# TCS KS3 Modern Foreign Languages (MFL) Curriculum

## French

### Year 7

| | **Outline of Course/ SOW delivery** | **Key Assessments** *(End point task)* | **Skill Development** | **Key Vocabulary** *(URL link to Tier 2&3 key words)* |
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| Autumn 1 | French and Spanish Skills<br><br>Cognates, phonemes, dictionary skills, how to conjugate a verb, pronouns and opinions connectives, numbers, dates. | Baseline test<br><br>general vocabulary and sentence building to measure what has been learned at primary school in MFL | Recognize cognates, Identify phonemes, Develop dictionary skills, Manipulate verbs by conjugating verbs, Identify pronouns, Opinions , Connectives, Numbers and Dates. | Cognate<br>Dictionary<br>Bi-lingual<br>Phonemes<br>Graphemes<br>Pronouns<br>Adjectives<br>Nouns<br>Accuracy<br><br>**Knowledge organizer link:**<br><br>https://drive.google.com/open?id=1cIWusiho4KiY7LexihyDPzX7HfFtHkSV |
| Autumn 2 | Infinitives Etre, Avoir aller faire – most common irregular verbs | Test to assess implementation of skills in re creating a | memorize Infinitives **etre, avoir aller faire** – most common irregular verbs; | Infinitive<br>Conjugate<br>Paradigm<br>Tenses |

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| | Negatives<br><br>Future tense | letter from a model answer. | form negatives<br><br>recognize Future tense verbs by distinguishing its structure | Justified opinions<br>Negatives<br>False friend<br>Verb<br>Masculine/feminine<br>Plurals<br>Asking questions<br><br>Time phrases<br><br>Varied vocabulary |
| Spring 1 | School<br><br>Adjectives, school subjects, plurals, opinions, agreement, negatives, connectives, present tense | MINI listening | **Listening** student audiological loop development using sentence builders recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported | https://classroom.google.com/u/0/c/NTM4MzQ4NTE2MTda/m/NzY5MjI0MDAzMTha/details<br><br>**Knowledge organizer link:**<br><br>**https://drive.google.com/open?id=1cIWusiho4KiY7LexihyDPzX7HfFtHkSV** |
| Spring 2 | School continued<br><br>Continuation of infinitives and tense formation | MINI reading | recognising grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported | |

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| Summer 1 | Family, pets and describing<br><br>Family members, pets, possessive adjectives, adjectives and agreement<br><br>Conditional tense | MINI Writing | Using STEPS and sentence builders and vocabulary to write a text describing family members, pets, using possessive adjectives; developing coping strategies to break down meaning from transcripts and use them to infer meaning from spoken unfamiliar words; apply grammatical rules to agree adjectives | **Knowledge organizer link:**<br><br>https://drive.google.com/open?id=1cIWusiho4KiY7LexihyDPzX7HfFtHkSV |
| Summer 2 | Family, pets and describing continued<br><br>Continuation of infinitives and tense formation | MINI Speaking | Develop from reading aloud to more spontaneity, repetition and application of phonemes to correct pronunciation. Use of tone /intonation for questioning and expressing meaning.<br><br>Demonstrating understanding of what constitutes a piece of good writing by producing paragraphs describing family members and pets using accurately future and conditional tense first person singular as well a wider range of linguistic devices . | |

# Year 8

| | **Outline of Course/SOW delivery** | **Key Assessments**<br><br>*(End point task)* | **Skill Development** | **Key Vocabulary**<br><br>*(URL link to Tier 2&3 key words)* |
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| Autumn 1 | Hobbies and free time<br><br>Present tense conjugation, sophisticated opinion phrases | MINI Listening | **Listening** student audiological loop development using sentence builders | **vocab lists link**<br><br>https://drive.google.com/file/d/1cneEepko6cKYmAvXkBY1AtGPFlSWZNPC/view?usp=sharing |

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| Autumn 2 | Free time continued<br><br>Future tense | MINI Reading | Recognising grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported | **vocab lists link**<br><br>**https://drive.google.com/file/d/1cneEepkocKYmAvXkBY1AtGPFlSWZNPC/view?usp=sharing**<br><br>**https://drive.google.com/file/d/1ZhmwjONY2NcYnKb0sTfFXxnljrL25osf/view?usp=sharing** |
| Spring 1 | Discussing film preferences<br><br>Agreeing and disagreeing, giving justified opinions | MINI writing | Using STEPS and sentence builders and vocabulary to build text. | https://drive.google.com/file/d/1zfcc6TODPRcwE6dIrL0U8n-K4TK8R-tg/view?usp=sharing |
| Spring 2 | Discussing TV preferences<br><br>Referring to other people | MINI Speaking | Develop from reading aloud to more spontaneity, repetition and application of phonemes to correct pronunciation. Use of tone /intonation for questioning and expressing meaning. | |
| Summer 1 | A Trip to Paris using past tense to describe a trip in the past.<br><br>cultural awareness of Paris via google earth, radio garden, virtual | Teacher assessment<br><br>mini listening skills testing<br><br>mini reading and writing testing. | **Listening** student audiological loop development using sentence builders focusing on regular past tense with AVOIR, negatives in past , irregular past participles and | **vocab lists link**<br><br>https://classroom.google.com/u/0/c/NTM4MzQ4NTE2MzNa/m/NjI5ODQ5Nzg4NTla/details |

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| | 360 tours of the Louvre etc.<br><br>Quiz on cultural capital - the tourist spots in Paris. The Eiffel Tower, the Catacombs, Montmartre etc. | Formal : write a paragraph about an imaginary trip to Paris - deep marking and detailed teacher feedback | **Higher**: past tense using Etre and negatives | **sentence builder link** https://classroom.google.com/u/0/c/NTM4MzQ4NTE2MzNa/m/NTQ4NzM0NDQxNDZa/details |
| Summer 2 | Holidays continued and film project<br><br>Conditional tense, cultural knowledge | Speaking and project work | **Writing** - student productive skills using sentence builders, grammar toolkits and vocab lists to form well structured sentences with accurate grammar- then adding detail using www.wordreference to add detail e.g. adverbs, quantifiers , connectives, sophisticated opinions, check verb conjugations and tenses, key words, extended vocabulary to personalise your work<br><br>**Speaking** : Can they read and record their work | as above |

# Year 9

| | **Outline of Course/SOW delivery** | **Key Assessments**<br><br>*(End point task)* | **Skill Development**<br><br>*(How does this unit build on prior knowledge?)* | **Key Vocabulary**<br><br>*(URL link to Tier 2&3 key words)* |
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| Autumn 1 | Personal relationships<br><br>**MODULE 1**<br><br>Qualities of a good friend- regular present tense ER verbs<br><br>Relationships with friends and family - reflexive verbs and negative<br><br>Making arrangements to go out - immediate future<br><br>describing an outing perfect tense<br><br>Talking about role models | **Listening**<br><br>MINI<br><br>Exam pro and module test 1 ( available)<br><br>**Reading**<br><br>MINI exam pro and module test 1 ( available)<br><br>**Speaking** booklet general conversation theme 1 part 1,2,3<br><br>**Writing**<br><br>exam style<br><br>literary text,<br><br>60-80 words on relationships<br><br>OR<br><br>60-80 words on someone you admire<br><br>OR<br><br>60-80 words on<br><br>describing an outing | **Listening** student audiological loop development -recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported<br><br>**Writing -** preparing model answers for speaking exam<br><br>sentence builders and vocab lists, grammar toolkit to support **Speaking** booklet Theme 1 - use of sentence builders, grammar toolkits and vocab lists to create personalised answers | **LINK for vocab Higher and Foundation**<br><br>https://classroom.google.com/u/0/w/MjkyNTExNzUzOTZa/tc/MTMyOTA5NjM5NzM4<br><br>**Sentence builders for Speaking booklet**<br><br>**Theme 1 part 1 sentence builders:**<br><br>Part 1 French speaking Booklet<br><br>Part 3 French speaking Booklet |
| Autumn 2 | Relationships continued<br><br>**MODULE 1**<br><br>Referring to others and giving justified opinions | **Listening**<br><br>MINI | **Foundation / Higher**<br><br>Speaking booklets to allow students to construct quality answers to questions and monitor progress. Support | |

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| | when expressing likes and dislikes<br><br>Cultural capital;<br><br>How the French celebrate Christmas, New Year , food ,<br><br>traditions and celebrations<br><br>La Galette des Rois - 6th Jan ( Epiphany-) opportunity to make la galette des rois and enjoy the tradition via video footage and how to make recipes. | Exam pro and module test 1 ( available)<br><br>**Reading**<br><br>MINI exam pro and module test 1 ( available)<br><br>**Speaking** booklet general conversation theme 1 part 4, 5, 6<br><br>**Writing**<br><br>exam style<br><br>literary text,<br><br>60-80 words on relationships | resources for this are sentence builders, grammar toolkit and vocab lists.<br><br>Writing - student productive skills using sentence builders, grammar toolkits and vocab lists to form well structured sentences with accurate grammar- then adding detail using www.wordreference to add detail e.g. adverbs, quantifiers , connectives, sophisticated opinions, check verb conjugations and tenses, key words, extended vocabulary to personalise your work | Copy of Part 1 French speaking Booklet<br><br>Part 5 French speaking Booklet<br><br>Copy of Part 6 French speaking Booklet |
| Spring 1 | Leisure time sports,technology, reading, TV and cinema<br><br>**MODULE 2**<br><br>**Foundation** : irregular verbs - consolidation of Past present and future tenses<br><br>depuis + present tense<br><br>irregular verbs in present tense | Teacher assessment<br><br>**Listening**<br><br>MINI<br><br>Exam pro and module test 1 ( available)<br><br>**Reading**<br><br>MINI exam pro and module test 1<br><br>( available) | **Listening** student audiological loop development -recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported | Studio Edexcel GCSE **Foundation** Unit 2 page 28<br><br>GCSE **Higher** p30<br><br>**LINK for vocab**<br><br>**Higher and Foundation** |

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| | negatives and past tense<br><br>**Higher** :talking about life online and using the comparative. imperfect tense, direct object<br><br>pronouns le, la, les superlative adjectives<br><br>Conditional tense and consolidation of tenses, idioms, sophisticated opinion phrases, reflexive verbs | **Speaking** booklet general conversation theme 1 part 4, 5, 6<br><br>**Writing**<br><br>exam style<br><br>60-70 or<br><br>100-150 words on leisure pursuits<br><br>OR<br><br>exam style<br><br>60-70 or<br><br>100-150 words on Technology<br><br>OR<br><br>exam style<br><br>60-70 or<br><br>100-150 words on TV versus cinema | **Reading** - scanning for cognates and key vocabulary extracting<br><br>Reference to sentence builders and vocab lists ( knowledge organisers) help support have **embedded grammar.**<br><br>**Foundation** :<br><br>depuis + present tense<br><br>irregular verbs in present tense<br><br>negatives and past tense<br><br>**Higher** : imperfect tense, direct object pronouns le, la, les superlative adjectives | https://classroom.google.com/u/0/c/NzY4NDM4NDUzMDFa/m/MTMyODk3NzcwNjY1/details<br><br>**LINK for sentence builders for speaking booklet theme 1 part 4**<br><br>Part 4 French speaking Booklet<br><br>**LINK for vocab and sentence builders**<br><br>Part 2 French speaking Booklet |

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| Spring 2 | Leisure time sports,technology, reading, TV and cinema<br><br>**MODULE 2**<br><br>**Easter traditions**<br><br>**picture card opportunities / literary texts** | **Speaking** booklet general conversation theme 1 part 4, 5, 6 | **Speaking**<br><br>Role play opportunities - invites to the cinema, talking about your leisure pursuits speaking student productive skills.<br><br>Develop from reading aloud to more spontaneity, repetition and application of phonemes to correct pronunciation. Use of tone /intonation for questioning and expressing meaning. | **Speaking** Role play Foundations SAMS link<br><br>FOUNDATION role plays 1 |
| Summer 1 | Shopping, buying clothes, eating out<br><br>**MODULE 3** | Teacher assessment<br><br>**Listening**<br><br>MINI<br><br>Exam pro and module test 3 ( available)<br><br>**Reading**<br><br>MINI exam pro and module test 3<br><br>( available)<br><br>**Speaking** booklet general conversation theme 1 part 4, 5, 6 | recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported<br><br>Develop from reading aloud to more spontaneity, repetition and application of phonemes to correct pronunciation. Use of tone /intonation for questioning and expressing meaning. | https://classroom.google.com/u/0/c/NzY4NDM4NDUzMDFa/m/ODczNDMzODU2NzZa/details |
| Summer 2 | Shopping and cultural aspects<br><br>**MODULE 3**<br><br>**Fashion designers, wine cheese,project** | **Speaking assessment**<br><br>roleplay + picture card + theme 1 general conversation Foundation / Higher<br><br>( invigilators ?/ cover needed for staff to conduct orals ) | Introducing GCSE Picture cards - use of PALMs to describe the pictures. Building on descriptions using he /she and they- pronunciation of verbs in plural silent letters | https://classroom.google.com/u/0/c/NzY4NDM4NDUzMDFa/m/ODczNDMzODU2NzZa/details |

# Spanish

## Year 7

| | **Outline of Course/ SOW delivery** | **Key Assessments** *(End point task)* | **Skill Development** *(How does this unit build on prior knowledge?)* | **Key Vocabulary** *(URL link to Tier 2&3 key words)* |
|---|---|---|---|---|
| Autumn 1 | French / Spanish Skills based curriculum | Baseline test general vocabulary and sentence building to measure what has been learned at primary school in MFL | Recognise cognates, phonemes, understand dictionary skills, how to conjugate a verb. Remember pronouns and opinions, connectives, numbers, dates. | Cognate<br>Dictionary<br>Bi-lingual<br>Phonemes<br>Graphemes<br>Pronouns<br>Adjectives<br>Nouns<br>Accuracy |
| Autumn 2 | French / Spanish Skills based curriculum | Teacher assessment: Test to assess implementation of skills in re creating a letter from a model answer. | Recognise and manipulate infinitives of verbs – most common irregular verbs<br>Use negatives and Future tense | Infinitive<br>Conjugate<br>Paradigm<br>Tenses<br>Justified opinions<br>Negatives<br>False friend<br>Verb<br>Masculine/feminine<br>Plurals<br>Asking questions<br>Time phrases<br>Varied vocabulary<br><br>https://drive.google.com/open?id=1QwSM4GQhFY1D5jUUcVtas_DZmdg2r4gj |
| Spring 1 | School | Teacher assessment:<br><br>Mini Listening | Recognise and remember vocabulary on topic of school. Manipulate adjectives to describe school subjects. Understand | Link to vocabulary<br><br>https://drive.google.com/file/d/11uXuDnEp7crcveuD47YQl9JyFCzUOmYH/view?usp=sharing |

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| | | | plurals and use opinions.<br><br>Manipulate agreements, negatives, connectives, present tense.<br><br>**Listening** student audiological loop development using sentence builders recognising sounds | |
| Spring 2 | School continued | Teacher assessment:<br><br>Mini Reading | Continuation of infinitives and tense formation. Demonstrate accurate pronunciation<br><br>Recognising grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning | |
| Summer 1 | Family, pets and describing | Teacher assessment:<br><br>Mini Writing | Using STEPS and sentence builders and vocabulary to write a text describing family members, pets, using possessive adjectives.<br><br>Recognise and remember vocabulary on Family members and pets. Manipulate possessive adjectives, adjectives and | Link to vocabulary<br><br>https://drive.google.com/file/d/19azCoGz7NgXrsViipYUhwrYA871wd6cy/view?usp=sharing |

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| | | | demonstrate agreement.<br><br>Using STEPS and sentence builders and vocabulary to build text. | |
| Summer 2 | Family, pets and describing continued | Teacher assessment:<br><br>Mini Speaking | Develop from reading aloud to more spontaneity, repetition and application of phonemes to correct pronunciation. Use of tone /intonation for questioning and expressing meaning. Continuation of infinitives and tense formation. Create extended paragraph to describe school subjects and teachers.<br><br>Develop from reading aloud to more spontaneity, repetition and application of phonemes to correct pronunciation | |

# Year 8

| | **Outline of Course/SOW delivery** | **Key Assessments**<br><br>*(End point task)* | **Skill Development**<br><br>*(How does this unit build on prior knowledge?)* | **Key Vocabulary**<br><br>*(URL link to Tier 2&3 key words)* |
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| Autumn 1 | Hobbies and free time | Teacher assessment:<br><br>Mini Listening | Understand and manipulate the Present tense conjugation of regular verbs. Use sophisticated opinion phrases and create extended paragraph describing your hobbies<br><br>**Listening** student audiological loop development using sentence builders | Link to vocabulary<br><br>https://drive.google.com/drive/folders/1hox1IfvmpK682xLE-zda1A1Z6SHBnzGz?usp=sharing |
| Autumn 2 | Free time continued | Teacher assessment:<br><br>Mini Reading | Recognise, remember and manipulate the Future tense to say what you are going to do.<br><br>Recognising grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, | |
| Spring 1 | Town | Teacher assessment:<br><br>Mini Writing | Using STEPS, sentence builders and vocabulary to develop text. Use adjectives to justify opinion about your town.<br><br>Remember vocabulary on topic of places in town. Understand the structure of negatives | Link to vocabulary<br><br>https://drive.google.com/drive/folders/1M8YkjnN9vwB7_zLVMVSDpyEeOIqSisId?usp=sharing |

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| | | | and demonstrate use of justified opinions in extended sentences.<br><br>Using STEPS and sentence builders and vocabulary to build text. | |
| Spring 2 | Town and region continued | Teacher assessment:<br><br>Mini Speaking | Manipulate the use of 'he/she' to refer to other people and describe what others like/dislike where they live.<br><br>Develop from reading aloud to more spontaneity, repetition and application of phonemes to correct pronunciation. | |
| Summer 1 | House | Teacher assessment:<br><br>Mini Listening, Reading and Writing testing.<br><br>Formal : write a paragraph about your house - deep marking and detailed teacher feedback | Recognise, remember and understand the Past tense of regular verbs. Manipulate the present, preterite and near future tenses to narrate events in three tenses.<br><br>Create a piece of extended writing<br><br>**Listening** student audiological loop development using sentence builders | Link to vocabulary https://drive.google.com/drive/folders/1Q-rtCJ3Ct6dCZ_KwQy0Gu8Fg0iiXVZLZ?usp=sharing |
| Summer 2 | House continued and film project | Speaking and Project work | **Writing** - student productive skills using sentence builders, grammar toolkits and vocab lists to form well | |

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| | | | structured sentences with accurate grammar- then adding detail using www.wordreference to add detail e.g. adverbs, quantifiers , connectives, sophisticated opinions, check verb conjugations and tenses, key words, extended vocabulary to personalise your work<br><br>Manipulate the Conditional tense to say where you 'would' like to live and what film you would like to watch. Demonstrate cultural knowledge of popular Spanish films | |

## Year 9

| | **Outline of Course/SOW delivery** | **Key Assessments**<br><br>*(End point task)* | **Skill Development**<br><br>*(How does this unit build on prior knowledge?)* | **Key Vocabulary**<br><br>*(URL link to Tier 2&3 key words)* |
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| Autumn 1 | Personal description and personality<br><br>Body parts | Teacher assessment:<br><br>**Listening**<br><br>Mini Exam Pro<br><br>**Speaking**<br><br>booklet general conversation | Recognise and remember vocabulary on personality.<br><br>Manipulate the verb "ser" to describe other people's personality.<br><br>Recognise and remember vocabulary on physical description.<br><br>Manipulate the verbs "tener" and "estar" to | Link to vocabulary and 'bigger picture' https://drive.google.com/drive/folders/19qViXLCIhkkluXYNwSSpxHxMV1wo5Sdf?usp=sharing |

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| | | **Reading**<br><br>Mini Exam Pro<br><br>**Writing**<br><br>Exam style<br><br>literary text,<br><br>60-80 words on describing someone you admire | describe other people's physical appearance.<br><br>Recognise, remember and use masculine/feminine adjective endings correctly.,<br><br>Justify opinions and to evaluate the opinions of others.<br><br>**Listening** student audiological loop development<br><br>**Speaking** booklet Theme 1 - use of sentence builders, grammar toolkits and vocab lists to create personalised answers<br><br>**Writing -** preparing model answers for speaking exam<br><br>sentence builders and vocab lists, grammar toolkit to support | |
| Autumn 2 | Daily routine | Teacher assessment:<br><br>**Listening**<br><br>MINI<br><br>Exam pro & Module test<br><br>**Reading** | Recognise, remember and manipulate reflexive verbs to describe daily routine.<br><br>Recognise, remember and manipulate the present, preterite and near future tenses to | End of unit test<br><br>https://classroom.google.com/u/0/c/MjkyNTM5NjQ2Nzha/m/NTY2MDQ5NDAxNTha/details<br><br>Speaking booklet |

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| | | MINI exam pro & Module test<br><br>**Speaking** booklet general conversation<br><br>**Writing**<br>exam style<br>literary text,<br>60-80 words on Daily Routine | narrate events in three tenses.<br><br>**Foundation / Higher**<br><br>Speaking booklets to allow students to construct quality answers to questions and monitor progress.<br><br>Create a piece of extended writing under exam conditions. | (self and routine sections)<br><br>https://classroom.google.com/u/0/w/MjkyNTM5NjQ2Nzha/t/all |
| Spring 1 | Holidays and holiday problems<br><br>illnesses | Teacher assessment:<br><br>**Listening**<br><br>Mini Exam pro and module test<br><br>**Reading**<br><br>MINI exam pro and module test 1<br><br>**Speaking** booklet general conversation<br><br>**Writing**<br>exam style<br>60-70 or<br>100-150 words on Holidays | Recognise and remember vocabulary on holidays, such as destinations, accommodation and activities.<br><br>Recognise and manipulate verbs in the conditional tense.<br><br>Understand idioms and use them in set phrases.<br><br>Justify opinions using sophisticated opinion phrases.<br><br>Evaluate the opinions of others.<br><br>Demonstrate cultural awareness of important/popular holiday destinations in the Hispanic world. | Link to vocabulary and 'bigger picture' https://drive.google.com/open?id=1jS6xVSMb1d-Q9ZP6nd4jOGq3zz7aH3iT |

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| | | | **Listening** student audiological loop development<br><br>recognising sounds, grammatical knowledge, noting key vocabulary, summarizing, deducing meaning, gist to show meaning, anticipation of extracts via rubrics, second guessing, making intelligent guesses based on what you have understood, risk taking, annotating answers , short hand or use of code- supported or unsupported<br><br>**Reading** - scanning for cognates and key vocabulary extracting | |
| Spring 2 | Holidays continued | Reading and Writing<br><br>**Speaking** booklet general conversation | Recognise, remember and manipulate reflexive verbs to describe daily routine.<br><br>Recognise, remember and manipulate the present, preterite and near future tenses to narrate events in three tenses.<br><br>Create a piece of extended writing under exam conditions. | End of unit test<br><br>https://classroom.google.com/u/0/c/MjkyNTM5NjQ2Nzha/m/NjMxMDc3NTA4ODRa/details<br><br>Speaking booklet<br><br>(holidays section)<br><br>https://classroom.google.com/u/0/w/MjkyNTM5NjQ2Nzha/t/all |

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| | | | **Speaking**<br><br>Role play opportunities - Speaking about holidays / holiday problems | |
| Summer 1 | Food and traditions | Teacher assessment:<br><br>**Listening**<br><br>MINI<br><br>Exam pro and module test<br><br>**Reading**<br><br>MINI exam pro and module test<br><br>**Speaking** booklet general conversation | Justify and analyse the opinions of others.<br><br>Demonstrate an understanding of culture knowledge surrounding food and mealtimes in the Hispanic world.<br><br>Develop from reading aloud to more spontaneity, repetition and application of phonemes to correct pronunciation. Use of tone /intonation for questioning and expressing meaning. | Link to vocabulary and 'bigger picture' https://drive.google.com/drive/folders/1OcP50wlA0YjH9eEhzbMHmo6rVKB_J7xo?usp=sharing |
| Summer 2 | Food continued and film project | Teacher assessment:<br><br>**Speaking assessment**<br><br>roleplay + picture card + general conversation Foundation / Higher<br><br>**Writing assessment** | Recognise, remember and manipulate food and drink verbs to describe preferences and mealtimes.<br><br>Recognise, remember and manipulate the present, preterite and near future tenses to narrate events in three tenses.<br><br>Introducing GCSE Picture cards - use of | End of unit test<br><br>https://classroom.google.com/u/0/c/MjkyNTM5NjQ2Nzha/m/NTY2MDQ5NDAxODZa/details<br><br>Speaking booklet (food section)<br><br>https://classroom.google.com/u/0/w/ |

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| | | | PALMs to describe the pictures.<br><br>Create a piece of extended writing under exam conditions. | MjkyNTM5NjQ2Nzha/t/all |