



# Modern Foreign Languages Learning Map



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p>Core phonetics Introduction to: Spanish alphabet. Spanish vowels. Spanish consonants. Spanish letter strings.</p>	<p>I'm learning Spanish Identify Spain on a map. Name the capital of Spain and other Spanish cities. Name other Spanish speaking countries. Say my name. Say how I am feeling. Count to 10. Identify 5 colours.</p>	<p>Animals Name at least five animals correctly. Match animals in Spanish to the correct picture. Attempt to spell at least three animals correctly in Spanish.</p>	<p>Musical instruments Name at least five instruments correctly. Match all the words for the instruments to their appropriate picture. Attempt to spell at least three instruments. Say what instrument I play.</p>	<p>Little Red Riding Hood Listen and follow the story of 'Caperucita Roja.' Recognise and name at least five parts of the story. Match sequence picture cards to their word card accurately. Name and spell at least three parts of the body learned in the story.</p>	<p>Fruit Say at least 5 fruits (including the correct article). Say I like at least one fruit in Spanish using "Me gustan..." Say I do not like at least one fruit in Spanish using "No me gustan..." Ask somebody what fruit they like in Spanish using the question "¿Te gustan...?"</p>
<b>Year 4</b>	<p>Presenting myself Tell somebody how I am feeling. Ask a person how they are feeling. Count from 1-20 in Spanish. Tell somebody my name. Ask somebody their name. Tell somebody my age. Ask somebody their age. Tell somebody where I live. Ask somebody where they live. Tell somebody where I am from.</p>	<p>I can... Name at least five common verbs. Spell at least five verbs. Match all ten verbs to their appropriate picture. Say five activities that I am able to do.</p>	<p>Family Say the words for mum, dad, brother, sister, grandfather and grandmother. Say the ages of various members of a/my family. Count up in tens from 10 to 100. Remember and use the different words for "my." Talk about a/my family.</p>	<p>Rooms of the house Say and spell the words for an apartment and a house. Say what rooms I have in my home using the phrase "En mi casa hay..." Say what rooms I do not have in my home starting with the phrase "En mi casa no hay..." Use the connective word for "and" (y) to link two sentences together. Ask somebody to describe their home to me using the phrase "¿Cómo es tu casa?"</p>	<p>Habitats Say what the word for "habitat" is in Spanish. Say at least 1 thing necessary in a habitat for plants and animals to survive. Name at least 1 different type of habitats. Name at least one plant or animal that lives in a particular habitat. Present in oral or written form on a particular habitat.</p>	<p>The Romans Remember at least 3 key words from the story of Romulus and Remus. Name at least 3 of the key people in the history of the Roman Empire. Say and spell the days of the week accurately. Say three things that the Romans invented. Pretend to be a child in Roman times and tell you two things I might do during a typical day to survive.</p>
<b>Year 5</b>	<p>Presenting myself (revision of this and key vocab) Tell somebody how I am feeling. Ask a person how they are feeling. Count from 1-20 in Spanish. Tell somebody my name. Ask somebody their name. Tell somebody my age. Ask somebody their age. Tell somebody where I live. Ask somebody where they live. Tell somebody where I am from.</p>	<p>At the café Order a Spanish breakfast food for breakfast. Order a Spanish breakfast drink. Order a complete Spanish breakfast Order lunch from a selection of snacks and drinks. Ask for the bill. Remember to say hello, goodbye, please and thank you.</p>	<p>The Classroom Name at least six classroom objects. Spell correctly at least four classroom objects and say if they are "UN", "UNA" or "UNAS." Tell you three things that I have in my pencil case. Tell you three things that I do not have in my pencil case. Follow three simple classroom commands when asked in Spanish.</p>	<p>Goldilocks Remember all the correct words for at least six of the picture cards. Remember the correct translation in English for at least six of the word cards. Spell at least six of the new words I have learnt from Ricitos de Oro Read a phrase card correctly and with good pronunciation. Sequence most of the phrase cards.</p>	<p>Do you have a pet? Say and spell at least four pets with the correct word for "a." Say I have a pet. Say what my pet is called. Ask somebody if they have a pet. Tell somebody that I do not have a pet. Use the connective "but" to link two sentences together.</p>	<p>Planets Name the planets with good pronunciation and locate most of them on a solar system map Spell at least five of the planets accurately Tell you one interesting fact about four of the planets Explain adjectival agreement and apply it when using adjectives</p>

				Create my own version of the story using phrase and picture cards to help me.		
<b>Year 6</b>	Presenting myself (revision of this and key vocab) Tell somebody how I am feeling. Ask a person how they are feeling. Count from 1-20 in Spanish. Tell somebody my name. Ask somebody their name. Tell somebody my age. Ask somebody their age. Tell somebody where I live. Ask somebody where they live. Tell somebody where I am from.	What is the date? ... read and repeat all twelve months of the year with good pronunciation from memory ...spell at least five months of the year accurately ... say what the date is today and ask what the date is ... say when my birthday is ... ask when somebody's birthday is	The weather Remember at least five phrases for the weather. Translate Spanish weather phrases correctly into English Ask what the weather is like today. Say what the weather is like today. Describe what the weather is like in Spain by reading a Spanish weather map.	Clothes Repeat from memory at least ten items of clothing. Say the correct word for "a" in Spanish for items of clothing. Say the verb "PONERSE" in Spanish using all the different forms. Say what I am wearing today. Say what my friend next to me is wearing. Say what I wear in different weather or for school	The Olympics. Use listening skills to recall some of the key facts from the history of the ancient Olympics. Recall and repeat some of the key facts connected to the modern Olympics. Name and spell from memory at least three of the current events in the Olympics. Recognise and start to conjugate the verb PRACTICAR accurately. Speak as an Olympian about which sport you do.	At school. Repeat from memory all the school subjects learned in class. Say what subjects you like and dislike at school. Say the (hourly) time of school subjects. Say what subjects there are at school today. Say what time you go to school.
*French/ Spanish is taught to all pupils in Year 7 on a rolling programme. In September 2018 all Year 7 pupils started learning Spanish and in September 2019 all Year 7 pupils started learning French.						
<b>Year 7</b>	<b>Phonics, Alphabet, Greetings, Introducing yourself/ your Spanish persona</b> Phonemes Plurals Extended sentences	<b>Talking about yourself (your Spanish persona) and others</b> Festivals and customs Extended sentences Irregular verbs	<b>Describing yourself/ your Spanish persona</b> Extended sentences Regular and Irregular verbs	<b>Talking about your family/your Spanish persona's family</b> Festivals and customs Extended sentences Adjectival word order and agreements Negatives Opinions	<b>Talking about free time activities</b> Extended sentences Expressions of frequency Present tense high frequency verbs Opinions	<b>Plans for the weekend</b> Extended sentences Near future tense Opinions
	<p><b>Year 7 students will develop their KNOWLEDGE of:</b></p> <ul style="list-style-type: none"> <li>• understanding that nouns have a gender</li> <li>• understanding the difference between the different words used to say 'a/the/some'</li> <li>• different verb forms for regular and irregular verbs in the present tense</li> <li>• forming negatives</li> <li>• verbs in the future tense (using two tenses present and future together)</li> <li>• understanding how adjectives work</li> </ul> <p><b>Students will develop their SKILLS in:</b></p> <ul style="list-style-type: none"> <li>• holding a short conversation with some spontaneity across several topics</li> <li>• speaking with generally accurate pronunciation and intonation</li> <li>• asking questions</li> <li>• giving opinions in different ways with reasons</li> <li>• understanding short spoken passages/ texts containing predictable information drawn from several familiar topics</li> <li>• writing with extended sentences using connectives using intensifiers and expressions of frequency to make sentences more interesting <ul style="list-style-type: none"> <li>• writing with correct punctuation and capital letters</li> </ul> </li> <li>• using a dictionary to check spellings and find words</li> <li>• checking work for mistakes in spelling and meaning</li> <li>• writing short paragraphs from memory</li> <li>• transcribing words and short sentences which they hear with increasing accuracy</li> <li>• translating sentences between English and the target language</li> </ul>					
<b>Year 8</b>	<b>Free-time activities Technology and mobile phones</b> Extended sentences, expressions of frequency, opinions, present tense, sequencing words	<b>Music, TV and films</b> Festivals and customs Extended sentences, expressions of frequency, opinions, present tense, complex negatives	<b>Festivals and customs</b> Going to school in the French speaking world Subjects Teachers The future tense, comparatives and superlatives	<b>Life at school</b> The School Day Time Extended sentences, opinions, present, past and future tenses, expressions of frequency,	<b>Food and Drink</b> Traditional dishes in the French speaking world Extended sentences, present tense, articles/ du/de la/ de l'/des, opinions conditional tense (what you would like to try)	<b>Ordering food and drink</b> Formal and informal forms of address Transactional language

Year 8 students will have the opportunity to revisit, recall and apply their understanding of the key KNOWLEDGE covered in Year 7. They will also develop their **KNOWLEDGE** of;

- understanding and using the formal and informal forms of address
- verbs in the past tense
- using the conditional tense
- understanding comparatives and superlatives
- complex negatives
- relative pronoun – don't linked to school subjects

Students will develop their **SKILLS** in:

- holding a conversation using different time frames
- holding a conversation on topics covered in previous years
- interacting more confidently within familiar topics
  - understanding longer spoken passages/ texts containing predictable information drawn from several familiar topics
- understanding a few unpredictable elements
- inferring meaning of some unfamiliar language,
- translating short phrases between English and the target language
- transcribing short sentences which they hear with increasing accuracy
- writing with extended sentences using a wide range of connectives

writing a text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings

<b>Year 9</b>	<b>Describing yourself and others</b> Present tense, imperfect tense, adjectival word order and agreements, extended sentences, connectives	<b>Clothes and talking about what you wear</b> Present, past and future tenses, expressions of frequency, range of opinions, adventurous language	<b>Family and relationships</b> Present tense, reflexive verbs, opinions and justifications, adventurous language	<b>At home</b> Present tense, reflexive verbs, adjectival agreements, opinions	<b>Home town</b> Present, past and future tenses, Range of opinions and adventurous language	<b>Region</b> Present, past, future and conditional tenses, Range of opinions and adventurous language
---------------	--	--	--	---	---	---

Year 9 students will have the opportunity to revisit, recall and apply their understanding of the key KNOWLEDGE covered in Year 7 & 8. They will also develop their **KNOWLEDGE** of;

- verbs in the imperfect tense
- verbs in the conditional tense
- Reflexive verbs
- Forming subordinate clauses – que se llama/ donde
- Using prepositions – describing bedroom

Students will develop their **SKILLS** in:

- giving more developed responses on a range of topics, which go beyond personal, everyday issues.
- using more ambitious language when responding to questions
- understanding longer spoken passages/ texts which contain some unpredictable information, different time frames and a range of structures drawn from a range of KS3 topics
- translating short passages between English and the target language
- transcribing longer sentences which they hear with increasing accuracy
- writing extended pieces of several paragraphs from memory, drawn from a variety of current and previous topics, using a range of more complex structures with some errors.

## GCSE French/ Spanish Course

The GCSE French/ Spanish course is designed to build on the knowledge and skills acquired during Key Stage 3. The course is linear. Linear means that students will sit all their exams at the end of the course. The four skills will be developed in a lively and up-to-date manner using a wide range of resources. Students will develop the ability to communicate effectively in French through both the spoken and written word as well as to develop an understanding of the spoken and written forms of the language and its grammar.

<b>Year 10</b>	<b>Free-time activities</b>	<b>Technology in everyday life</b>	<b>Travel</b>	<b>Tourism</b>	<b>My studies Life at school Education post -16</b>	<b>Jobs, career choices and ambitions</b>
<b>Year 11</b>	<b>Travel and tourism</b>	<b>Revision of school Education post-16 Jobs, career choices and future plans</b>	<b>Heathy / unhealthy living Global and social issues</b>	<b>Knowledge and Skills based revision</b>	<b>GCSE Speaking, Listening, Reading and Writing exams</b>	<b>N/A</b>

Year 10 & 11 students will have the opportunity to revisit, recall and apply their understanding of the key KNOWLEDGE covered in Year 7, 8 & 9. They will also develop their **KNOWLEDGE** of;

- using verbs in a range of different time frames
- verbs in the future and the immediate future
- verbs in the pluperfect tense

- using the present participles
- recognising and using the subjunctive mood
- recognising and using the passive voice in the present tense

Over the two year GCSE Course students will develop their SKILLS in:

**Speaking**

- communicating and interacting effectively in speech for a variety of purposes across a range of specified contexts
- making appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- making more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker

**Listening & Reading**

- demonstrating general and specific understanding of different types of spoken language/ written texts
- identifying the overall message, key points, details and opinions in a variety of short and longer spoken passages/ written texts, involving some more complex language, recognising the relationship between past, present and future events
- deducing meaning from a variety of short and longer spoken/ written texts, involving some complex language
- recognising and responding to key information, important themes and ideas in more extended spoken text/ written text, including authentic source
- translating a short passage from French into English

**Writing**

- communicating effectively in writing for a variety of purposes across a range of specified contexts
- making accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulating the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- translating sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

# Aspire for Excellence