mi currículum vitae. Le agradezco su amable atención. Atentamente. Me apetece trabajar en... (No) Tengo experiencia previa. He estudiado / trabajado... He hecho un curso de... Tengo... buen sentido del humor... buenas capacidades de comunicación / resolución de problemas / buenas habilidades lingüísticas Si pudiera tomarme un año sabático... Si tuviera bastante dinero... apoyaría un proyecto medioambiental/aprendería a esquiar /ayudaría a construir un colegio / buscaría un trabajo. enseñaría inglés .ganaría mucho dinero /haría un viaje en Interrail / iría a España, donde... mejoraría mi nivel de español I would improve my level of Spanish nunca olvidaría la experiencia pasaría un año en... trabajaría en un orfanato / viajaría con mochila por el mundo ¿Cómo viajarías? Cogería el / Viajaría en autobús / autocar / avión / tren. Es más barato / cómodo / rápido. Puedes... ver vídeos mientras viajas...dejar tu maleta en la consigna Hay muchos / pocos atascos /</p>	<p>malsano (No) Tengo hambre / sed / sueño. tiempo para cocinar contiene / contienen...La fibra...protege contra el cancer/combate la obesidad / reduce el riesgo de enfermedades reduces the risk of diseases evitar comer / beber... avoid eating / drinking... cambiar mi dieta llevar una dieta equilibrada preparar con ingredientes frescos engordar to saltarse el desayuno practicar más deporte ¡Vivir a tope! Beber alcohol... Fumar cigarrillos / porros... Tomar drogas blandas / duras... Es / No es ... ilegal / peligroso un malgasto de dinero una tontería / un problema serio un vicio muy caro /muy perjudicial para la salud /tan malo /provoca mal aliento / daña los pulmones / mancha los dientes de amarillo / causa el fracaso escolar / depresión / produce una fuerte dependencia física /tiene muchos riesgos / afecta a tu capacidad para tomar decisiones / te relaja / te quita el estrés /te quita el sueño / te hace sentir bien / más adulto . Es fácil engancharse.¡Qué asco! Cedí ante la presión de grupo. Caí en el hábito de... Empecé a... Perdí peso. No puedo parar. Ya he empezado a... Todavía no he dejado de... A partir de ahora intentaré...¡El deporte nos une! ¿Para qué sirven...? los eventos deportivos internacionales los grandes acontecimientos deportivos los Juegos Paralímpicos / Olímpicos la Copa Mundial del Fútbol Sirven para... promover... la participación en el deporte el espíritu de</p>			
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			<p>retrasos... en las autopistas / las carreteras Los billetes son carísimos. Los conductores están en huelga. Odio esperar en la parada de autobús. Tengo miedo a volar. Viajando en tren. El tren con destino a... efectuará su salida... de la vía / del andén/la taquilla Quisiera un billete de ida a Quisiera un billete de ida y vuelta a...¿De qué andén sale? ¿A qué hora sale / llega? ¿Es directo o hay que cambiar? El futuro Me interesa(n)... Me importa(n)... Me preocupa(n)... el desempleo / el paro /el dinero / el éxito money / el fracaso / el matrimonio / la responsabilidad /la independencia / la pobreza /los niños / las notas Espero... Me gustaría ... Pienso... Quiero... Tengo la intención de... Voy a... aprender a conducir / aprobar mis exámenes / casarme / conseguir un buen empleo/trabajo / estudiar una carrera / montar mi propio negocio / sacar buenas notas / ser feliz / tener hijos / trabajar como voluntario/a Cuando... gane bastante dinero... me enamore... sea mayor... tenga ... años... vaya a la universidad... termine este curso / el bachillerato / la formación / profesional / la licenciatura... buscaré un trabajo /compartiré piso con... compraré un coche / una / iré a otro insti / a la universidad /me casaré / me iré de casa / seguiré estudiando en... me tomaré un año sabático trabajaré como...</p>	<p>solidaridad / regenerar los centros urbanos / elevar el orgullo nacional / transmitir los valores de respeto y disciplina / unir a la gente / dar un impulso económico / inspirar a la gente inspire people Una / Otra desventaja es... el riesgo de ataques terroristas /el tráfico / el dopaje /la deuda / el coste de organización de la seguridad la ciudad anfitriona / el voluntariado Solicité un trabajo voluntario porque... (Nunca) Había sido... Antes ya había trabajado como... ¡Apúntate! ¿Qué estabas haciendo? ensayando / nevando /entrando en casa / durmiendo / conduciendo por la ciudad / leyendo /volando por el aire Se estaba convirtiendo en un río. Se estaba moviendo a mi alrededor. Se estaba cayendo. ¿Cómo te enteraste del/de la/ temblor / incendio forestal / huracán /tornado/terremoto / tormenta de nieve / acción humanitaria / inundaciones floods Estaba... I / He/She was... mirando/viendo las noticias / la tele /buscando informaciones en línea /charlando con un amigo / una amiga / leyendo un post en / cuando... / encontré un reportaje / un artículo / recibí un SMS / vi en las noticias / mi novio me llamó / me contó /me la historia / una organización de servicio voluntario/ una campaña para las víctimas /una caja de supervivencia Decidí apuntarme. recaudar fondos / solicitar donativos / organizamos algunos eventos / un concierto / un espectáculo de baile / una carrera de bici/ una venta</p>		
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				de pasteles /ser solidario / Te hace sentir más conectado con los demás.			
	Development of cultural capital	Students will learn about typical dishes from Spain Spanish-speaking countries. They will also look into the most popular festivals in Spain including La tomatina, La corrida at Pamplona and Los Hogueras de San Juan.	Students will compare how young people live in Spain and research how youth lifestyle differs to that of young people in the UK.	Students will read about important Spanish sporting events such as “La Copa del Mundo” and “La Vuelta”.	Students will look back at the cultural references they have studied throughout the GCSE course and make sure they are comfortable with them before the exam.	Students will look back at the cultural references they have studied throughout the GCSE course and make sure they are comfortable with them before the exam.	
	Development of reading	Students will read and study the song lyrics to a Spanish pop song “malamente” by Rosalía https://neiljones.org/category/spanish-ks4/	Students will look at an extract from the book “La familia de Pascual Duarte” By Camilo José Cela. This explores personal descriptions and describing people in detail. https://freeditorial.com/en/books/la-familia-de-pascual-duarte/readonline	Students will look at an interview of a young Spanish person living in Madrid and their take on what are the main problems in their own region. https://www.teachitlanguage.co.uk/resources/ks4/environment/spanish/cu-les-son-los-problemas-de-tu-region/35448	Students will look back at the variety of literary texts studied throughout the course and ensure they are able to analyse these and answer specific literary text questions for this section of the exam.	Students will look back at the variety of literary texts studied throughout the course and ensure they are able to analyse these and answer specific literary text questions for this section of the exam.	
	Concepts –what will students be able to do at the end of the topic	Students will <ul style="list-style-type: none"> • be able to write a detailed account describing mealtimes and what they do as part of their daily routine. • be able to talk about illnesses and injuries and be able to hold a detailed conversation in a pharmacy as well as ordering in a restaurant. • be able to write an extended prose about a music festival or another festival they have visited in the past. • be able to listen, read, speak and write using three tenses. 	By the end of this module, students will <ul style="list-style-type: none"> • be able to write a detailed account about what job they would like to do in the future and any future plans they may have, including if they want to take a gap year or not. • be able to talk about part time jobs and write about how they earn money. • be able to give a presentation about the importance of learning languages and understand and write their own application forms. 	Students will <ul style="list-style-type: none"> • be able to listen, read, speak and write in detail about different types of houses and describe the facilities that each type of house possesses. • be able to write in detail about the environment and discuss global problems. • be able to hold a conversation about international sporting events and compare more than one event. • be able to give a mature and thorough approach to discussing environmental issues and natural disasters. 	Students will <ul style="list-style-type: none"> • have a thorough understanding about the criteria for each of their exams. • They will be fully prepared for their speaking assessment including detailed responses to the General conversation section and role-plays. 	Students will <ul style="list-style-type: none"> • have a thorough understanding about the criteria for each of their exams. • They will be fully prepared for their speaking assessment including detailed responses to the General conversation section and role-plays. 	



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