



MFL: Curriculum Long Term Planning

Year 7		HT1	HT2	HT3	HT4	HT5	HT6
MFL	Big Idea	Tu parles français? Name and greetings Classroom items Opinions Nouns Questions Grammar Je m'appelle Negatives – ne . . . pas Avoir – all pronouns Pouvoir – je peux / tu peux Gender of nouns Possessive adjectives – mon / ma / mes Connectives Phonetics French alphabet Silent final consonant (SFC)	Tu es comment? Introducing yourself - Greetings / feeling Numbers Ages Birthday Nationalities and language Animals Colours Christmas in France Grammar Avoir Être Adjective word order and agreement Possessive adjectives – son / sa / ses / leur Connectives Phonetics SSC 'ai' and 'oi' SSC 'ch', 'ç' (and soft 'c')	Qui est dans ta famille ? Description of people Height Personality Grammar Revision of avoir and être Gender un / une / des Adjective word order and agreements Possessive adjectives – mon / ma / mes ton / ta / tes son / sa / ses Connectives Phonetics Revisit 'eu' Revisit 'e' Revisit 'au', 'eau', 'o' Revisit 'u' Revisit Liaison (t- and s-)	Où habites-tu? Places you can live description of your home and room Rooms in the house Bedroom furniture Prepositions Opinions and reasons Grammar Habiter (er verb endings) Gender un / une / des Definite article le / la / les / l' Prepositions and prepositions using de Il y a / il n'y a pas de Connectives Adjectives Phonetics Revisit 'ou' Revisit SFE (Silent Final 'e') Revisit 'é' (-er, -ez)	Tu aimes ta ville? Places in the town Opinions Reasons Directions Prepositions Saying where you can go and what you can do Grammar Gender un / une / des The definite article le / la / les / l' Opinions Parce que / car to express reasons Adjective word order and agreement Prepositions prepositions à / au / à l' / à la verb je peux / tu peux / on peut Phonetics Revisit -ain/-in	Qu'est-ce que tu aimes faire ? Sports Hobbies Instruments opinions Grammar Opinions Recall verb aller Verb faire Recall of er verb Phonetics Revisit SSC 'qu' Revisit SSC 'j' Revisit SSC '-tion' Revisit SSC '-ien' Revisit Silent Final Consonant (SFC) Revisit 'a'



		SSC 'a' SSC 'i' and 'eu' SSC 'e' and 'au (eau)' Contrast SSC 'u' and 'ou' Silent final 'e' and 'é' (-er, -ez) SSC 'en' / 'an', 'on' SSC '-ain' / '-in', 'è' / 'ê' Liaison (t- and s-)	SSC 'qu', 'j' (and soft 'g') SSC '-tion', '-ien' Revisit Silent Final Consonant (SFC) Revisit 'a' Revisit 'i'		Revisit 'en' / 'an', 'on' Revisit 'on'	Revisit SSC è/ê Revisit SSC 'ai' Revisit SSC 'oi' Revisit SSC 'ch' Revisit SSC 'ç' (and soft 'c')	
	Assessment					Assesemt – writing / reading / listening	Writing key pieces
	Wider Curriculum Links	Communication Participating and responding to	Communication Cultural diversity	Communication Developing personal qualities	Communication	Communication	Communication



		cultural activities (Language Day)	Christmas in France				
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Year 8		HT1	HT2	HT3 / HT4	HT5	HT5
MFL	Big Idea	Où vas- tu en vacances? Countries Means of transport Accommodation Holiday activities Opinions and reasons Weather Connectives Frequency expressions Past tense adverbs of time	Que fais-tu dans ton temps libre ? Sports and hobbies Opinions and reasons Saying what you do / play How often What you did last weekend	C'est comment ta journée scolaire ? School subjects Numbers 1 -100 Time Activities you do in the school day Uniform and own clothes A school day in the past tense Daily routine phrases – present and past tense	As – tu l' argent de poche? Chores Frequency Pocket money What you will buy with your pocket money	Je peux utiliser le français What you did last weekend What your future plans are
		Grammar Preposition – à / au / aux / en Past tense –avoir Past tense – je suis resté(e) / allé Opinions – c'était Phoentics Revisit SSC 'qu' Revisit SSC 'j' Revisit SSC '-tion'	Grammar Opinions – j'adore / j'aime / je n'aime pas / je déteste Using 2 verbs together j'aime regarder / jouer C'est + reasons Regular - er and irregular verbs (faire) in the present tense Jouer à / au / aux negatives Past tense – regular / irregular verbs Phonetics	Grammar Opinions Reflexive verbs present tense and past tense Definite article le / la / les / l C'est + reasons Negatives Comparisons and superlative Past tense – avoir Phonetics -gn- r	Grammar -Two verbs together -Adverbs of Frequency Opinions negatives C'est + reason -Definite / indefinite articles Past tense of regular irregular verbs Modal verbs devoir Near future (aller) Phonetics [-ill/-ille] -aill/-ail, -eill/-eil, -euill/-euil (-ueill/-ueil, -œill/-œil), -ouill- /-ouil oy	Grammar Past tense recap avoir / etre verbs regular and irregular Near future tense recall Phonics Recall all 36 phonic sounds



		Revisit SSC '-ien'' Revisit Silent Final Consonant (SFC) Revisit 'a'	liaison (-t, -s, -x, -on) h em/am aim/ain om um/un	oen eu/œu closed o/ô open o -s-		
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	Assessment	October – Key assessment year 7 and HT1 recall knowledge and application of key knowledge so far. Listening, reading and writing			June – Key assessment year 8 recall knowledge and application of key knowledge so far. Listening, reading and writing.	Speaking – peer assessed
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Wide r Curri culu m Links	Communication
	Communication
	Exploring, understanding and respecting diversity



Year 9		HT1 HT2 HT3	HT4 HT5 HT6
MFL	Big Idea	Est-ce que tu as une vie saine ? Parts of the body Problems and illness Remedies Saying how long for Food and drink Talking about what you ate and drank for special celebrations Talking about healthy lifestyle Grammar Gender – un / une / des Avoir mal à la / au / aux / à l' Depuis + time phrases Gender – un / une / des Partitive article Reasons c'est + adjective Comparisons Revision of 'er', verbs Boire Past tense of 'er' verbs Past tense of boire Future tense aller + infinitive Negatives Il faut + infinitive / devoir and infinitive	Tu aimes les films ? Le Petit Nicolas To be able to talk about aspects of a target language film Descriptions of people Descriptions of personality Descriptions of the place in the film Opinions of the film and reasons Discussing others opinions What you watch – films / TV series Discussing TV habits Talking about a cinema visit Culture of France Grammar Verbs to have / to be Adjective agreements Adjectives Comparisons / superlatives Opinions and reasons 3rd person pronouns negatives Aller present tense Immediate future Past tense recall



Phonics

[y]
liaison/elision with h
[em]/[am], [en]/[an], [aim]/[ain], [im]/[in] and [om]/[on] before a vowel

Revisiting the below:

ai, i, ain/in, em/am, e, a, en/an, h

Phonics

om/on before a vowel
[um]/[un] before a vowel

Revisiting the below:

-aill/-ail, -eill/-eil, -euill/-euil
(-ueill/-ueil, -œill/-œil), -ouill/-ouil, -ill/-ille, -ien, open eu/œu, eu, r, um/un, u, om, on



Assessment	Key pieces of writing	Year 9 assessment reading and writing				Assessment listening, reading and writing
Wider Curriculum Links	Communication Communication Exploring cultural diversity (meals and the differences in eating habits in France) World kindness day Halloween Celebrations TL country Using creativity and imagination in learning –		Exploring and responding to cultural diversity Communication Exploring, understanding and respecting diversity International Languages Day Careers week Culture of France – Film		Communication	Communication



Year 10 French		HT1	HT2	HT3	HT4	HT5	HT6
MFL	Big Idea	Les amis sont importants pour toi ? Describe a person's nationality, character, personality and physical appearance. Describe a person's sexual orientation. Describe relationships with friends and family. Describe qualities of a good friend. Describe ideal partners and why. Describe different types of partnerships - pros and cons. French grammar Formation of nouns (feminine/plural) Indefinite articles Definite articles	La technologie et les réseaux sociaux sont mauvais or bon pour ta vie ? Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantages. Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages. Describe mobile technology, including	Pourquoi sont tes passe-temps importants ? Express positive and negative opinions about own and other people's hobbies. Extend sentences with justified reasons. Add details regarding when, where, how often and who with. Use a variety of adverbs and connectives. Include opinions and justifications with preceding direct objects. Use comparatives to compare activities/give preference.	Quelle est ta fête préférée ? Learn about local and national festivals in the UK and in French-speaking countries/communities. Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events. Refer to food on special occasions and at celebrations. Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet).	Est-ce que tu es sain ? Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences. Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. Describe sporting activities and ways of keeping fit. Compare past and present lifestyle choices and future intentions. French Grammar Present tense	Que fais-tu après le collège ? Express opinions about school subjects, homework, school rules, uniform, exams and teachers. Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs. Refer to primary school days. Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.



	Subject pronouns (je, il, elle) Avoir (present tense) Être (present tense) Expressing age Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien) Conditional tense (je voudrais) Possessive adjectives (mon, ma, mes, ton, ta, tes) Adjectival agreements Adjectival positioning (including more than one) Adverbs of intensity Emphatic pronouns (avec moi, toi) Negative (ne... pas)	computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages. Give opinions and personal details on a variety of celebrities/famous people. Refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions. Give opinions about celebrities' activities/influences on young people and wider society.	Refer to past activities and future plans. Refer to sporting events and favourite sports personalities/teams. French grammar Present tense (-ER regular verbs) Jouer au, à la, à l', aux + sports activities Jouer du, de la, de l', des + instruments Aller (present) Partitive article with uncountable nouns (faire du, de la, de l', des + hobbies) Perfect tense (with avoir, regular and irregular verbs: je/on form) Perfect tense (with être - je suis allé(e), on est allé) Imperfect (c'était)	Country traditions/customs focus, eg Senegal, Morocco. French grammar Present tense (-ER/-IR/-RE regular verbs - full paradigm) Present tense (high frequency irregular verbs in 1st, 2nd, 3rd person singular) Perfect tense (with avoir and être, regular and irregular verbs) Imperfect tense (1st, 2nd, 3rd person singular, regular and high frequency irregular verbs - aller, faire, être, avoir) Periphrastic future (near future tense - aller + infinitive) Conditional tense (je/tu voudrais, il/elle/on voudrait)	Imperfect tense (1st, 2nd, 3rd person singular) Perfect tense (with avoir and être) Modal verbs (present tense - pouvoir, vouloir, savoir, devoir) Negatives (ne... rien) Reflexive verbs (1st, 2nd, 3rd person singular present and imperfect - s'inquiéter de, s'intéresser...) Avoir phrases (j'ai faim/soif) Imperatives (2nd person singular and plural, including aller and faire) Impersonal verb forms (il me faut) Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg vapoter n'est pas bon pour la santé...)	Give opinions on different jobs, including advantages and disadvantages. Describe personal qualities, qualifications. Refer to ideal job/personal ambitions and skills required. Recognise opportunities to work abroad/use language skills and give opinions. French grammar Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near future)) Present tense Perfect tense Modal verbs revision (present tense)
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	De after negative Cardinal numbers (1-30) Impersonal verb phrase (il y a) Interrogatives (comment...?) Higher tier only Emphatic pronouns (avec lui, elle, eux, elles) Conditional tense (il/elle aurait, ce serait) Phonics silent final 'd' eu silent final e è/ê/ai 'n' liaison on/om	Refer to events involving famous people eg music, film, TV, fashion, culture and technology. French grammar Present tense (-ER regular verbs) Perfect tense (auxiliary of avoir, je + regular verbs) Modal verbs (je peux, on peut) Adverbs of frequency, time Comparatives (moins... que, plus... que, aussi... que) Negative (ne... jamais) Pour + infinitive Sans + infinitive Impersonal verb phrases (il y a, il existe) Relative clauses using qui Preverbal singular direct object pronouns (le, la) Demonstrative adjectives (ce, cette, ces)	Periphrastic future (near future tense - je vais aller) Negatives (ne... personne) Modal verbs (je veux, on veut) Adverbs of time and frequency (demain, hier, d'habitude) silent final consonant p é (-er, -ez) ain, in, aim, im que tion s Prepositions of place (à) with activity locations (eg sports centre, cinema, park) Pour + infinitive Comparatives (plus... que, moins... que, aussi...que) Interrogatives (avec qui, qu'est-ce que... ?) Higher tier only Regular superlative adjective and adverb structures	Impersonal verb (il faut, including negatives) Modal verbs (pouvoir, vouloir – present tense + activities) Impersonal verb Possessive adjectives (notre, votre, nos, leur(s)) Interrogatives (quand, quelle... ?) Reflexive verbs (present tense 1st, 2nd, 3rd person singular - eg s'amuser) Contraction of pronouns (m à m', te à t', le/la à l', se à s') Word order with de to indicate possession (eg l'anniversaire de mon père) Emphatic pronouns (moi, toi) Higher tier only Preverbal plural indirect object pronouns (nous, vous, leur)	Preverbal singular direct object pronouns (me, te, vous, le, la) Pour + infinitive Higher tier only Aucun(e) Negative (ne... ni... (ni...)) Modal verbs (perfect tense - pouvoir, vouloir, savoir, devoir) Preposition en + present participle (regular verbs + faire) Imperative (être: sois, soyez) Inflectional (simple) future (ce sera, je serai) Preverbal plural direct object pronouns (nous, vous, les) Phonics z	Reflexive verbs (1st, 2nd, 3rd person singular present and perfect – daily routine: se lever, se laver, se coucher) Impersonal verbs (il est interdit/essentiel/import ant de, il (ne) faut (pas), Il y a/il n'y a pas de) Impersonal verbs (il est + time) Imperfect tense (1st, 2nd, 3rd person singular) Preverbal singular direct object pronouns (me, te, vous, le, la) Adverbs of sequence Conditional (je voudrais, il/elle/on voudrait) Avoir phrases (avoir l'occasion de...) Interrogatives (pourquoi... ?) Higher tier only Prepositions (avant de +
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		Time expressions (venir de, être en train de) Relative clauses using que and quand Preverbal plural direct object pronoun (les) Relative pronoun (quand) Modal verbs (pouvoir – full paradigm) Higher tier only Time expressions (venir de, être en train de) Relative clauses using que and quand Preverbal plural direct object pronoun (les) Relative pronoun (quand) Modal verbs (pouvoir – full paradigm) Phonics silent s e on/om que j th	Conditional (ce serait) (simple) future (ce sera) Depuis Phonics silent final consonant p é (-er, -ez) ain, in, aim, im que tion s	Imperfect tense (singular and plural) Reflexive verbs (present tense - 1st, 2nd, 3rd person singular and plural) Conditional tense (ce serait) Present participle of regular (-er, and the nine 'anchor' verb patterns) verbs after en, including adjectival use where relevant Phonics silent 't' i/y au/eau/ close o, ô u è, ê, ai i en	un r open eu/oeu qu	infinitive, après avoir + past participle) Inflectional (simple) future (1st, 2nd, 3rd singular, regular and irregular verbs: avoir, faire, être) Inflectional (simple) future (je serai, ce sera) Present participle of irregular verbs (étant, ayant, faisant) Conditional tense (regular -ER verbs, 1st, 2nd, 3rd person singular and plural, singular irregular verbs: aller, avoir, faire, être) Si + imperfect + conditional tense (1st, 2nd, 3rd person singular, regular verbs + irregular verbs: avoir, être, aller, faire, vouloir) Phonics a oi/oy
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							ch ç (and soft c) open o th aill/ail
Assessment	Ongoing key piece of writing marked by teacher	Ongoing key piece of writing marked by teacher	Ongoing key piece of writing marked by teacher	Ongoing key piece of writing marked by teacher	Ongoing key piece of writing marked by teacher	Ongoing key piece of writing marked by teacher	Mock exams in reading, listening and writing
Assessment Intent	To understand students' recall						
Wider Curriculum Links	Communication Developing personal qualities	Communication	Communication	Communication	Communication	Communication Drugs, alcohol and tobacco	Communication Jobs and careers Choices and pathways



Year 10 Spanish		HT1	HT2	HT3	HT4	HT5	HT6
MFL	Big Idea	¿Por que son tus amigos importantes? To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others. To describe members of your family or friends in detail. To say what activities, you do with others. To describe your friendships with others, giving reasons for getting on/not getting on with people. To describe the qualities of a good friend.	¿Por que es la educación importante para tú? To give and justify opinions about subjects, homework, school rules, uniform, teachers and exams. To talk about school life and daily routine, including school, clubs and sporting activities. To describe school facilities and how you get to school. To describe your ideal school. To talk about primary school. To talk about post-16 studies: options available, advantages and disadvantages, future intentions and plans.	¿Llavas una vida sana? To describe your level of fitness. To talk about your fitness and health routine. To describe your diet and preferences for food and drink. To say what makes a good or a bad diet. To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy. To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences. To talk about illness and injuries.	¿Qué haces en tu tiempo libre? To say what free-time activities you like and dislike and why. To give opinions about types of sport, advantages and disadvantages watching/participating. To say what is required in order to carry out these activities. To say who you do them with. To say where you go to do these activities. To say what you wear for these activities. To say what you did in the past and you're your future intentions are. To talk about sporting events and favourite sports personalities/teams.	¿Cuál es tu fiesta preferida y porque? To describe festivals in the UK and in the target language-speaking countries/communities and give your opinion about them. To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc). To say how you prefer to celebrate these. To say what food is consumed on special occasions and at celebrations. To talk about a special day in the past. Spanish grammar	¿Quién es tu model? To talk about and describe celebrities/famous people that you know. To talk about why they are famous, their achievements and lifestyle. To talk about celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, and give your opinions about it. To give your opinion about their activities and to discuss their influence on young people and wider society. To describe events involving famous people eg sport, music, film, TV, fashion, culture and technology.



	To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages. Spanish grammar Ser, tener (present tense) Adjectival phrases (regular adjective agreement, position, uses of ser and estar and comparison) Articles Formation of feminine and plural nouns Demonstrative adjectives Possessive adjectives Adverbial phrases (phrases, position and comparative structures) Modal verbs (poder and querer + infinitive)	To talk about issues at school. To say what jobs people have and list advantages of disadvantages. To describe what a job entails and places of work. To talk about the personal qualities, qualifications and skills required for a job. To discuss a dream job and your personal ambitions. To give opinions about working abroad/using language skills. To discuss unemployment. Spanish grammar Subject pronouns	To say what your lifestyle was like in the past and your future intentions. Spanish grammar Word order of singular reflexive pronouns in one and two verb constructions (me, te, se) Neuter demonstrative pronouns (esto, eso) Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno) Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs ser, ir and ver) Impersonal verbs (se puede, se necesita) Modal verbs (deber and tener que + infinitive) Higher tier Impersonal verbs (falta, hace falta, vale la pena)	To talk about film and television. To give reviews and opinions. To say what film or programme is your favourite and who your favourite stars are. To say where you watch these and to give advantages and disadvantages of watching in that way. To discuss reading habits. To say what music, you like and how you like to listen to it. To talk about concerts, favourite artists and musical activities that you like to attend. Spanish grammar Stem changing irregular verbs Infinitive used as a noun Preterite tense (regular and irregular verbs ir, ser	Indirect object pronouns (le doy, quiero darle) Interrogative pronouns Multi-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive) Interrogatives Higher tier Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural) Phonics ca co cu cu + vowel	Spanish grammar Use of the relative pronoun que in subject relative clauses Modal verbs (saber + infinitive) Higher tier Multi-verb expressions (seguir + present participle and llevar + time period + present participle) Phonics ch
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	Word order of direct object and indirect object pronouns Prepositions (personal a, possession de, para + infinitive, sin + infinitive) Higher grammar Adjectival phrases (lo + adj, possessive adjectives (mío/a/ os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor)) Adverbial phrases (superlative adverb structures) Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions) Higher-only pronouns Phonics	Present tense (regular and irregular verbs like encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser and tener) Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses) Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs tener, hacer, poder, poner, haber, querer and saber) Conditional tense (1st, 2nd and 3rd person singular and irregular verbs tener, hacer, poder, poner, haber, querer and saber) Word order of direct object pronouns Impersonal verbs (hay, hay que) Present continuous (regular and irregular verbs like leer and pedir)	Reflexive use of plural forms of pronouns (nos, os, se) Negatives (ya no, (no) tampoco, (no)...ni..., (no) ni...ni...) Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs ser, ir and ver) Phonics -r- -r rr r- word initial r- -r- following consonants n, l or s	and dar, and modal verbs deber and saber) Irregular preterite stems (tener, poder, hacer, venir, estar, poner, querer, decir and traer) Syntax of interesar-type verbs Higher tier Preterite tense (verbs with spelling changes eg leí – leyó). Phonics ga go gu ge gi gue gui j		
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		a e i o u	Periphrastic (near) future tense (ir a + infinitive) Imperfect tense (1st, 2nd and 3rd person singular) Imperfect continuous (1st, 2nd and 3rd person singular) Higher tier Impersonal verbs (parece, basta) Present tense (verbs like recoger (j)) Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs saber, querer, venir, decir and salir) Phonics ñ				
Assessment	Ongoing key piece of writing marked by teacher	Ongoing key piece of writing marked by teacher	Ongoing key piece of writing marked by teacher	Ongoing key piece of writing marked by teacher	Ongoing key piece of writing marked by teacher	Ongoing key piece of writing marked by teacher	Mock exams in reading, listening and writing



	Assessment Intent	To understand students recall					
	Wider Curriculum Links	Communication Developing personal qualities	Communication Jobs and careers Choices and pathways	Communication Drugs, alcohol and tobacco	Communication	Communication	Communication



Year 11		HT1	HT2	HT3	HT4	HT5	HT6
MFL	Big Idea	Que penses-tu de ta ville? Places in the town/village/ Activities and facilities in area. Give opinions including advantages/disadvantages for young people/tourists. Describe an ideal home and area, future intentions on where to live with reasons. Understanding/giving directions Grammar Aller (present, perfect, near future) Faire (present, perfect, near future) Être (present, past, near future) Imperatives	Où vas-tu en vacances? holiday destinations holiday locations means of transport for holidays weather holiday activities holiday accommodation. Refer to recent and future holidays. Grammar Present tense recall Perfect tense recall Imperfect tense recall Future tense recall Reflexive verbs present and perfect tense		Preparation for the GCSE exams Speaking assessment preparation until the speaking exam Role plays Photo card Conversation questions	Preparation for the GCSE exams Reading / listening and writing practice	



		Imperfect (il y avait) Question words (où... ?) Saying since with depuis Preposition en Negatives Future tense Phonics s-liaison t-liaison n-liaison gn ill/ille	Modal verbs (present tense) Faire + activities (past, perfect) Faire + weather phrases Prepositions (countries) - Prepositions (en + transport) Pronoun (y) Interrogatives: que...? Impersonal verbs (il fait + adjective for weather)				
Assessment			Mock exams Listening, reading and writing Speaking		Easter mock exams Reading Listening Writing Speaking		
Assessment Intent			To prepare students for the final exams To inform teaching		To prepare students for their final exams To inform teaching		
Wider Curriculum Links		Communication	Communication	Communication	Communication	Communication	Communication



Year 11 Spanish		HT1	HT2	HT3	HT4	HT5	HT6
MEI	Big Idea	Free time (sports, hobbies, films, TV, music, reading, events, opinions); Festivals & customs (celebrations, traditions, food, cultural comparisons, narrating special days); Celebrity culture (appearance, lifestyle, influence, events). Grammar Present tense; opinion verbs; preterite; near future; comparatives/superlatives; imperfect; future/conditional; object pronouns; passive; adjectives/relative pronoun que; modal verbs; multi-verb expressions. Phonics	Celebrity media, opinions on influence; Media & technology (devices, social media, pros/cons, dependency, past/present/future). Grammar Adjectives & comparatives; relative pronoun que; modal verbs; multi-verb expressions; para + infinitive; negatives; comparatives/superlatives; preterite/near future/simple future. Phonics ch [tʃ]; silent h; v; c/g soft & hard; stress/accents.	Environment & local area (facilities, ideal town/house, problems, solutions); Travel & tourism (transport, accommodation, holiday activities, weather, past/present/future/ideal holidays). Grammar Hay / se puede; comparatives/superlatives; conditional; modal verbs (hay que, se debe, hace falta); present perfect; preterite; imperfect; near & simple future; conditional; subjunctive (higher tier). Phonics ce/ci; z; que/qui; ll; stress patterns (viajé, estación); silent h.	Revision & consolidation (all skills: Listening, Speaking, Reading, Writing).	Preparation for the GCSE exams Reading / listening and writing practice	

		j sound; g (ge/gi); gue/gui; b/v; silent h; ca/co/cu; soft/hard g; j fricative; ch [tʃ].					
Assessment							
Assessment Intent							
Wider Curriculum Links		Communication	Communication	Communication	Communication	Communication	Communication