



# Modern Foreign Languages Learning Map



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<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>Core phonetics Introduction to: Spanish alphabet. Spanish vowels. Spanish consonants. Spanish letter strings.</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>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>I can (Puedo) 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>Shapes (Las formas) Name at least 3 shapes in Spanish with accurate pronunciation. Name at least 3 shapes in Spanish with the correct article. Spell at least 3 shapes in Spanish with accurate spelling. Count from 1 to 5.</p>
<b>Year 4</b>	<p>Greetings Say hello using 'hola' and/or 'buenos días'. Say 'my name is...' Ask how somebody is feeling and give a reply. Say goodbye and/or see you soon.</p>	<p>Colours and Numbers Say 10 common colours in Spanish. Count from 1-10 in Spanish.</p>	<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>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>	<p>Vegetables Say at least 5 vegetables in Spanish Say I would like at least one vegetable in Spanish Say I would like a kilo of at least one vegetable in Spanish Say please in Spanish</p>	<p>Ice Cream Name at least 5 ice-cream flavours in Spanish with accurate pronunciation. Say I would like an ice-cream using "quisiera" in Spanish. Specify what flavour ice-cream I would like. Say whether I would like a cone or a pot/small tub in Spanish. Say how many scoops I would like.</p>
<b>Year 5</b>	<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>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>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>My home 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>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>
<b>Year 6</b>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>Habitats .. tell you what the word for "habitat" is in Spanish. ... remember at least 1 things 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.</p>	<p>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.</p>	<p>The weekend ... ask the time ... tell you the time accurately ... say at least five things that I do at the weekend ... tell you where the verb is in the phrases we have learnt in the unit ... use connectives to link three phrases together</p>

		Describe what the weather is like in Spain by reading a Spanish weather map.	Say what my friend next to me is wearing. Say what I wear in different weather or for school	...present in oral or written form on a particular habitat.		... tell you what I do at the weekend and at what time
*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.						
Year 7	<b>Phonics, Alphabet, Greetings, Introducing yourself/ your Spanish persona</b> Phonics, articles, plurals extended sentences present tense – irregular verb ‘Tener’  <b>Festival – Day of the Dead</b> Diversity in the Spanish speaking world	<b>Talking about yourself (your Spanish persona) and others</b> Articles, plurals, extended sentences Present tense - Irregular verbs Adjectival agreements  <b>Christmas in Spain &amp; New Year’s Eve traditions in the Spanish speaking world</b>	<b>Describing yourself/ your Spanish persona</b> Extended sentences Regular and Irregular verbs Adjectival agreements  <b>Spanish speaking world</b>	<b>Talking about your family/ your Spanish persona’s family</b> Festivals and customs Extended sentences Adjectival word order and agreements Opinions  <b>Famous Spanish celebrities and their families</b> Easter in Spain	<b>Talking about free time activities</b> Extended sentences Present tense high frequency verbs Opinions  <b>Famous Spanish sports personalities</b>	<b>Plans for the weekend</b> Extended sentences Near future tense Opinions  <b>Spanish festival – La Tomatina</b>
Year 8	<p><b>Year 7 students will develop their KNOWLEDGE of:</b></p> <ul style="list-style-type: none"> <li>the sound system in Spanish focusing on vowels and tricky sounds</li> <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</li> <li>using intensifiers and expressions of frequency to make sentences more interesting</li> <li>writing with correct punctuation and capital letters</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>Phonics, talking about Food and Drink</b> Phonics, opinion, adjectives, extended sentences, present tense regular ‘ar’ and ‘er’ verbs, radical changing verbs, the future tense, demonstrative adjectives Learning about typical food and drink in Spain	<b>Traditional dishes in the Spanish speaking world/ Ordering food and drink</b> Extended sentences, conditional tense/ Formal and informal forms of address <b>Transactional language</b> Learning about typical food and drink in the Spanish speaking world/ April Fool’ Day	<b>At home</b> Present tense, imperfect tense, conditional tense, adjectival agreements, subordinate clauses, opinions Living in the Spanish speaking world	<b>Home town</b> Present, past, future and conditional tenses, Range of opinions and adventurous language Discovering Spanish cities Spanish festival – Las Fallas	<b>Going to school in the Spanish speaking world</b> Subjects Teachers Range of opinion phrases, adventurous language <b>comparatives and superlatives</b> Comparing schools in England and the Spanish speaking world.	<b>Life at school</b> <b>The School Day</b> Time Extended sentences, opinions, present, past and future tenses Spanish festival - San Fermín/ El Boloencierro
	<p>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 <b>KNOWLEDGE</b> of;</p> <ul style="list-style-type: none"> <li>understanding and using the formal and informal forms of address</li> <li>verbs in the past tense</li> <li>using the conditional tense</li> <li>using the imperfect tense</li> <li>understanding comparatives and superlatives</li> <li>complex negatives</li> <li>relative pronoun – dont linked to school subjects</li> </ul> <p>Students will develop their <b>SKILLS</b> in:</p>					

Year 9	<ul style="list-style-type: none"> <li>• holding a conversation using different time frames</li> <li>• holding a conversation on topics covered in previous years</li> <li>• interacting more confidently within familiar topics</li> <li>• understanding longer spoken passages/ texts containing predictable information drawn from several familiar topics</li> <li>• understanding a few unpredictable elements</li> <li>• inferring meaning of some unfamiliar language,</li> <li>• translating short phrases between English and the target language</li> <li>• transcribing short sentences which they hear with increasing accuracy</li> <li>• writing with extended sentences using a wide range of connectives</li> </ul> <p>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</p>	<p><b>Phonics, Family</b></p> <p><b>Phonics, Present tense, imperfect tense, adjectival word order and agreements, extended sentences, connectives</b></p> <p><b>Famous French celebrities and their families</b></p>	<p><b>Family and relationships</b></p> <p><b>Present tense, reflexive verbs, imperfect tense, opinions and justifications, adventurous language</b></p> <p><b>What makes a good relationship</b></p>	<p><b>At home</b></p> <p><b>Present tense, reflexive verbs, imperfect tense future tense, adjectival agreements, subordinate clauses, opinions</b></p> <p><b>Living in the French speaking world</b></p>	<p><b>Home town</b></p> <p><b>Present, past, future and conditional tenses, Range of opinions and adventurous language</b></p> <p>Discovering cities in the French speaking world</p>	<p><b>Holidays</b></p> <p><b>Present tense</b></p> <p><b>Range of opinions and adventurous language</b></p> <p><b>French speaking holiday destinations</b></p>	<p><b>Holidays</b></p> <p><b>Present, past, future and conditional tenses, Range of opinions and adventurous language</b></p> <p><b>Discussing festivals in the French speaking world</b></p>
	<p>Year 9 students will have the opportunity to revisit, recall and apply their understanding of the key KNOWLEDGE covered in Year 7 &amp; 8. They will also develop their <b>KNOWLEDGE</b> of;</p> <ul style="list-style-type: none"> <li>• verbs in the imperfect tense</li> <li>• verbs in the conditional tense</li> <li>• Reflexive verbs</li> <li>• Forming subordinate clauses – qui s'appelle/ où</li> <li>• Using prepositions – describing bedroom</li> </ul> <p>Students will develop their <b>SKILLS</b> in:</p> <ul style="list-style-type: none"> <li>• giving more developed responses on a range of topics, which go beyond personal, everyday issues.</li> <li>• using more ambitious language when responding to questions</li> <li>• 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</li> <li>• translating short passages between English and the target language</li> <li>• transcribing longer sentences which they hear with increasing accuracy</li> </ul> <p>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.</p>						

## 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/ Spanish 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.

Year 10	Free-time activities	Technology in everyday life	Travel	Tourism	My studies Life at school Education post -16	Jobs, career choices and ambitions
Year 11	School Education post-16	Jobs, career choices and future plans	Heathy / unhealthy living Global and social issues	Revision and exam skills	GCSE French exams	N/A

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