



# CURRICULUM PLAN

MFL SPANISH  
BRAMHALL HIGH SCHOOL

## Curriculum Intent

Modern and Ancient languages provide a way of transcending cultural barriers, allowing students to view their world from a different viewpoint. It prompts them to question what is “normal” and provides them with the ability to embrace that fact that the world is a rich and diverse place filled with different customs, perspectives, history, arts, literature and ways of communicating.

It also affords students the chance to understand the codes, which exist behind languages, and how these might interplay, or be at odds with English. They will be able to recognise that rules and patterns exist throughout languages and that these may well be influenced by the impact of culture. Students can start to build a more powerful understanding of their own language through questioning how we put together words, sentences and text.

One particularly powerful skill that is developed in language learning is the ability to speak and think simultaneously.

**Academic Year: 2026-2027**

**Review Date: July 2027**

**Author: Mr J Austin – Head of MFL**

## YEAR 7

| Term                      | Programme of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Links to the National Curriculum                                                                                               | Assessments                                                                                                                                                                                            | What extra learning opportunities are planned?                                                      | Disciplinary Literacy<br>(* = retrieval)                                                                                                                                                                         |
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| <b>Y7<br/>Term<br/>1a</b> | <p><b><u>Welcome To BHS</u></b><br/> <u>What's your name?</u><br/> <u>How are you?</u></p> <p><b><u>School</u></b><br/> <u>What do you study?</u><br/> School subjects, definite articles</p> <p><u>What do you like/not like to study?</u><br/> Opinions, reasons, connectives, intensifiers, quantifiers, negatives, connectives, favourites</p> <p><u>Who is your favourite teacher?</u><br/> Opinions, reasons, adjectives, connectives, intensifiers, quantifiers, negatives, connectives</p> | <p>See National Curriculum references below</p> <p>NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p> | <p>Fortnightly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Echo reading practice</p> | <p>European day of languages activities (26<sup>th</sup> September)</p> <p>School life in Spain</p> | <p>Term 1</p> <ul style="list-style-type: none"> <li>• Noun</li> <li>• Verb</li> <li>• Adjective</li> <li>• Gender</li> <li>• Intensifier</li> <li>• Infinitive</li> </ul> <p>&amp; all topic specific vocab</p> |

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| <b>Y7<br/>Term<br/>1b</b> | <p><u>What do you study on Monday?</u><br/>Days of the week, telling the time, opinions, reasons</p> <p><u>Describe your uniform</u><br/>Indefinite articles, clothes, plurals, adjectival agreement, colours, opinions</p> <p><u>What do you do at break?</u><br/>Present tense verbs (<i>eat, drink, play, chat</i>), snack items, adverbs of time and frequency, opinions</p> <p><b><u>Include yesterday – preterite of above verbs to be taught as phrase only</u></b></p>                                                                                                                                     | NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 | Fortnightly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Choral reading practice   | MFL Christmas Card competition<br><br>Christmas in Spain                                       | Term 1 <ul style="list-style-type: none"> <li>• Noun</li> <li>• Verb</li> <li>• Adjective</li> <li>• Gender</li> <li>• Intensifier</li> <li>• Infinitive</li> </ul> & all topic specific vocab                                                          |
| <b>Y7<br/>Term<br/>2a</b> | <p><b>Sports and Hobbies</b><br/><u>What hobbies do you have? (incl. Sport)</u><br/><b><u>Focus on infinitives before any present tense.</u></b><br/>-&gt; 1<sup>st</sup> and 3<sup>rd</sup> p.s. present tense verbs (<i>play, do, go, listen, read, watch</i>), <b><u>explicit mention of how to conjugate from infinitive talking about the endings (1<sup>st</sup> and 3<sup>rd</sup> p.s.)</u></b> opinions, reasons, adverbs of time</p> <p><u>What did you do last weekend?</u><br/>Preterite tense verbs as above taught at phrase level, past tense adverbs of time, past tense, opinions and reasons</p> | NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 | Fortnightly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Track The Reader practice | Learn about a Spanish speaking sportsperson<br><br>Do a biography and watch some YouTube clips | Term 2 <ul style="list-style-type: none"> <li>• Preterite</li> <li>• Definite/indefinite article</li> <li>• Irregular Verb</li> <li>• Contrasting opinions</li> <li>• Adverbs of frequency</li> <li>• Plural noun</li> </ul> & all topic specific vocab |

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| <b>Y7<br/>Term<br/>2b</b> | <b>Family</b><br><u>Describe yourself and your family.</u><br>Name, alphabet (to spell name), age, numbers, birthday, months, hair and eyes, characteristics (1 <sup>st</sup> person)<br>Brothers and sisters, other family members, characteristics and physical appearance, opinions (3 <sup>rd</sup> person)<br><b><u>Teach full verbs to have (tener) and to be (ser)</u></b>                 | NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 | Fortnightly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Echo reading practice |                                                                            | Term 2<br><br><ul style="list-style-type: none"> <li>• Preterite</li> <li>• Definite/indefinite article</li> <li>• Irregular Verb</li> <li>• Contrasting opinions</li> <li>• Adverbs of frequency</li> <li>• Plural noun</li> </ul><br>& all topic specific vocab |
| <b>Y7<br/>Term<br/>3a</b> | <b>Family</b><br><u>What do you do with your family?</u><br>Review verbs from sports and hobbies and introduce we form of verbs, opinions and reasons<br><br><u>What will you do next weekend with your family?</u><br>Review sport/hobbies language and teach <b><u>phrase level (real) future activities (go, do, play, watch, listen, visit)</u></b> , future adverbs of time, future opinions | NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 | Fortnightly vocab tests<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Choral reading practice               | Tango book – read the book and discuss the LGBT focussed issues that arise | Term 3<br><br><ul style="list-style-type: none"> <li>• Connective</li> <li>• Preposition</li> <li>• Present tense</li> <li>• Pronunciation</li> <li>• Conjugate</li> <li>• Future tense</li> </ul><br>& all topic specific vocab                                  |
| <b>Y7<br/>Term<br/>3b</b> | <b>My Home</b><br><u>Where do you live?</u><br>Compass points, location within Britain, compare to nearby cities ( <i>outskirts</i> etc.)                                                                                                                                                                                                                                                         | NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8      | Fortnightly vocab tests<br><br>CPR Task                                                                                                                                                         | Compare Spanish houses/housing with UK housing                             | Term 3<br><br><ul style="list-style-type: none"> <li>• Connective</li> <li>• Preposition</li> <li>• Present tense</li> </ul>                                                                                                                                      |

## CURRICULUM PLAN – MFL SPANISH

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|  | <u>Describe your house and bedroom</u><br>Rooms, <i>there is / there are, upstairs / downstairs / outside</i> , adjectives ( <i>modern, old fashioned</i> etc.), furniture, prepositions, opinions |  | Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Track The Reader practice | Look at estate agent adverts | <ul style="list-style-type: none"><li>• Pronunciation</li><li>• Conjugate</li><li>• Future tense</li></ul><br>& all topic specific vocab |
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## YEAR 8

| Term              | Programme of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Links to the National Curriculum                                                                                               | Assessments                                                                                                                                                                                       | What extra learning opportunities are planned?                                           | Disciplinary Literacy                                                                                                                                                                                                  |
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| <b>Y8 Term 1a</b> | <p><b>Holidays</b></p> <p><u>Where do you normally go on holiday?</u><br/>Countries (small focus on geography), correct prepositions with countries, types of accommodation, modes of transport, who do you travel with, opinions and reasons</p> <p><u>What do you normally do on holiday?</u><br/>Revision of verbs from year 7, extras: <i>sunbathe, sight see, buying souvenirs, take photos, bathe, hiking/walking</i><br/>Include we<br/>Weather phrases, focus on <i>when it's sunny, if it rains</i> etc.<br/><b>Explicit teaching of present tense conjugation (<i>visitar</i> and key irregulars)</b></p> | <p>See National Curriculum references below</p> <p>NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p> | <p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Echo reading practice</p> | <p>European day of languages activities</p>                                              | <p>Term 1</p> <ul style="list-style-type: none"> <li>• Noun*</li> <li>• Verb*</li> <li>• Adjective*</li> <li>• Gender*</li> <li>• Intensifier*</li> <li>• Infinitive*</li> </ul> <p>&amp; all topic specific vocab</p> |
| <b>Y8 Term 1b</b> | <p><u>Where did you go on holiday last year?</u><br/>Teach preterite tense of <i>go, stay, play, do, eat, drink, listen, read, talk, watch, find</i><br/>Adapt <i>where do you normally go</i> into the past<br/>(<i>I, he/she</i> and <i>we</i>)<br/>Use the activities from <i>what do you normally do</i> and adapt for the past</p>                                                                                                                                                                                                                                                                             | <p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>                                            | <p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p>                                                              | <p>MFL Christmas Card research competition</p> <p>Research a holiday resort in Spain</p> | <p>Term 1</p> <ul style="list-style-type: none"> <li>• Noun*</li> <li>• Verb*</li> <li>• Adjective*</li> <li>• Gender*</li> <li>• Intensifier*</li> <li>• Infinitive*</li> </ul>                                       |

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|                           | Describe your ideal holiday in the future<br>Use some basic conditional <i>I would like to ...</i> ,<br>teach real future tense (draw on knowledge of infinitives), future tense opinions                                                                                                                                                                              |                                                                              | Regular phonics practice<br><br>Choral reading practice                                                                                                                                        |                                                 | & all topic specific vocab                                                                                                                                                                                                               |
| <b>Y8<br/>Term<br/>2a</b> | <b>Town</b><br><u>Where do you live?</u><br>Types of house, types of area, compass points, prepositions<br><br><u>What is there in your town and what can you do?</u><br>List of buildings and shops, <i>hay</i> and adjective endings, <i>se puede</i> (modal verbs), activities in town (infinitives), <i>donde se puede ...</i> , opinions, reasons                 | NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8      | Weekly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Track the reader practice | Research Madrid<br><br>Watch videos and discuss | Term 2<br><br><ul style="list-style-type: none"> <li>• Adjectival agreement</li> <li>• Negative</li> <li>• Pronunciation*</li> <li>• Conditional</li> <li>• Conjugate*</li> <li>• Future tense*</li> </ul><br>& all topic specific vocab |
| <b>Y8<br/>Term<br/>2b</b> | <u>Where did you live when you were younger?</u><br>Introduce concept of imperfect tense, <i>cuando era más joven, vivía</i> , comparatives to compare old town to where you live now, opinions, <i>era</i><br><br><u>Where would you like to live / will you live in the future?</u><br>Review future tense (draw on knowledge of infinitives), future tense opinions | NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 | Weekly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Echo reading practice     |                                                 | Term 2<br><br><ul style="list-style-type: none"> <li>• Adjectival agreement</li> <li>• Negative</li> <li>• Pronunciation*</li> <li>• Conditional</li> <li>• Conjugate*</li> <li>• Future tense*</li> </ul><br>& all topic specific vocab |



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| <b>Y8<br/>Term<br/>3a</b> | <b>The Spanish-Speaking World</b><br>Appreciating the global nature of Spanish<br>Appreciating cultural differences                                                                                                                                   | NC 3.7                | Weekly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Choral reading practice   | Cultural study | Term 3<br><br><ul style="list-style-type: none"> <li>• Formal and informal terms of address</li> <li>• Translate</li> <li>• Spanish Spk World</li> <li>• Preposition*</li> <li>• Definite/indefinite article*</li> <li>• Plural noun*</li> </ul> & all topic specific vocab |
| <b>Y8<br/>Term<br/>3b</b> | <b>Fashion</b><br><u>What do you like to wear?</u><br>Kerboodle Claro 2, pages 74-77<br>Clothes, opinions<br><br>Getting some food<br>Kerboodle Claro 2, pages 12-13<br>Review types of food<br>Asking for items (do you have, I'd like, how much is) | NC 1.1, 1.2, 1.3, 1.4 | Weekly vocab tests<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Y8 Exams<br><br>Regular phonics practice<br><br>Track the reader practice |                | Term 3<br><br><ul style="list-style-type: none"> <li>• Formal and informal terms of address</li> <li>• Translate</li> <li>• Spanish Spk World</li> <li>• Preposition*</li> <li>• Definite/indefinite article*</li> <li>• Plural noun*</li> </ul> & all topic specific vocab |

## YEAR 9

| Term              | Programme of Learning                                                                                                                                                                                                                                                                                             | Links to the National Curriculum                                                                                             | Assessments                                                                                                                                                                                | What extra learning opportunities are planned?                            | Disciplinary Literacy                                                                                                                                                                                       |
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| <b>Y9 Term 1a</b> | <u>Free Time Activities</u><br><u>What do you do in your spare time?</u><br>Discussion of sports and hobbies, regular and irregular present tense verbs<br><b><u>Include yesterday</u></b><br><br><u>What are you going to do next weekend?</u><br>Review of future tense, sports, hobbies, activities            | See National Curriculum references below<br><br>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 | Weekly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Echo reading practice |                                                                           | Term 1<br><br><ul style="list-style-type: none"> <li>• Noun*</li> <li>• Verb*</li> <li>• Adjective*</li> <li>• Gender*</li> <li>• Intensifier*</li> <li>• Infinitive*</li> </ul> & all topic specific vocab |
| <b>Y9 Term 1b</b> | <u>What do you watch on TV?</u><br>Types of TV programme, opinions and reasons<br><br><u>What sort of music do you like?</u><br>Types of music, include a previous concert visit<br><br><u>Describe your last visit to the cinema.</u><br>What you saw, opinions on the film, the food you ate etc. was it noisy? | NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8                                                 | Weekly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice                              | Discuss Spanish music<br><br>Find a Spanish song and write a review of it | Term 1<br><br><ul style="list-style-type: none"> <li>• Noun*</li> <li>• Verb*</li> <li>• Adjective*</li> <li>• Gender*</li> <li>• Intensifier*</li> <li>• Infinitive*</li> </ul> & all topic specific vocab |

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|                           |                                                                                                                                                                                                                                                                                                              |                                                                              | Choral reading practice                                                                                                                                                                                   |                                         |                                                                                                                                                                                                                                             |
| <b>Y9<br/>Term<br/>2a</b> | <p><b>Customs, Festivals and Celebrations in Spain - Kerboodle</b></p> <p><u>What's your favourite festival in Spain?</u><br/>Look at Spanish festivals. Discuss one in more detail, opinions and reasons.</p> <p><u>Would you like to visit this festival?</u><br/>Conditional, reasons why or why not.</p> | NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 | <p>Weekly vocab tests</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Year 9 Exams</p> <p>Regular phonics practice</p> <p>Track the reader practice</p> | Research and discuss a Spanish festival | <p>Term 2</p> <ul style="list-style-type: none"> <li>• Question words</li> <li>• Pronunciation*</li> <li>• Conjugate*</li> <li>• Translate*</li> <li>• Future tense*</li> <li>• Intonation</li> </ul> <p>&amp; all topic specific vocab</p> |

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| <b>Y9<br/>Term<br/>2b</b> | <p><u>How did you celebrate your last birthday?</u><br/>Past tense activities, what gifts did you get, who was there, opinions and reasons. – Include imperfect tense “when I was younger”.</p> <p><u>How would you celebrate your ideal birthday in the future?</u><br/>Conditional and future – include both.</p>                                                                                                                                                                                                                  | NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 | Weekly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Echo reading practice   |                                    | Term 2 <ul style="list-style-type: none"> <li>• Question words</li> <li>• Pronunciation*</li> <li>• Conjugate*</li> <li>• Translate*</li> <li>• Future tense*</li> <li>• Intonation</li> </ul> & all topic specific vocab              |
| <b>Y9<br/>Term<br/>3a</b> | <p><b>Celebrity Culture - Kerboodle</b><br/><u>Who is your favourite celebrity?</u><br/>Key phrases on physical and character description. Nationality, birthday, age, family. Reasons for being a celebrity/number of followers/views etc.<br/><b>Past tense:</b> where/when born. Where they used to live and achievements/awards to date.</p> <p><u>Would you like to be a celebrity?</u><br/>Can include advantages and disadvantages of being famous.<br/><b>Conditional:</b> if I were famous, I would live/buy/have/do...</p> | NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8      | Weekly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Choral reading practice | Research some Spanish celebrities. | Term 3 <ul style="list-style-type: none"> <li>• Conditional*</li> <li>• Connective*</li> <li>• Preposition*</li> <li>• Definite/indefinite article*</li> <li>• Plural noun*</li> <li>• Ambiguity</li> </ul> & all topic specific vocab |

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| <b>Y9</b><br><b>Term</b><br><b>3b</b> | <b>Media and Technology</b><br><u>What do you use your phone for?</u><br>Key phrases about using phone<br><b><u>Include last night</u></b><br><br><u>Do you like social media?</u><br>Opinions and reasons<br><br><u>What are the (dis)advantages of social media?</u><br>List of (dis)advantages, comparatives, superlatives | NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8 | Weekly vocab tests<br><br>CPR Task<br><br>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson<br><br>Regular phonics practice<br><br>Track the reader practice |  | Term 3<br><br><ul style="list-style-type: none"> <li>• Conditional*</li> <li>• Connective*</li> <li>• Preposition*</li> <li>• Definite/indefinite article*</li> <li>• Plural noun*</li> <li>• Ambiguity</li> </ul> & all topic specific vocab |
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## YEAR 10

| Term               | Programme of Learning                                                                                                                                                                                                         | Links to the GCSE Specification                                                                                                                                                                                                | Assessments                                                                                                                         | What extra learning opportunities are planned? | Disciplinary Literacy                                                                                                                                                                                                                   |
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| <b>Y10 Term 1a</b> | <b>Environment</b><br><u>What are the biggest environmental problems?</u><br>Drought, floods, famine etc.,<br><br><u>What do you and your family do for the environment?</u><br>Recycling, electric car etc, 3rd person verbs | As per the GCSE specification, students will routinely practise the four skills of Listening, Reading, Speaking and Writing.<br><br>They will learn and practise the required grammar.<br><br>3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3 | Weekly vocab tests<br><br>Rotate:<br>Role Play, Photo Card, Translation, Reading Aloud<br><br>CPR Task<br><br>Echo reading practice |                                                | Term 1<br><br><ul style="list-style-type: none"> <li>• Role play</li> <li>• Photo card</li> <li>• Justify opinions</li> <li>• Message conveyed</li> <li>• Range of language</li> <li>• Translate*</li> </ul> & all topic specific vocab |
| <b>Y10 Term 1b</b> | <b>Customs, Festivals and Celebrations in Spain</b><br><u>How do they celebrate Christmas in Spain?</u><br>Regional traditions/food/customs – key dates.<br><br><u>How will you celebrate Christmas?</u>                      | 3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3                                                                                                                                                                                               | Weekly vocab tests<br><br>Rotate:<br>Role Play, Photo Card, Translation, Reading Aloud<br><br>CPR Task                              |                                                | Term 1<br><br><ul style="list-style-type: none"> <li>• Role play</li> <li>• Photo card</li> <li>• Justify opinions</li> <li>• Message conveyed</li> </ul>                                                                               |

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|                            | Future and conditional tense, where will you go, who will you visit, what gifts may you get? Compare with Spain.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                  | Choral reading practice                                                                                                                         |                                         | <ul style="list-style-type: none"> <li>• Range of language</li> <li>• Translate*</li> </ul> & all topic specific vocab                                                                                                             |
| <b>Y10<br/>Term<br/>2a</b> | <p><b>The environment and where people live</b></p> <p><u>Describe the house of your dreams.</u><br/>Future and conditional tense, comparatives, superlatives, opinions, reasons.</p> <p><u>Where do you live? (town, region – not house)</u><br/><i>near to, 20 miles from, NW England,</i> opinions and reasons.</p> <p><u>Describe your town.</u><br/><i>hay, se puede, donde se puede..., no pienso que + subjunctive</i></p> <p><u>Where did you used to live?</u><br/><i>When I was younger ...</i>, imperfect tense, opinions, comparatives (make up if always lived in same area). Mention the house you used to live in briefly.</p> | 3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3 | <p>Weekly vocab tests</p> <p>Rotate:<br/>Role Play, Photo Card, Translation, Reading Aloud</p> <p>CPR Task</p> <p>Track the reader practice</p> | Research a city in Mexico (Mexico City) | <p>Term 2</p> <ul style="list-style-type: none"> <li>• Communicates clearly</li> <li>• Spontaneity</li> <li>• Fluency</li> <li>• Ambiguity*</li> <li>• Pronunciation*</li> <li>• Intonation*</li> </ul> & all topic specific vocab |

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| <b>Y10<br/>Term<br/>2b</b> | <u>What did you do in town at the weekend?</u><br>Activities in town, cinema, restaurants etc.<br>past tense, opinions and reasons (This paragraph can be used in many situations – emphasise the significance of this answer)                                                                                                                                    | 3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3 | Weekly vocab tests<br><br>Rotate:<br>Role Play, Photo Card, Translation, Reading Aloud<br><br>Echo reading practice                                    |  | Term 2<br><br><ul style="list-style-type: none"> <li>Communicates clearly</li> <li>Spontaneity</li> <li>Fluency</li> <li>Ambiguity*</li> <li>Pronunciation*</li> <li>Intonation*</li> </ul> & all topic specific vocab                                           |
| <b>Y10<br/>Term<br/>3a</b> | <u>Travel and tourism, including places of interest</u><br><u>Where do you normally go on holiday?</u><br>Where do you go, where do you stay, who with, how do you get there, what is the weather like? (Discuss types of accommodation and transport)<br><br><u>Describe last year's holiday?</u><br>Where did you go, what did you do?<br>Opinions and reasons. | 3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3 | Weekly vocab tests<br><br>Rotate:<br>Role Play, Photo Card, Translation, Reading Aloud<br><br>Y10 Exams<br><br>CPR Task<br><br>Choral reading practice |  | Term 3<br><br><ul style="list-style-type: none"> <li>Question words*</li> <li>Connective*</li> <li>Formal and informal terms of address*</li> <li>Contrasting opinions*</li> <li>Adverbs of frequency*</li> <li>Conjugate*</li> </ul> & all topic specific vocab |



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| <b>Y10</b><br><b>Term</b><br><b>3b</b> | <u>Speaking Exam Preparation</u><br>Role Play, Photo Card (in class) and<br>Conversation (appointment)<br><br><u>Where would you go on holiday if you were<br/>         rich and famous?</u><br>Future/conditional. | 3.2.1, 3.2.2, 3.2.3,<br>3.2.4 & 3.3 | Weekly vocab tests<br><br>Rotate:<br>Role Play, Photo Card,<br>Translation, Reading<br>Aloud<br><br>CPR Task<br><br>Track the reader<br>practice | IT Room<br>You have £1,000 –<br>plan a mini-break | Term 3<br><br><ul style="list-style-type: none"> <li>• Question words*</li> <li>• Connective*</li> <li>• Formal and informal terms of address*</li> <li>• Contrasting opinions*</li> <li>• Adverbs of frequency*</li> <li>• Conjugate*</li> </ul> & all topic specific vocab |
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## YEAR 11

| Term                       | Programme of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Links to the GCSE Specification                                                                                                                                                                                                                            | Assessments                                                                                                                                            | What extra learning opportunities are planned? | Disciplinary Literacy                                                                                                                                                                                                                                   |
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| <b>Y11<br/>Term<br/>1a</b> | <p><b>Education and Work</b><br/> <u>Describe your school</u><br/>           Size, location, facilities, opinions and reasons</p> <p><u>What subjects do you like?</u><br/>           Review subjects, include teachers, opinions and reasons</p> <p><u>What was your primary school like?</u><br/>           Imperfect tense, mention subjects and teachers, compare to high school, opinions and reasons, comparative adjectives</p> <p><u>What do you think about your uniform/rules?</u><br/>           Modal verbs, <i>one must, one can, one should</i>, and negatives, opinions and reasons, <i>I agree/disagree</i> and <i>why, fair, unfair</i></p> | <p>As per the GCSE specification, students will routinely practise the four skills of Listening, Reading, Speaking and Writing.</p> <p>They will learn and practise the required grammar.</p> <p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p> <p>Theme 2.4</p> | <p>Weekly vocab tests</p> <p>Rotate:<br/>           Role Play, Photo Card, Translation, Reading Aloud</p> <p>CPR Task</p> <p>Echo reading practice</p> |                                                | <p>Term 1</p> <ul style="list-style-type: none"> <li>• Role play*</li> <li>• Photo card*</li> <li>• Justify opinions*</li> <li>• Message conveyed*</li> <li>• Range of language*</li> <li>• Translate*</li> </ul> <p>&amp; all topic specific vocab</p> |
| <b>Y11<br/>Term<br/>1b</b> | <p><b>Education and Work</b><br/> <u>Describe your school</u><br/>           Size, location, facilities, opinions and reasons</p> <p><u>What subjects do you like?</u><br/>           Review subjects, include teachers, opinions and reasons</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>3.2.1, 3.2.2, 3.2.3, 3.2.4 &amp; 3.3</p>                                                                                                                                                                                                                | <p>Weekly vocab tests</p> <p>Rotate:<br/>           Role Play, Photo Card, Translation, Reading Aloud</p>                                              |                                                | <p>Term 1</p> <ul style="list-style-type: none"> <li>• Role play*</li> <li>• Photo card*</li> <li>• Justify opinions*</li> </ul>                                                                                                                        |

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|                            | <p><u>What was your primary school like?</u><br/>Imperfect tense, mention subjects and teachers, compare to high school, opinions and reasons, comparative adjectives</p> <p><u>What do you think about your uniform/rules?</u><br/>Modal verbs, <i>one must, one can, one should</i>, and negatives, opinions and reasons, <i>I agree/disagree</i> and <i>why, fair, unfair</i></p>                                                                                                                                                                            |                                  | <p>CPR Task</p> <p>Y11 Mock Exams</p> <p>Choral reading practice</p>                                                                            |                                                                   | <ul style="list-style-type: none"> <li>• Message conveyed*</li> <li>• Range of language*</li> <li>• Translate*</li> </ul> <p>&amp; all topic specific vocab</p>                                                                                  |
| <b>Y11<br/>Term<br/>2a</b> | <p><b>Education and Work</b></p> <p><u>What are your plans for September?</u><br/>Future and conditional tenses, college, apprenticeship?</p> <p><u>Do you want to go to university?</u><br/>Include apprenticeships, (dis)advantages of university</p> <p><u>What would your ideal career be?</u><br/>Jobs and workplace vocab, future and conditional tenses<br/>Mention work experience</p> <p><u>What do your parents do?</u><br/>Review of jobs, 3<sup>rd</sup> person verbs, 3<sup>rd</sup> person opinions and reasons<br/>What did they used to be?</p> | 3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3 | <p>Weekly vocab tests</p> <p>Rotate:<br/>Role Play, Photo Card, Translation, Reading Aloud</p> <p>CPR Task</p> <p>Track the reader practice</p> | IT Room<br>Which Spanish university would you like to go to? Why? | <p>Term 2</p> <ul style="list-style-type: none"> <li>• Communicates clearly*</li> <li>• Spontaneity*</li> <li>• Fluency*</li> <li>• Ambiguity*</li> <li>• Pronunciation*</li> <li>• Intonation*</li> </ul> <p>&amp; all topic specific vocab</p> |

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| <b>Y11<br/>Term<br/>2b</b> | Revision<br><br>Skill based and topic based revision. |  | Weekly vocab tests<br><br>Rotate:<br>Role Play, Photo Card,<br>Translation, Reading<br>Aloud<br><br>CPR Task<br><br>Y11 Second Mocks<br><br>Echo reading practice |  | Term 2<br><br><ul style="list-style-type: none"> <li>• Communicates clearly*</li> <li>• Spontaneity*</li> <li>• Fluency*</li> <li>• Ambiguity*</li> <li>• Pronunciation*</li> <li>• Intonation*</li> </ul><br>& all topic specific vocab |
| <b>Y11<br/>Term<br/>3a</b> | Revision<br><br>Skill based and topic based revision. |  | GCSEs                                                                                                                                                             |  |                                                                                                                                                                                                                                          |

**Languages Programme Of Study: Key Stage 3, National Curriculum, England. September 2013**

The national curriculum for languages aims to ensure that all pupils:

- 1.1 understand and respond to spoken and written language from a variety of authentic sources
- 1.2 speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- 1.3 can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- 1.4 discover and develop an appreciation of a range of writing in the language studied.

Pupils will be taught to:

**Grammar and vocabulary**

- 2.1 identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- 2.2 use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- 2.3 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
- 2.4 use accurate grammar, spelling and punctuation

**Linguistic competence**

- 3.1 listen to a variety of forms of spoken language to obtain information and respond appropriately
- 3.2 transcribe words and short sentences that they hear with increasing accuracy
- 3.3 initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- 3.4 express and develop ideas clearly and with increasing accuracy, both orally and in writing
- 3.5 speak coherently and confidently, with increasingly accurate pronunciation and intonation
- 3.6 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

- 3.7 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
- 3.8 write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

**AQA GCSE Specification:**

At GCSE students will be expected to develop the following skills:

3.2.1 Listening: understand and respond to spoken language.

3.2.2 Speaking: communicate and interact in speech.

3.2.3 Reading: understand and respond to written language including translating from the Target Language into English.

3.2.4 Writing: communicate in writing including translating from English into the Target Language.

3.3 Grammar