

# TOPIC 1 - All about me!



Dame Elizabeth  
Cadbury School

## Autumn Term 1 YEAR 7

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	Location of France and French speaking countries	<ul style="list-style-type: none"> <li>The location of key French towns and general geography of the country.</li> <li>Locate French speaking country</li> </ul>		
Step 2	Important sounds and phonics in French	<ul style="list-style-type: none"> <li>The French alphabet</li> <li>How to predict spellings and pronunciation</li> </ul>	<b>u i é qu j e a h</b>	Oracy, Listening and Transcription
Step 3	How to greet others	<ul style="list-style-type: none"> <li>Greetings in French</li> <li>Say how we feel</li> <li>How to ask questions</li> </ul>	<b>a ou ç</b> <b>silent final consonant (t) (s)</b> Comment ça va? How are you?	Oracy,
Step 4	To introduce myself	<ul style="list-style-type: none"> <li>To use the verb "s'appeller" to give your name</li> <li>To ask others what their name is</li> </ul>	<b>j a ou u</b> <b>silent final consonant (t) (s)</b> Comment tu t'appelles? Je m'appelle... What's your name? My name is...	Oracy, writing task
Step 5	To count to 31 and say when my birthday is	<ul style="list-style-type: none"> <li>Using ordinal numbers and months</li> <li>Say when your birthday is</li> </ul>	<b>un in oi ou eu en</b>	Oracy, test on numbers and months
Step 6	To say your age and combine how to introduce yourself and when your birthday is.	<ul style="list-style-type: none"> <li>Use the verb 'avoir' to talk about age</li> <li>Revising prior learning</li> <li>Practicing spelling and pronunciation</li> </ul>	<b>ai an silent consonant (s)</b>	Writing task, oracy (pair work)

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To build the foundations of the French language to help us accept and embrace other cultures.	N/A	Use of introductions, numbers, months. Use of phonics to help with pronunciation, listening skills and predication of spellings.	You will be set a variety of homework including research posters, language gym, activelearn and vocab learning.

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	How do we talk about different family members?	Names for different family members	Madre/ padre/ hermano 'h' – hermano 'a' – madre/ padres 'i' – mi/ mis	Oracy tasks – cold calling and 'repeat after me'
Step 2	How do we describe different family members?	Possessive pronouns and correct masc or fem articles	Madre/ padre/ hermano 'h' – hermano 'a' – madre/ padres 'i' – mi/ mis	Gap fills and mini translations (reading focus)
Step 3	How do we 'agree' possessive pronouns and adjectives?	Recognising which family members are masc/ fem and agreeing the descriptions of them accordingly	El/ Ella/ mi/ mis 'll' – ella 'h' – hermano 'i' – mi/ mis	Reading comprehension ('finding the facts' & True or false')
Step 4	How can we use context & prior knowledge in order to understand authentic Spanish texts & audio extracts?	Narrow listening skills. Understanding cognates and how to use these and contextual information to help comprehension	Being able to understand gapped translations. Working with prior vocabulary and manipulating this to work out longer and more detailed texts	Gapped Listening exercise (WCF) 'Break The Flow' tasks
Step 5	How do we understand different animal names in Spanish & use larger numerals?	Learnt names of a variety of animals and to apply our number knowledge to begin to describe higher quantities	Conejo. perro. gato, pajaro 'rr' – perro (NOT pero) / rata 'j' (jota) – conejo 'll' - caballo	Gap Fills Listening Exercise to fill in the grids
Step 6	How do we discuss which & how many pets you & others have?	Reinforcing the names of animals and beginning to agree adjectives when describing different masc/ fem pets	Tengo vs Tiene, conejo. perro 'rr' – perro (NOT pero) / rata 'j' (jota) – conejo 'll' - caballo	Trapdoor Reading Activity Independent scaffolded Writing
Step 7	How do we use writing frames to create an extended piece of writing in Spanish?	Using sentence starters & familiar structures to begin to write more independently	Recap and application of all of the above	End of Unit Assessment (Reading and Writing Focus)

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To be able to talk about family members and animals – using the numbers learnt previously to describe quantities	Numbers and 'Likes and Dislikes' can be revisited here to enhance family relationship discussions	'Describing Myself and Others' later in Yr 7 'Mi Ciudad' in Yr 8	Revision & Extended Practice of Listening/ Reading & Writing via Active Learn and Consolidation Tasks

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	Expectations for your MFL Learning Journey – Why learn Spanish?	Why should we learn a Foreign language? What is Oracy? Where is Spain on a map?	Oracy Opportunities Hispanic Culture Traditions Geography	Quiz on Spanish Culture Oracy Discussion Task
Step 2	How do we say the Spanish alphabet and key phonic sounds?	Key phonic sounds in Spanish and how they differ to English pronunciations	u: universidad, museo 'rr' (regular) 'ñ' (año) 'ch' - ocho	Cold Calling Oracy Tasks
Step 3	How do we greet people and say how we feel? How can we count up to 31 in Spanish?	Learning basic greetings and their replies (positive and negative) Learning Spanish numerals 1-31	Cómo estas? Bien Mal estoy 'rr' – 'regular 'o' – Hola/ cómo 'e' – bien/ estoy	Oracy tasks 'repeat After Me' Sums – listening and reading
Step 4	How do we use the verb "llamarse"? How do we ask others what their name is?	Understanding the verb llamarse in 1 <sup>st</sup> & 2 <sup>nd</sup> person. Asking and responding to questions	Me llamo Cómo te llamas? 'll' (llamar) 'rr' (regular) 'ñ' (año)	Dual Dialogues Dictation exercise WCF - translation
Step 5	What are the months of the year and days of the week in Spanish?	Learning the months and days of the week in Spanish – including how to correctly pronounce them	Enero, febrero, marzo etc Lunes, martes, miércoles etc 'z' – marzo 'o' – Agosto soft 'p' & 'b' – septiembre	Listening exercise
Step 6	How can we use the numbers and months we know to say when our birthday is?	Interleaving the work on numerals and combining this with months and days to be able to ask & answer when our birthdays are	Mi cumpleaños es el ----- de ---- ñ' (año) 'ch' – ocho 'ei' – treinta 'c' – once/ doce 'y' (i) - 'y uno'	Oracy tasks Gap Fills and Translation exercises (Writing)
Step 7	How do we use the verb 'tener' to talk about age?	Conjugating the irregular verb 'tener' to ask and answer how old we are	Tener Tengo..... años ñ' (año) 'ch' – ocho 'c' – once/ doce	End of Unit Assessment (Listening and Writing Focus)
<b>WHY AM I LEARNING THIS?</b>		<b>LINKS TO PREVIOUS TOPICS</b>	<b>LINKS TO FUTURE TOPICS</b>	<b>HOMEWORK</b>
To be able to talk about myself and be able to interact with native Spanish people		N/A – unless studied Spanish at KS 2.	Application of present tense to ensure the ability to formulate regular AR/ER/IR verbs by Yr 8	Revision & Extended Practice of Listening/ Reading & Writing via Active Learn and Consolidation Tasks

# TOPIC 2- Describing my pets



Autumn Term 2 YEAR 7

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	How do I say what pet I have in German?	<ul style="list-style-type: none"> <li>Using the phrase "ich habe" to describe what pets I have</li> <li>Acknowledge the grammatical genders in German</li> </ul>	<b>Ich habe – I have</b>  <b>d:</b> <i>Hund, Pferd, sch</i> (revision): <i>schlau, schnell</i>	Reading, Listening
Step 2	How do I introduce my pet?	<ul style="list-style-type: none"> <li>Recall the verb "heißen" in German to say what my pet is called</li> <li>Using the correct der /die/das</li> </ul>	<b>Er / Sie / Es heißt</b> <b>ß: heißen ie:</b>	Speaking, Listening and Transcription
Step 3	How can I describe what my pet is like?	<ul style="list-style-type: none"> <li>Learn new adjectives to describe my pets physical appearance and personality</li> </ul>	<b>ch ä ü ie ei sch</b>	Speaking, reading, translation
Step 4	How do I say what pet I would like?	<ul style="list-style-type: none"> <li>Using "ich hätte gern.." to describe what pet you would like</li> </ul>	<b>ch: ei ä d sch</b>	Reading, listening, translation
Step 5	How do they celebrate Christmas in Germany?	<ul style="list-style-type: none"> <li>To learn about some of the German Christmas traditions</li> </ul>	<b>W ei</b>	Writing, listening, reading

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To build the foundations of the German language to help us accept and embrace other cultures.	Topic 1 – Introducing myself, giving my age.	Introducing family members, describing people. Use of phonics to help with pronunciation and prediction of spellings	You will be set a variety of homework including research posters, language gym and activelearn.

# TOPIC 1 - Meine Welt und ich



Autumn Term 1 YEAR 7

Learning journey		What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	About Germany and where is German spoken?	<ul style="list-style-type: none"> <li>The location of German speaking countries with significant towns and cities</li> </ul>		
Step 2	Important sounds and phonics in German	<ul style="list-style-type: none"> <li>The German alphabet</li> <li>How to predict spellings and pronunciation</li> </ul>	<b>j:, v: w:, z: au: eu: ei: ie: ä: ö:</b> <b>ü: äu:</b> <b>ch:, sch:</b>	Speaking, Listening and Transcription
Step 3	How to greet and introduce myself	<ul style="list-style-type: none"> <li>Greetings in German</li> <li>Using the verb "heißen" to say your name</li> <li>How to ask questions</li> </ul>	<b>ch ä ß</b>	Speaking, reading, translation
Step 4	To say where I am from and where I live	<ul style="list-style-type: none"> <li>To use the verb "wohnen" and "auskommen"</li> <li>To ask questions where someone is from</li> <li>Names of countries</li> </ul>	<b>ch: w: ie</b>	Reading, listening, translation
Step 5	To count to 31 and say when my birthday is	<ul style="list-style-type: none"> <li>Using ordinal numbers and months</li> <li>Ask how old someone is</li> <li>Say when your birthday is</li> </ul>	<b>ei: j: ü: ö</b>	Writing, listening, reading
Step 6	To combine how to introduce yourself, where you live and when your birthday is	<ul style="list-style-type: none"> <li>Revising prior learning</li> <li>Practicing spelling and pronunciation</li> </ul>	<b>ei: j: ü: ö</b> <b>ch: w: ie</b> <b>ch ä ß</b>	Reading, speaking

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To build the foundations of the German language to help us accept and embrace other cultures..	N/A	Use of introductions, numbers, months. Use of phonics to help with pronunciation and predication of spellings	You will be set a variety of homework including research posters, language gym and activelearn.

# TOPIC I - Meine Stadt



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Autumn Term 1 YEAR 8

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	What is there in your town?	<ul style="list-style-type: none"> <li>Vocabulary for what is in town.</li> <li>Using “es gibt” to describe what there is in your town.</li> </ul>	<b>es gibt einen / eine / ein</b>  <b>ei: ss: sch: ch: j</b>	Reading and writing.
Step 2	What can you do in your town?	<ul style="list-style-type: none"> <li>Using “man kann + infinitive” to say what you can do.</li> </ul>	<b>man kann</b>	Listening and translation
Step 3	To give your opinion about where you live and what you can do.	<ul style="list-style-type: none"> <li>Using opinion phrases and justifying your answer.</li> </ul>	<b>Ich finde , Ich glaube, weil..</b>  <b>Ö: j: w: au: b:</b>	Writing and translation
Step 4	To describe what your town used to be like.	<ul style="list-style-type: none"> <li>How to use the imperfect past tense to describe how your town was /what there was.</li> </ul>	Es war, es gab, es hatte	Reading and transcription.
Step 5	To combine past and present to talk about your town and justify your opinions.	<ul style="list-style-type: none"> <li>How to use the imperfect and present together accurately.</li> </ul>	Combining what you have learnt.	Writing and Listening,

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To be able to identify items in your town and abroad using the target language. To upskill your linguistic and cultural awareness.	Use of familiar verbs, free time activities, adjectives	Holidays, free time and local area.	You will be set a variety of homework including research posters, language gym and activelearn.

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	What are the expectations for your MFL Learning Journey?	Why should we learn a Foreign language? What is Oracy?	Oracy Opportunities Culture Traditions	Quiz on Spanish Culture Oracy Discussion Task
Step 2	Where I Live – How do I discuss My City?	To be able to describe a city, using the vocabulary ‘a’/ ‘some’ & ‘many’ in Spanish (understanding agreements of indefinite articles)	un/ unos/ muchos/ una/ unas/ muchas Ciudad <b>PHONICS: ‘U’</b> (Universidad) ‘C’ = ‘S’ (ciudad)	Interactive Oracy task Reading Activity Interactive Listening ‘song’ Task <b>WCF – un paseo por mi ciudad</b>
Step 3	Recap – how do I discuss Where I Live and What To Do in my Town?	How to talk about what you do/ will do (telling the time in Spanish) To be able to recognise the present tense of ‘IR’ (to go)	Son las...(number) ‘a’ + ‘el’ ‘al’ Vivo en ... Hay... en mi ciudad No hay nada... en mi pueblo	Listening Tasks (slow dictation) Reading Tasks Vocab Finding Activity
Step 4	Revisit – How do we conjugate and understand the Present Tense?	Recap & consolidation of how to form the present tense of most Regular verbs (AR, ER, IR)	Infinitives/ Present tense Conjugate/ Pronouns <b>PHONICS: ñ: años/ ll: (revisión)</b> camello/ ce: (revisión) cebra	Translation Tasks Teacher Questions (AfL) through Oracy
Step 5	Giving Opinions – How do you say whether you like your City/ Town/ Village?	How to use the key verb ‘gustar’ and to be able to apply this to discuss what you like to do	Gustar Me Gusta(n) – agreement of this verb with the object of the verb (singular or plural)	Listening Task – Focus to listen carefully for detail. Reading comprehension
Step 6	Application & Revision of Grammar: Language Gym & Verb Revision (What are my misconceptions?)	How to understand and discuss where you live and are from, confidently and fluently. Application of the verb ‘SER’	Ser (soy de) Recap of Numbers (Tengo... años) Vivo en... ‘Es en...’	Vocabulary Building Gap Fills Reading Comprehension Translation Tasks
Step 7	How can we recognise the Immediate Future Tense?	Recapping the present tense of ‘IR’ How to form the Immediate Future Tense	Voy a/ vas a/ va a/vamos a/ vais a/ van a + Infinitive <b>PHONICS: ‘V’ = ‘B’ sound</b>	Oracy drills (look cover learn) Slow Reading ‘Break the Flow’
<b>WHY AM I LEARNING THIS?</b>		<b>LINKS TO PREVIOUS TOPICS</b>	<b>LINKS TO FUTURE TOPICS</b>	<b>HOMEWORK</b>
Ultimate preparation for KS 4: Cities & Culture (Module 5)		Yr 7: Talking about Pets. Conditional (Me gustaría) Yr 7: Sequencing Words & Connectives to link ideas	Application of present tense to ensure the ability to use 2/3 tenses & give more detailed opinions by Yr 9	Revision & Extended Practice of Listening/ Reading & Writing via Active Learn and Language Gym



	Learning Journey – End Points	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	<p>What are the differences between our diets and those in Spain and South America?</p> <p><b>** Immediate Future Tense will be revisited this half term if not consolidated during Autumn 1**</b></p>	<p>How different cultures affect different diets.</p> <p>How to begin to talk about what you want to eat.</p>	<p>‘querer que’ (present tense conjugations)</p> <p><b>PHONICS: ce: (revisión) cebra</b></p> <p><b>z: (revisión) zorro/ rr: zorro/ euros: ‘eh-oo-ros’</b></p>	<p>Matching Pair activity</p> <p>Oracy tasks: pregunta y contesta</p> <p>Listening exercises (ordering)</p>
Step 2	<p>How can we talk about what you like (and don’t like) to eat, in Spanish?</p>	<p>How to give more detailed opinions on different food types</p> <p>How to recognise and form the verb ‘querer’ in the present tense</p>	<p>‘querer que’ (present tense conjugations)</p> <p><b>PHONICS: ce: (revisión) cebra</b></p> <p><b>z: (revisión) zorro/ rr: zorro/ euros: ‘eh-oo-ro</b></p>	<p>Narrow listening tasks (slow dictation)</p> <p>Oracy Task</p>
Step 3	<p>How does our breakfast differ to a typical Spanish breakfast? How can we describe our breakfast?</p>	<p>To understand the difference between desayunar, comer y cenar. To be able to give detail about what we eat for breakfast</p>	<p>Full conjugation of ‘comer &amp; beber’</p> <p>‘me gusta(n)’ – correct agreement</p> <p><b>PHONICS: ‘qu’ – queso/ ‘a’ – picante/ ‘que’ – asqueroso</b></p>	<p>Detailed Reading Comprehension</p> <p>Narrow Reading: Gapped</p>
Step 4	<p>How do we form and apply the present tense in Spanish?</p>	<p>Recap &amp; consolidation of how to form the present tense of most Regular verbs (AR, ER, IR)</p>	<p>Infinitives/ Present tense</p> <p>Conjugate/ Pronouns</p> <p><b>PHONICS: ñ: años/ ll: (revisión) camello/ ce: (revisión) cebra</b></p>	<p>Teacher Questions (AfL) through Oracy</p> <p>Regular verbs Task Sheet (WCF)</p>
Step 5	<p>How can we order a meal in a restaurant? What type of foods can we order in Spain?</p>	<p>How to ‘listen closely’ for key vocabulary. To be able to understand different food types</p>	<p>Tengo sed/ hambre. La cuenta por favor</p> <p><b>PHONICS: ‘b’ – Habana/ ‘v’ – voy/ ‘u’ – Cuba/ ‘h’ - hambre</b></p>	<p>Listening Task – Focus to listen carefully for detail.</p> <p>Extended writing</p>
Step 6	<p>How can we discuss what we are going to buy (using the <b>near future tense</b>)?</p>	<p>How to recognise and apply the Near future tense. To be able to discuss future shopping plans</p>	<p>Queso, fajitas, cebolla, comprar</p> <p><b>PHONICS: ‘qu’ – queso/ ‘a’ – picante/ ‘que’ – asqueroso/ ‘ll’ - quesadilla</b></p>	<p>Narrow Listening, gap fill</p> <p>Reading comprehension</p>
Step 7	<p>End of Unit: Writing Focus &amp; Self Reflection – demonstrating more independent Writing</p>	<p>To be able to apply all of the key spellings, vocabulary &amp; grammar learnt this term into a piece of independent writing</p>	<p>Reflection of all of the above</p> <p><b>PHONICS: ‘qu’ – queso/ ‘a’ – picante/ ‘que’ – asqueroso/ (revisión) cebra/ z: (revisión) zorro</b></p>	<p>Marked closely by Teacher with green pen reflection to reflect on progress &amp; to understand next steps</p>

### WHY AM I LEARNING THIS?

To be able to apply the present tense verb conjugations in all future work and to confidently give opinions & discuss Food in the Target Language

### LINKS TO PREVIOUS TOPICS

Yr 7: Talk about opinions. Conditional (Me gustaría)  
Yr 7: Introduction to Spain & different Cultures

### LINKS TO FUTURE TOPICS

Preparation for KS 4: ‘De Costumbre’ – reflecting on Hispanic Identity & Culture

### HOMEWORK

Revision & Extended Practice of Listening/ Reading & Writing via Task sheets related to Lesson content



# TOPIC 2 -What do I like to eat?



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Autumn Term 1 YEAR 8

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	What do you eat for breakfast?	<ul style="list-style-type: none"> <li>Food vocabulary, typical German breakfast</li> <li>Using the present tense conjugation of the verb "essen"</li> </ul>	<b>Ich esse</b> "ä" "ß" "ö"	Reading and writing.
Step 2	What do you like / dislike eating? Why?	<ul style="list-style-type: none"> <li>How to discuss different types of food</li> <li>Giving your opinion about food</li> </ul>	<b>Ich esse gern / nicht gern...</b> "ü" "ä" "ö" "au"	Listening and translation.
Step 3	What did you eat in the restaurant?	<ul style="list-style-type: none"> <li>Types of traditional German food</li> <li>How to order in a restaurant/cafe</li> </ul>	<b>Ich nehme</b> "ü" "ä" "ö" "au"	Writing, speaking and.. translation.
Step 4	How do I use a recipe in German?	<ul style="list-style-type: none"> <li>Understanding how to use a recipe</li> <li>Using the imperative to create a recipe</li> </ul>	(see sentence builder) "ü" "ie" "ei" "au"	Reading and writing.
Step 5	What is a healthy lifestyle? How must I be healthy?	<ul style="list-style-type: none"> <li>Understanding what makes a healthy life style</li> <li>Using "müssen" to say what you have to do to stay healthy</li> </ul>	Man muss "z" "ü" "ei" "i"	Writing and reading.

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To be able to identify types of traditional German foods, understand and apply what makes a healthy lifestyle.	Use of familiar verbs, giving your opinion, free time activities, adjectives	Holidays, free time and local area, global issues, school.	You will be set a variety of homework including research posters, language gym and activelearn.

# TOPIC 1 - Mes vacances!



Dame Elizabeth  
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Autumn Term 2 YEAR 8

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	Holiday destinations	<ul style="list-style-type: none"> <li>To learn vocab about destinations</li> <li>Present tense of 'aller'</li> <li>Preposition (au/ en/ aux)</li> </ul>	Je vais – I go En/au/ aux – to + country <b>gn: nasal sounds an, on, en:</b> <b>s-liaison x-liaison</b>	translation task, listening
Step 2	Holiday activities	<ul style="list-style-type: none"> <li>Learning vocab about holiday activities</li> <li>Present tense of –ER verbs</li> <li>Give opinions in the present</li> </ul>	<b>nasal sounds an, on, en</b> (revision): <i>monuments</i> Nous – we <b>s-liaison</b>	Speaking and reading, writing tasks.
Step 3	Travelling	<ul style="list-style-type: none"> <li>Use vocab to say how you travel on holiday (en – by)</li> <li>Give opinion and reasons about your holiday</li> </ul>	Je voyage – I travel En – by <b>r: en: on:</b>	Listening task, writing task
Step 4	My past holidays	<ul style="list-style-type: none"> <li>Use past tense to say where you went on holiday last year</li> <li>Understanding if someone is talking about present or past holidays</li> <li>Past tense of 'aller'</li> <li>Opinions in the past</li> </ul>	Je suis allé(e) – I went C'était – it was	Reading, writing
Step 5	Au café	<ul style="list-style-type: none"> <li>Use numbers to say how much money I have</li> <li>Ask how much money someone has</li> <li>Ordering in a café</li> </ul>	<b>aim: open o: eu: qu:</b>	Speaking (dialogue), listening
Step 6	Ideal holidays	<ul style="list-style-type: none"> <li>Revising destinations and prepositions</li> <li>Say where you would like to go</li> <li>Give reasons</li> </ul>	Je voudrais + infinitive (I would like + inf) Ce serait – it would be	Writing, translation

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To be able to use vocab related to holidays using different tenses and giving opinions – develop cultural knowledge with destinations	Use of familiar verbs, adjectives, opinions, present of 'aller'	free time and local area.	You will be set a variety of homework including research posters, language gym and activelearn.

# TOPIC 1 - Ma vie sociale!



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## Autumn Term 1 YEAR 9

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	To talk about what you do on social media	<ul style="list-style-type: none"> <li>To use the present tense to say what you do on social media</li> <li>Develop answers using opinions and time phrases</li> </ul>	<b>silent final e</b> <b>oi</b>	Translation task and speaking task
Step 2	To give opinion about people	<ul style="list-style-type: none"> <li>To say if you like someone or not and why – describing people's personality</li> <li>Revising adjectives to describe people</li> <li>Use direct object pronoun</li> <li>Ask for opinions</li> </ul>	<b>an</b> <b>ô</b> <b>Avoir/ être verbs</b>	Reading task
Step 3	To invite someone to go out	<ul style="list-style-type: none"> <li>Using 'aller' in the present tense</li> <li>Ask questions</li> <li>Use time phrases to give more detailed answers.</li> </ul>	<b>ien</b> <b>ou</b> <b>Je vais, tu vas</b>	Listening and speaking
Step 5	To describe a past outing	<ul style="list-style-type: none"> <li>Use the past tense (passé composé) with 'avoir' and 'être'</li> <li>To describe a date that happened</li> <li>Give opinions using 'c'était' + adjectives</li> </ul>	<b>J'ai + past participle</b> <b>Je suis + past participle</b> <b>ai</b> <b>é</b> <b>n-liaison</b>	Reading and writing tasks
Step 6	To talk about your past and future plans	<ul style="list-style-type: none"> <li>Revise past and future tense to include a range of tenses in your work</li> <li>Use time phrases to talk about what you did and what you are going to do + give opinions to explain why</li> </ul>	<b>th</b> <b>qu</b> <b>ch</b>	Reading and writing tasks

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To be able to describe your social life and organise going out with your friend using the target language. To upskill your linguistic, communication and cultural awareness.	Use of familiar verbs and review tenses (past and future), free time activities, adjectives (describing people)	Holidays, free time and your family and friend.	You will be set a variety of homework including research posters, language gym and activelearn.

# TOPIC 1 - Ma vie sociale!



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## Autumn Term 1 YEAR 9

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	To talk about what you do on social media	<ul style="list-style-type: none"> <li>To use the present tense to say what you do on social media</li> <li>Develop answers using opinions and time phrases</li> </ul>	<b>silent final e</b> <b>oi</b>	Translation task and speaking task
Step 2	To give opinion about people	<ul style="list-style-type: none"> <li>To say if you like someone or not and why – describing people's personality</li> <li>Revising adjectives to describe people</li> <li>Use direct object pronoun</li> <li>Ask for opinions</li> </ul>	<b>an</b> <b>ô</b> <b>Avoir/ être verbs</b>	Reading task
Step 3	To invite someone to go out	<ul style="list-style-type: none"> <li>Using 'aller' in the present tense</li> <li>Ask questions</li> <li>Use time phrases to give more detailed answers.</li> </ul>	<b>ien</b> <b>ou</b> <b>Je vais, tu vas</b>	Listening and speaking
Step 5	To describe a past outing	<ul style="list-style-type: none"> <li>Use the past tense (passé compose) with 'avoir' and 'etre'</li> <li>To describe a date that happened</li> <li>Give opinions using 'c'était' + adjectives</li> </ul>	<b>J'ai + past participle</b> <b>Je suis + past participle</b> <b>ai</b> <b>é</b> <b>n-liaison</b>	Reading and writing tasks
Step 6	To talk about your past and future plans	<ul style="list-style-type: none"> <li>Revise past and future tense to include a range of tenses in your work</li> <li>Use time phrases to talk about what you did and what you are going to do + give opinions to explain why</li> </ul>	<b>th</b> <b>qu</b> <b>ch</b>	Reading and writing tasks

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To be able to describe your social life and organise going out with your friend using the target language. To upskill your linguistic, communication and cultural awareness.	Use of familiar verbs and review tenses (past and future), free time activities, adjectives (describing people)	Holidays, free time and your family and friend.	You will be set a variety of homework including research posters, language gym and activelearn.



	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	What are the expectations for your MFL Learning Journey?	Why should we learn a Foreign language? What is Oracy?	Oracy Opportunities Culture Traditions	Quiz on Spanish Culture Oracy Discussion Task
Step 2	How do we recognise Different Jobs and Job Descriptions?	How to talk about a range of different jobs. How to say 'I have (to do)____' Adjectival agreements	Tengo que + Infinitive Masculine endings 'O' Feminine endings 'a' <b>PHONICS:</b> 'J' = 'H'	Listening Task Oracy Discussion Activity (phonics) Reading Task
Step 3	How do we discuss what Job you would like to do?	How to say what job you would like to do Using correct adjectival agreement in your own work	Me gustaría + Infinitive <b>PHONICS:</b> 'J' = 'H' / 'o' 'opinión' / 'C' = 'S' 'CU' + Vowel	Reading Task Translation Activity (WCF)
Step 4	How do we recognise the Immediate Future Tense?	Recapping the present tense of 'IR' How to form the Immediate Future Tense	Voy a/ vas a/ va a/vamos a/ vais a/ van a + Infinitive <b>PHONICS:</b> 'V' = 'B' sound	Oracy drills (look cover learn) Slow Reading 'Break the Flow'
Step 5	Application & Revision of Grammar: How do we conjugate the immediate Future Tense?	How to apply the Immediate Future Tense in our own learning How to use fillers to help you sound more Spanish	Voy a/ vas a/ va a/vamos a/ vais a/ van a + Infinitive <b>PHONICS:</b> 'V' = 'B' sound Pues/ Bueno/ a ver/ no sé	Interactive Listening 'song' Reading Task to structure a text
Step 6	Application & Revision of Grammar: Language Gym & Verb Revision (What are my misconceptions?)	How to say what jobs people do, likes and dislikes & where they work	Ser + Job (no indefinite article) Gustar/ encantar/ odiar Trabajar & Ser (conjugations in present tense) <b>PHONICS:</b> 'J' = 'H'	Vocabulary Building Gap Fills Reading Comprehension Translation Tasks
Step 7	Revisiting and Understanding the Present Tense – How do I use this correctly?	Recap & consolidation of how to form the present tense of most Regular verbs (AR, ER, IR)	Infinitives/ Present tense Conjugate/ Pronouns <b>PHONICS:</b> ñ: (revisión) años	Translation Tasks Teacher Questions (AFL) through Oracy

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
Preparation for KS4: Future Aspirations (Module 7)	Yr 7: Talking about Pets. Conditional (Me gustaría) Yr 8: What To Do/ Wear (Immediate Future Tense)	Topic 3: The Environment. Why certain jobs & roles can help the World around us	Revision & Extended Practice of Listening/ Reading & Writing via Active Learn and Language Gym

	Learning Journey: End Points	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	How can we describe (ideal) jobs - for yourself and others?	Recapping the conjugation of the present tense in order to describe other people's jobs	Trabajar (de) Soy/ Es _____ <b>PHONICS:</b> 'J' = 'h' / 'qu' = 'k'	Vocabulary Building Gap Fills Reading Comprehension Translation Tasks
Step 2	How do we conjugate the Preterite Tense of regular verbs? (Past)	How to form the preterite tense, learning the rules for regular AR/ER & IR verbs	é/ aste/ ó/ amos/ asteis/aron í/ iste/ ió/ imos/ isteis/ ieron <b>PHONICS:</b> 'J' = 'h' 'eis' = 'ays' / 'z' = 'th'	Oracy drills (look cover learn) Translation Exercises 'Slow Dictation' tasks
Step 3	How do we conjugate the preterite (Past) tense – IRREGULAR verb forms?	Recall how to form the preterite tense, learning the rules for regular AR/ER & IR verbs. To recognise and understand the most common irregular verbs	Ser/ Ir/ Dar/ decir/ ver/ traer <b>PHONICS:</b> 'J' = 'h' 'eis' = 'ays' / 'z' = 'th' / ñ: (revisión)	Oracy drills (look cover learn) Translation Exercises 'Slow Dictation' tasks
Step 4	How can we apply close listening skills to interpret information about Careers?	How to use Narrow Listening skills to interpret information about jobs. How to listen out for key words & 'red herrings'	Ser + Job (no indefinite article) Más/ menos que... Trabajar & Ser <b>PHONICS:</b> 'J' = 'h' / 'v' = 'b'	Narrow listening: Gapped Translation (WCF) 'Spot the Missing Words' task
Step 5	How can we read for detailed meaning to understand descriptions of different Career Choices?	How to read for detailed meaning using the '4 Cs' (Clues. Cognates, Context, Common Sense!)	'realizar un sueño' carrera <b>PHONICS:</b> 'c' = 'z' / ñ: (revision) / 'u' – Universidad / 'rr' - rolling sound	Detailed Reading Comprehension Narrow Reading: Gapped Translation
Step 6	Grammar Focus: How do we apply 'tener que + infinitive'? How do we recognise the present, immediate future and preterite tense?	To be able to confidently use 'Tener que + Infinitive' & agree all adjectives. To revise & practice using the present, immediate future & preterite tense	Voy a + infinitive / 'tener que + infinitive' & conjugations of present & preterite tense. <b>PHONICS:</b> 'e' - elephant / rr – rolling sound	Detailed Reading Comprehension Narrow Reading: Gapped Translation Multiple choice 'endings'
Step 7	End of Unit: Writing Focus & Self Reflection – working towards an extended piece of independent writing	To be able to apply all of the key spellings, vocabulary & grammar learnt this term into a piece of independent writing	Reflection of all of the above <b>PHONICS:</b> cu + vowel – cuatro / qui: quince / 'll' - llegar	Marked closely by Teacher with green pen reflection to reflect on progress & to understand next steps

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
Preparation for KS4: Future Aspirations (Module 7)	Yr 7: Talking about Pets. Conditional (Me gustaría) Yr 8: What To Do/ Wear (Immediate Future Tense)	Topic 3: The Environment. Why certain jobs & roles can help the World around us	Revision & Extended Practice of Listening/ Reading & Writing via Task Sheets related to lesson content



# TOPIC 1 - Role Models



Dame Elizabeth  
Cadbury School

Autumn Term 1 YEAR 9

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	How can I describe what someone is like?	<ul style="list-style-type: none"> <li>How to describe someone's characteristics</li> <li>Revising how to introduce someone</li> </ul>	<b>g: ü: ß: ei:</b> <b>Mein Vorbild ist..</b> <b>Check KO for vocab</b>	Reading and writing tasks.
Step 2	Who is your role model? Why?	<ul style="list-style-type: none"> <li>Saying who your role model is</li> <li>Revising use of "weil" with accurate word order</li> </ul>	<b>a: eu: ü: ei</b>	Speaking and Listening tasks.
Step 3	What has your role model achieved/ overcame?	<ul style="list-style-type: none"> <li>Talking about life experiences</li> <li>Revising using the past tense in the 3<sup>rd</sup> person</li> </ul>	<b>au: ch: ö: ü:</b>	Writing and reading,
Step 4	What will your role model achieved / over come?	<ul style="list-style-type: none"> <li>Describing future achievements</li> <li>Using the future tense</li> </ul>	<b>ä: w: th: tion</b>	Listening and Translation
Step 5	What are your achievements?	<ul style="list-style-type: none"> <li>Describing and understanding different achievements</li> </ul>	<b>a: eu: ü: ei: w: th: tion</b>	Speaking and reading
Step 6	Combining role models and achievements	<ul style="list-style-type: none"> <li>Using past and present tenses</li> <li>Combining a text with 1<sup>st</sup> and 3<sup>rd</sup> person</li> </ul>	Review of all focussed in prior learning	Writing and reading

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To assist you in describing people, and talk about your achievements and goals in target language. To upskill your linguistic skills, and cultural awareness.	Use of familiar verbs and review tenses (past and future), work, jobs and adjectives.	Future plans, work and jobs, daily life (Identity and Culture & Future Aspirations)	You will be set a variety of homework including research posters, language gym and activelearn.

# TOPIC 2 - Healthy Lifestyle!



Dame Elizabeth  
Cadbury School

Autumn Term 2

YEAR 9

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	The Body parts	<ul style="list-style-type: none"> <li>To learn vocab about body parts</li> <li>Using à + definite article (le/la)</li> </ul>	à + definite article (le/la/les) <b>-œil: -eille silent final consonant (p, s, x)</b>	Translation task, listening and speaking task
Step 2	Le sport et le fitness	<ul style="list-style-type: none"> <li>To talk about sports you play/ do</li> <li>To give opinions about sports and what you do to be a sports person using 'il faut + infinitive'</li> </ul>	Il faut + infinitive = you must <b>Au: i:</b>	Reading, writing tasks
Step 3	Manger sain – eat healthily	<ul style="list-style-type: none"> <li>To learn vocab about food</li> <li>To talk about healthy eating with 'du/de la/ des'</li> <li>Using negative structures</li> </ul>	Je ne mange pas/ je ne bois pas – I don't eat/ I don't drink <b>u: ou: qu</b>	Listening and speaking
Step 5	To talk about what changes you're going to make	<ul style="list-style-type: none"> <li>Use the near future tense to make plans to stay fit</li> <li>Using sequencers and connectives to structure your response</li> <li>Ask someone what their resolutions are to stay healthy</li> </ul>	Je vais + infinitive On va + infinitive <b>ai</b>	Reading and translation and speaking tasks
Step 6	Es-tu en forme? Are you in shape?	<ul style="list-style-type: none"> <li>To describe levels of fitness</li> <li>Using two tenses to compare what you do and what you're going to do in the future</li> </ul>	Je vais + infinitive On va + infinitive <b>ou: ai:</b>	Reading and writing tasks

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To be able to describe your level of fitness and explain what your plans are in the target language. To upskill your linguistic, communication and cultural awareness.	Use of familiar verbs and review tenses (future), free time activities/ sports, adjectives to give opinions, connectives/ sequencers	Holidays, free time and friend.	You will be set a variety of homework including research posters, language gym and activelearn.

# TOPIC 1 - Ma ville!



Dame Elizabeth  
Cadbury School

## Autumn Term 1 YEAR 8

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	What is there in your town?	<ul style="list-style-type: none"> <li>Vocabulary for what is in town.</li> <li>Using "il y a" to describe what there is in your town and 'il n'y a pas de' for what there isn't.</li> </ul>	<b>ille -s-</b> <b>Il y a ; il n'y a pas de (there is ; there isn't)</b>	Listening, reading and translation task
Step 2	To describe your town using prepositions.	<ul style="list-style-type: none"> <li>Learning the prepositions.</li> <li>Use them to give a detailed description of your town.</li> </ul>	<b>ou au oi</b> <b>nasal sounds: an</b>	Speaking and listening tasks.
Step 3	To say where you go at the weekend.	<ul style="list-style-type: none"> <li>Using the verb 'aller' and 'à + definite article' (le/la/les)</li> <li>Use time phrases for more complex sentences</li> </ul>	<b>Je vais – I go</b> <b>À la, au, aux</b>	Listening task, writing task
Step 4	To ask where people want to go at the weekend.	<ul style="list-style-type: none"> <li>Being able to formulate questions.</li> <li>Revision of places in town.</li> <li>Using 'vouloir' (modal verb) to agree/ disagree</li> </ul>	<b>eu</b> <b>silent final consonant (x, t)</b> <b>Je veux – I want</b>	Speaking task (dialogue)
Step 5	What can you do in your town?	<ul style="list-style-type: none"> <li>Using "on peut + infinitive" to say what you can do.</li> </ul>	<b>On peut + infinitive: one can...</b>	Reading task, writing tasks
Step 6	To give opinions about what you can or can't do in your town.	<ul style="list-style-type: none"> <li>Use opinions to develop your answers.</li> <li>Use negative structure 'on ne peut pas + infinitive'</li> </ul>	<b>s-liaison ai</b>	End of unit assessment

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To be able to identify items in your town and abroad using the target language. To upskill your linguistic and cultural awareness.	Use of familiar verbs, free time activities, adjectives and modal verbs	Holidays, free time and local area.	You will be set a variety of homework including research posters, language gym and activelearn.

# TOPIC 1 - Ma ville!



Dame Elizabeth  
Cadbury School

## Autumn Term 1 YEAR 8

	Learning journey	What will I be learning?	Key phonics and vocab	How will I be assessed?
Step 1	What is there in your town?	<ul style="list-style-type: none"> <li>Vocabulary for what is in town.</li> <li>Using "il y a" to describe what there is in your town and 'il n'y a pas de' for what there isn't.</li> </ul>	<b>ille -s-</b> <b>Il y a ; il n'y a pas de (there is ; there isn't)</b>	translation task
Step 2	To describe your town using prepositions.	<ul style="list-style-type: none"> <li>Learning the prepositions.</li> <li>Use them to give a detailed description of your town.</li> </ul>	<b>ou au oi</b> <b>nasal sounds: an</b>	Speaking and listening tasks.
Step 3	To say where you go at the weekend.	<ul style="list-style-type: none"> <li>Using the verb 'aller' and 'à + definite article' (le/la/les)</li> <li>Use time phrases for more complex sentences</li> </ul>	<b>Je vais – I go</b> <b>À la, au, aux</b>	Listening task, writing task
Step 4	To ask where people want to go at the weekend.	<ul style="list-style-type: none"> <li>Being able to formulate questions.</li> <li>Revision of places in town.</li> <li>Using 'vouloir' (modal verb) to agree/ disagree</li> </ul>	<b>eu</b> <b>silent final consonant (x, t)</b> <b>Je veux – I want</b>	Speaking task (dialogue)
Step 5	What can you do in your town?	<ul style="list-style-type: none"> <li>Using "on peut + infinitive" to say what you can do.</li> </ul>	<b>On peut + infinitive: one can...</b>	Reading task, writing tasks
Step 6	To give opinions about what you can or can't do in your town.	<ul style="list-style-type: none"> <li>Use opinions to develop your answers.</li> <li>Use negative structure 'on ne peut pas + infinitive'</li> </ul>	<b>s-liaison ai</b>	End of unit assessment

WHY AM I LEARNING THIS?	LINKS TO PREVIOUS TOPICS	LINKS TO FUTURE TOPICS	HOMEWORK
To be able to identify items in your town and abroad using the target language. To upskill your linguistic and cultural awareness.	Use of familiar verbs, free time activities, adjectives and modal verbs	Holidays, free time and local area.	You will be set a variety of homework including research posters, language gym and activelearn.

# Theme: Identity and Culture



## Topic: Who am I?

Students will learn to discuss relationships with friends and family as well as what they do/did and describe their role models.

	<i>What you will learn?</i>	<i>Grammar</i>	<i>Completed/ Date</i>
<b><i>My family</i></b>	How do you describe your family? How do you get on with your family and why (not)?	Reviewing adjectives / adjective endings Using “Es gibt +” with inverted word order Using “,weil” to justify our opinion	
<b><i>Friendship and family</i></b>	How do you talk about your family and friends? How do you describe your family and friends? How do you say what makes a good friend and what is important in friendships?	Using Possessive adjectives “mein” “dein” Using modal verbs “müssen” “können” Using the dative case “mit”	
<b><i>Comparing your life as a child to now</i></b>	How do you talk about what you could do as a child? How do you compare what you are/were allowed to, have/ had to and can/ could do	Using the modal verbs in the imperfect tense “hatte, konnte, durfte + infinitive verb”	
<b><i>My role model</i></b>	Who is your role model? Why? Why do you admire your role model? How can you describe your role models? Are you for / against role models?	Using different pronouns Using relative pronouns – a person who(der,die,das,die) Using “obwohl”to justify our opinion	

# Theme: Local area, holiday and travel

## Topic: ma région!

Students will learn to talk about their town, activities they can do there depending on the weather and asking for touristic information.

	<i>What you will learn?</i>	<i>Grammar</i>	<i>Completed</i>
<b><i>De la ville a la campagne</i></b>	To talk about where you live and what you can do there	Use the different preposition for 'in' (dans, au, aux, a la) Present tense of the verb 'habiter' and 'on peut'	
<b><i>Ma region est top</i></b>	To describe your region using adjectives Use of superlative (the most...)	Place of adjectives in the sentence Adjective agreement	
<b><i>Ville de rêve ou ville cauchemar</i></b>	To talk about your town – using range of negative structures to describe your town Comparing what there used to be and where there is now	Time phrases + past tense (il y avait) Negative structures (ne..pas, ne.. jamais, ne...plus)	
<b><i>S'il fait beau</i></b>	To discuss your plans depending on the weather Use of present and future tense Use of 'si' structure (if) Revision of free time activities	'si' structure Present and future tense	
<b><i>C'est pour un renseignement</i></b>	To find out tourist information using conditional (je voudrais/ j'aimerais) Asking questions about prices, opening times, facilities	Use the conditional (je voudrais + infinitive) Question words (où, est-ce que, quel)	



# Module 4: Intereses y influencias (Theme: Identity and Culture)

Why now? We need to enhance our narrow listening skills; be able to make inferences in more complicated texts; be able to translate into both Spanish and English; be able to write more independent, longer texts and be able to answer the 'Key Questions' for Module 4: Theme: 1

Big Questions	What I will learn? (End Points)	Grammar Foci	How will I be Assessed?
<i>How do we use stem changing verbs correctly in the present and imperfect tense?</i>	To talk about Free Time activities To use stem-changing verbs correctly <b>Key Questions: Foundation: 1, 6</b> <b>Higher: 1, 6</b>	Stem-changing verbs in the present tense Stem-changing verbs in the preterite tense Recap of 'a+el = al' / 'a+la = a la'	Reading Comprehension Narrow listening exercise
<i>How do we use 'suelo + infinitive'?</i>	To be able to talk about what you <b>usually</b> do To use 'soler + infinitive' <b>Key Questions: Foundation: 3, 4, 5</b> <b>Higher: 3, 4</b>	'suelo + infinitive' (Verb soler in present tense) Recap adjectival agreement Expressions of frequency (todos los días/ siempre/ una vez a la)	Reading Comprehension Extended writing Task
<i>How do we use the imperfect tense to say what you used to do?</i>	To talk about sporting activities/ hobbies To use the imperfect tense to say what you used to do <b>Key Questions: Foundation: 8, 9</b> <b>Higher: 7, 8</b>	Using the imperfect to talk about what you 'usually do' as opposed to referencing the past (Modules 1 & 2) Differentiating between use of 'ser' & 'estar'	Narrow listening task Reading comprehension WCF
<i>How do we use the perfect tense?</i>	To talk about 'what's trending' To use the perfect tense <b>Key Questions: Foundation: 2, 7</b> <b>Higher: 2, 5</b>	Using the perfect tense to talk about what you 'have done' Recognising & applying synonyms and antonyms	Close listening exercise Extended writing piece
<i>How can we use 'algunos/ otros/ muchos/ demasiados' to enhance descriptions?</i>	To discuss different types of entertainment To use 'algunos/ otros/ muchos/ demasiados' To be able to 'agree' and 'disagree' – justifying opinions <b>Key Questions: Foundation: 3, 4, 5</b> <b>Higher: 3, 4</b>	Recap and application of adjectival agreement To say what you feel like/ fancy doing: 'tener ganas de + infinitive' To say what you enjoy doing 'disfrutar de...'	Reading comprehension Oracy task
<i>How do we use the 's/he' form of the preterite tense?</i>	To be able to form the 's/he' form of the preterite tense To be able to complete a translation into Spanish <b>Key Questions: Foundation: 10</b> <b>Higher: 9, 10</b>	Forming the 's/he' form of the preterite tense Revision and Application of all grammar points visited this half term	End of Year Mock Examinations

# Foundation

## Module 4

**Theme: Identity and culture (who am I?; cultural life)**

- 1 ¿Qué haces en tus ratos libres?
- 2 ¿Eres teleadicto/a? ¿Por qué (no)?
- 3 ¿Prefieres ver películas en casa o en el cine?  
¿Por qué?
- 4 ¿Qué tipo de películas prefieres? ¿Por qué?
- 5 ¿Qué tipo de música te gusta? ¿Por qué?
- 6 ¿Qué planes tienes para este fin de semana?
- 7 ¿Tus padres te dan dinero? ¿Qué haces con tu dinero?
- 8 ¿Qué deportes haces? ¿Eres miembro de un club / un equipo?
- 9 Háblame de la última vez que participaste en un deporte.
- 10 ¿Quién es tu modelo a seguir? ¿Por qué?

# Higher

## Module 4

**Theme: Identity and culture (who am I?; cultural life)**

- 1 ¿Qué sueles hacer en tus ratos libres?
- 2 ¿Eres teleadicto/a? ¿Por qué (no)?
- 3 ¿Prefieres ver películas en casa o en el cine?  
¿Por qué?
- 4 ¿Te gusta la música? ¿Por qué (no)?
- 5 ¿Tus padres te dan dinero? ¿Qué haces con la paga?
- 6 ¿Qué planes tienes para este fin de semana?
- 7 ¿Eres muy deportista? ¿Por qué (no)?
- 8 Háblame de la última vez que participaste en un deporte.
- 9 ¿En qué consiste un buen modelo a seguir?
- 10 ¿Quién es tu modelo a seguir?

# Module 3: Migente (Theme: Identity & Culture)

Why now? We need to enhance our narrow listening skills; be able to make inferences in more complicated texts; be able to translate into both Spanish and English; be able to write more independent, longer texts and be able to answer the 'Key Questions' for Module 3: Theme: 1

Big Questions	What I will learn (End Points)	Grammar Foci	How will I be Assessed?
<i>How do we correctly apply the present tense? (Inc Stem Changing verbs)</i>	To talk about socialising and family To be able to conjugate verbs in the present tense <b>Key Questions: Foundation: 2</b> <b>Higher: 7</b>	Conjugating verbs in the present tense Revising accents and stressed syllables Using 'poder + infinitive' & 'querer + infinitive'	Close listening exercise
<i>How do we use adjectival agreements?</i>	To be able to describe people Using adjectival agreement <b>Key Questions: Foundation: 1, 9</b> <b>Higher: 1, 9</b>	Using correct adjectival agreement & syntax Recap – when to (not) use indefinite articles in Spanish	Translation into Spanish Reading comprehension
<i>How do we use the structure 'para with infinitives'?</i>	To talk about social networks Using 'para + infinitive' <b>Key Questions: Foundation: 3, 4, 5</b> <b>Higher: 2, 3, 4</b>	Differentiating between 'para qué?' and 'por qué' Extending responses by referring to different parts of the verb Using 'para + infinitive' to mean 'in order to' or 'for -ing'	Oracy Task – dialogues Translation into Spanish: WCF
<i>How do we form the present continuous?</i>	To be able to make future arrangements Using the present continuous <b>Key Questions: Foundation: 10</b> <b>Higher: 10</b>	Forming the present continuous Recognising irregular present participles ('eyendo')	Listening comprehension Reading Gap Fill
<i>How can we employ a range of connectives to improve our fluency?</i>	To discuss reading preferences To use a range of connectives <b>Key Question: Foundation: 6</b> <b>Higher: 5</b>	Agreeing adjectives when justifying opinions Correct use and agreement of 'me gusta(n)' / 'me chifla(n)'	Reading comprehension Extended writing activity
<i>How do we distinguish between 'ser' and 'estar'?</i>	To be able to describe relationships Using 'ser' and 'estar' <b>Key Question: Foundation: 7, 8, 9</b> <b>Higher: 6, 7, 9</b>	Using 'ser' and 'estar' (DO & PACE) Recognising and applying cognates in our work Using the reflexive verb 'llevarse' bien/ mal con...	End of Unit Assessment



# Foundation

## Module 3

### Theme: Identity and culture (who am I?; cultural life)

- 1 Describe a un buen amigo tuyo / una buena amiga tuya.
- 2 ¿Quiénes son más importantes, tus amigos o tus padres?
- 3 ¿Estás enganchado/a a tu móvil? ¿Por qué (no)?
- 4 ¿Qué aplicaciones usas para estar en contacto con tus amigos y con tu familia?
- 5 ¿Qué piensas de las redes sociales?
- 6 ¿Qué te gusta leer? ¿Por qué?
- 7 ¿Te llevas bien con tu familia? ¿Por qué (no)?
- 8 ¿Por qué es importante pasar tiempo en familia?
- 9 ¿Cómo es un buen amigo / una buena amiga?
- 10 ¿Qué planes tienes con tus amigos este fin de semana?

# Higher

## Module 3

### Theme: Identity and culture (who am I?; cultural life)

- 1 Describe a un buen amigo tuyo / una buena amiga tuya.
- 2 ¿Qué aplicaciones usas para estar en contacto con tus amigos y con tu familia?
- 3 ¿Estás enganchado/a a tu móvil?
- 4 ¿Qué piensas de las redes sociales?
- 5 ¿Qué te gusta leer? ¿Por qué?
- 6 ¿Te llevas bien con tu familia? ¿Por qué (no)?
- 7 Describe a una persona de tu familia.
- 8 ¿Quiénes son más importantes, tus amigos o tus padres? ¿Por qué?
- 9 ¿Cómo es un buen amigo / una buena amiga?
- 10 ¿Qué planes tienes con tus amigos este fin de semana?

# Theme: Identity and Culture



Dame Elizabeth  
Cadbury School

## Topic: Who am I?

Students will learn to discuss relationships with friends and family as well as what they do/did and describe their role models.

	<i>What you will learn?</i>	<i>Grammar</i>	<i>Completed</i>
<b><i>friendship and family</i></b>	To talk about your family and friends. To revise how to describe people To say what makes a good friend and what you do with your friends	Adjective agreement present tense of <i>-er</i> verbs Opinions	
<b><i>My family</i></b>	Describing your family Talking about family relationships	Using reflexive verbs Possessive adjectives ( <i>mon, ma, mes...</i> )	
<b><i>Let's go out</i></b>	To make arrangement to go out Give opinions ( <i>ca va être + adjective</i> )	Using the near future ( <i>aller + infinitive</i> )	
<b><i>Going out</i></b>	To describe a day out, say what you did Compare with what you usually do	Use the perfect tense Use sequencers, time phrases and connectives Structure <i>Normalement + present tense</i>	
<b><i>My role model</i></b>	To discuss role models say why you admire them Describing people (revision)	Use the present and perfect tense together	

# Theme: Identity and Culture

## Topic: Who am I?

Students will learn to discuss relationships with friends and family as well as what they do/did and describe their role models.

	<i>What you will learn?</i>	<i>Grammar</i>	<i>Completed</i>
<b><i>friendship and family</i></b>	To talk about your family and friends. To revise how to describe people To say what makes a good friend	Adjective agreement present tense of <i>-er</i> verbs Opinions	
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<b><i>Let's go out</i></b>	To make arrangement to go out Give opinions ( <i>ca va être + adjective</i> )	Using the near future ( <i>aller + infinitive</i> )	
<b><i>Going out</i></b>	To describe a day out, say what you did Compare with what you usually do	Use the perfect tense Use sequencers, time phrases and connectives Structure <i>Normalement + present tense</i>	
<b><i>My role model</i></b>	To discuss role models say why you admire them Describing people (revision)	Use the present and perfect tense together	