KS3 MFL mapping of the curriculum 2021-22

Dept: MFL -						
Spanish	Autumn 1/7 weeks	Automas 2 (7 magles)	Spring 1 (7 weeks)	Spring 2 (F weeks)	Supplied 1 (Consolid)	Summer 2 (Summers)
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)
	FRENCH (<u>Trip to Lille</u>)	FRENCH	FRENCH	SPANISH	SPANISH	SPANISH (<u>Trip to Barcelona</u>)
Yr. 7	<u>C'est perso</u>	Mes passetemps	Mon collège	Mi vida	Mi tiempo libre	Mi insti
	FOCUS: Developing speaking	FOCUS: Developing reading and	FOCUS: Speaking, listening and	FOCUS: Developing speaking	FOCUS: Developing reading and	FOCUS: Speaking, listening and
	skills and confidence	speaking skills Linked to: Mod 3 Studio 1	writing skills - description Linked to: Mod 2 Studio 1	skills and confidence	speaking skills	writing skills - description
	Linked to: Mod 1 Studio 1	Linked to: Wod 3 Studio 1	Linked to: Mod 2 Studio 1	Linked to: Mod 1 Viva 1	Linked to: Mod 2 Viva 1	Linked to: Mod 3 Viva 1
	Week 1: Classroom language and	Week 1: Giving opinions on free	Week 1: School subjects (étudier,	Week 1: Classroom language and	Week 1: Giving opinions on free	Week 1: School subjects (Estudiar,
	introduction to the subject. Facts	time-activities (j'aime + infinitive)	school timetable, times of the	introduction to the subject. Facts	time-activities (me gusta +	los lunes etc, times of the day.)
	about France/French speaking	Challenge: Use wider range of	day.) Compare with school day	about Spain/Spanish speaking	infinitive)	Compare with school day in Spain.
	countries, importance of studying	opinions (e.g. j'adore, je n'aime	and French school system.	countries, why study Spanish	Challenge: Use a wider range of	Spanish school system.
	languages	pas, je déteste)	Challenge: Use opinions phrases	Week 2: Name and age (llamarse	opinions e.g. me interesa/me	Challenge: Use opinion phrases
	Week 2: Name and age	Week 2: Explain and justify opinions (parce que/car +	e.g 'je m'intéresse à' Week 2: Give and explain opinions	and tener, interrogatives, phonetics /II/)	aburre, me mola + infinitive.) Week 2: Explain and justify	e.g me interesa el dibujo. Week 2: Give and explain opinions
	(s'appeller, avoir, interrogatives,	adjectives)	on school subjects (j'aime etc +	Challenge: Full conjugations, ask	opinions (porque + adjectives)	on school subjects (me gusta/n
	phonetics, DSTP)	Challenge: Use a wider range of	use of article)	questions	Challenge: Use a wider range of	porque es/son, use of article)
	Challenge: Full conjugations, ask	connectives 'cependant, en plus'.	Challenge: More complex reasons	Week 3: Birthdays (months,	connectives sin embargo/ya	Challenge: More complex reasons
	questions	Week 3: Present tense -ER verbs	'le prof est très sévère' Use of	numbers 1-30, interrogatives)	que/aunque.	'mi profe no me escucha/mi profe
	Week 3: EUROPEAN DAY OF	full conjugation, adverbs of	intensifiers (très, trop, assez, un	Week 4: Personality (ser, adjective	Week 3: Present tense AR verbs	me apoya etc.)
	LANGUAGES 26 TH Birthdays	frequency Challenge: Higher focus on using a	peu etc.) Week 3: Describing your school (il	agreement) Spanish speaking icons	full conjugation, adverbs of frequency	Week 3: Describing your school (hay/no hay) Compare with
	(months, numbers 1-31,	range of pronouns	y a/il n'y a pas) Compare with	Challenge: Combine sentences	Challenge: Higher focus on using a	
	interrogatives)	Week 4: Weather and seasons	French school	with connectives 'pero/y.también'	range of pronouns	Challenge: More complex
	Week 4: Brothers and sisters	(quand + present tense) La Fête	Challenge: More complex	Week 5: Brothers and sisters	Week 4: Weather and seasons	grammar (Me gustaría tener/en el
	(avoir, interrogatives) Family	des Neiges, Québec	grammar (Je voudrais/J'aimerais)	(tener, interrogatives) Family	(cuando + present tense)	pasado había)
	members	Challenge: Use of 'faire' to say	Week 4: During break time	members	Challenge: Use of 'soler' to say	Week 4: During break time
	Challenge: Describing others:	what you do in different weathers	present tense –IR/-RE	Challenge: Using se llama/ tiene/es	what you do in different weathers	present tense ER/IR
	using s'appelle, il/elle a	Week 5: Sports (faire/jouer) Le Tour de France	Week 5: Practise using regular – ER, -IR, -RE verbs in present tense	Week 6: Describing family	Week 5: Sports (hacer/jugar) Pelota Vasca	Week 5: Practise using AR/ER/IR verbs in present tense
	Week 5: Describing family	Challenge: Be able to use full	Week 6: Assessment	members (adjectival agreement,	Challenge: Be able to use full	verss in present tense
	members (adjectival agreement,	conjugation of verbs, Use of	Week 7: Mardi Gras (French	word order)	conjugation of verbs, Use of	Week 6: Assessment
	word order)	imperfect 'quand j'étais petit(e),	speaking countries)	Week 7: Pets and colours	imperfect 'cuando era pequeño,	
	Week 6: Personality (être,	je jouais/faisais'		Las fallas	jugaba al/hacia'	Week 7:La tomatina
	adjective agreement) French	Mank C. Porition and	Assessment:		Mank C. Parising and	
	speaking icons il/elle est	Week 6: Revision and Assessment: Speaking and		Assessment:	Week 6: Revision and Assessment: Speaking Aand	
	Challenge: Combine sentences	Reading?			Reading	
	with connectives 'mais, et, aussi'					
	Week 7: Pets and colours	Week 7: Le Noël et la Fête des			Week 7: Cinco de mayo / Carnival	
	Château Chaumont-sur-Loire	Rois			/ Feria de Sevilla	
	organises Festival des Jardins (les					
	couleurs des fleurs)				Cultural focus: 'El clasico' and 'la roja' football in Spain.	
	Assessment:				_	

Writing task					
Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (6 weeks)

Yr. 8 C'est perso

FOCUS: Developing speaking skills and confidence
Linked to: Mod 1 Studio 1

Week 1: Classroom language and introduction to the subject. Facts about France/French speaking countries, importance of studying languages

Week 2: Name and age (s'appeller, avoir, interrogatives, phonetics, DSTP)

Challenge: Full conjugations, ask questions

Week 3: EUROPEAN DAY OF LANGUAGES 26TH Birthdays

(months, numbers 1-30, interrogatives)

Week 4: Personality (être, adjective agreement) French speaking icons

Challenge: Combine sentences with connectives 'mais, et, aussi'
Week 5: Brothers and sisters
(avoir, interrogatives) Family members

Challenge: Describing others: using s'appelle, il/elle a, il/elle est Week 6: Describing family members (adjectival agreement, word order)

Week 7: Pets and colours
Château Chaumont-sur-Loire
organises Festival des Jardins (les
couleurs des fleurs)
Assessment:

Mes passetemps

FOCUS: Developing reading and speaking skills
Linked to: Mod 3 Studio 1

Week 1: Giving opinions on free time-activities (j'aime + infinitive)
Challenge: Use wider range of opinions (e.g. j'adore, je n'aime pas, je déteste)

Week 2: Explain and justify opinions (parce que/car + adjectives)

Challenge: Use a wider range of connectives 'cependant, en plus'.

Week 3: Present tense -ER verbs full conjugation, adverbs of frequency

Challenge: Higher focus on using a range of pronouns

Week 4: Weather and seasons (quand + present tense) La Fête des Neiges, Québec

Challenge: Use of 'faire' to say
what you do in different weathers

Week 5: Sports (faire/jouer) Le Tour de France

Challenge: Be able to use full conjugation of verbs, Use of imperfect 'quand j'étais petit(e), je jouais/faisais...'

Week 6: Revision and Assessment: Speaking and Reading?

Week 7: Le Noël et la Fête des Rois Mon collège

FOCUS: Speaking, listening and writing skills - description
Linked to: Mod 2 Studio 1

Week 1: School subjects (étudier, school timetable, times of the day.) Compare with school day and French school system.

Challenge: Use opinions phrases e.g 'je m'intéresse à...'

Week 2: Give and explain opinions on school subjects (j'aime etc + use of article)

Challenge: More complex reasons 'le prof est très sévère' Use of intensifiers (très, trop, assez, un peu etc.)

Week 3: Describing your school (il y a/il n'y a pas) Compare with

French school

Challenge: More complex grammar (Je voudrais/J'aimerais)
Week 4: During break time

present tense –IR/-RE

Week 5: Practise using regular –

ER, -IR, -RE verbs in present tense

Week 6: Assessment
Week 7: Mardi Gras (French
speaking countries)

Assessment:

Mi ciudad

Linked to: Mod 5 Viva 1

FOCUS: Speaking and writing

<u>cills</u>

Week 1: Places in town (hay/no hay) Adjectives Describing Spanish cities

Challenge: Había

Week 2: 'Ir al' in the present tense full conjugation

Challenge: Ir in past tense
Week 3: Ordering food in a
Spanish restaurant (querer, voy a tomar)

Week 4: Near future tense to make future plans (full conjugation)

Challenge: Combing two tenses in a sentence.

Week 5: Planning a trip to Spain Challenge: Me gustaría + infinitive, Quiero + infinitive, espero + infinitive

Week 6: Revision and assessment
Week 7: La Navidad y Los Reyes

¡A comer!

FOCUS: Speaking skills - role play, photo card, translation and reading skills.

Week 1: Food vocabulary and giving opinions on foods and justifying opinions. Spanish food, tapas culture

Linked to: Mod 3 Viva 2

Challenge: More complex food vocabulary

Week 2: Vocabulary for dinner and meals of the day, Menu del día, sobremesa, spanish eating habits

Week 3: Ordering food in a Spanish restaurant, tú, usted, ustedes, question words, role-play opportunity

Week 4: Immediate future tense revision. Future time phrases, será to give opinions

Challenge:

Week 5: Writing a text using 3 tenses

Challenge: Try to use an imperfect or conditional sentence
Week 6: Sam Fermín

Las <u>vacaciones</u>

FOCUS: Developing writing and speaking skills
Linked to: Mod 1 Viva 2

Week 1: Saying where you went on holiday (countries, 'ir' in the preterite tense)

Challenge: Combining present and past **'suelo** ir a Francia **pero** el verano pasado fui a...'

Week 2: Past activities, preterite tense 'AR verbs'

Challenge: opportunity to apply the grammatical rules to unfamiliar verbs/ identifying tense

in authentic materials

Week 3: Past activities, preterite tense 'IR/ER verbs)

Challenge: opportunity to apply the grammatical rules to unfamiliar verbs/ identifying tense

in authentic materials

Week 4: Sequencers to narrate past events

Challenge: Use 'lo malo fue/lo bueno fue, lo que más me gustó, lo que menos me gustó'

Week 5: Saying what the holiday was like 'fue' 'lo pasé bomba'
Week 6: Writing assessment task describing a past holiday

Challenge: Use two tenses

together

Week 7: Las Fallas – understand a text in past tense about Las Fallas/Barcelona trip information

Yr.9 Somos así FOCUS: Reading challenging texts, Istening and writing a 40 word task, Linked to: Mod 1 Viva 3 Rojo Week 1: Re-cap talking about hobbies and free time using time phrases and verbs in the present tense. Week 2: Describing qualities for holidays in the past tense and giving opinions. Autumn 2 (7 weeks) Spring 1 (7 weeks) Spring 2 (5 weeks) Summer 1 (6 weeks) Summer 1 (6 weeks) Summer 1 (6 weeks) Summer 2 (6 w Summer 1 (6 weeks) Summer 2 (6 w FOCUS: Developing confidence in writing (90 word tasks) and speaking. Linked to: Mod 4 Viva 3 Rojo Week 1: Talk about children's rights, different jobs Week 2: Describing qualities for different jobs Week 2: Talking about sports, revise core verbs 'jugar' 'hacer' 'preferir', famous spanish sports people, spanish sporting events Oriéntate FOCUS: Writing skills and speaking skills Linked to: Mod 2 Viva 3 Rojo Week 1: Talk about children's rights, verb 'poder' Week 2: Discuss Fair Trade, look at South America, week 2: Buying souvenirs, using comparatives, transactional week 2: Buying souvenirs, using comparatives, transactional week 3: Discuss Recycling, se debería	ral capital and
FOCUS: Reading challenging texts, listening and writing a 40 word task. Linked to: Mod 1 Viva 3 Rojo Week 1: Re-cap talking about hobbies and free time using time phrases and verbs in the present tense. Week 2: Re-cap talking about holidays in the past tense and giving FOCUS: Writing skills and speaking skills. Linked to: Mod 2 Viva 3 Rojo Week 1: Talking about diet, different diets in Spanish speaking countries, adverbs of frequency Week 2: Talking about sports, revise core verbs 'jugar' 'hacer' 'preferir', famous spanish sporting events FOCUS: Writing skills and speaking skills. Linked to: Mod 2 Viva 3 Rojo Week 1: Talking about diet, different diets in Spanish speaking countries, adverbs of frequency Week 2: Talking about sports, revise core verbs 'jugar' 'hacer' 'preferir', famous spanish sporting events FOCUS: Build on cultru writing (90 word tasks) and speaking. Linked to: Mod 4 Viva 3 Rojo Week 1: Talk about children's rights, verb 'poder' Week 2: Discuss Fair Trade, look at South America, express points of view FOCUS: Build on cultru writing (90 word tasks) and speaking. Linked to: Mod 4 Viva 3 Rojo Week 1: Talking about sports, revise core verbs 'jugar' 'hacer' 'preferir', famous spanish sports people, spanish sporting events FOCUS: Build on cultru writing (90 word tasks) and speaking. Linked to: Mod 4 Viva 3 Rojo Week 1: Talk about children's rights, verb 'poder' Week 2: Discuss Fair Trade, look at South America, express points of view Week 2: Buying souvenirs, using comparatives, transactional Hispanic traditions	-
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	tions and
opinions. Week 4: Describing a typical day in Challenge: suelo, solía, cuando era Week 3: Discuss Recycling, se debería vocabulary, role-plays Week 6: Spanish cine	
	na
Week 3: Talking about things that the life of jobs related to languages, pequeño jugaba al Week 4: Revision and assessment Week 3: Planning a trip to Madrid	
you like to do using irregular verbs present tense, sequencers Week 3: Daily Routine, reflexive Week 5: How world has changed,	
(Ir, hacer , ser in the present tense) Week 5: verbs, daily routine of spanish sports verbs, dai	
Week 4: Talking and describing a Week 6: Revision and assessment people Cultural focus: Easter celebrations in en Madrid' languages and Spanis	<u>h in the US and</u>
week using regular verbs in the Week 7: La Navidad y los Reyes Week 4: Giving advice to lead a Week 5: San Fermín festival Week 5: San Fermín festival Spanglish	
present tense, days of the week and healthier diet, se debe, se debería healthier diet, se debe, se debería healthier diet, se debe, se debería	
time phrases. Challenge: wider range of stuctures Cultural focus: La Tomatina and San	
e.g hay que	
Week 5: Talking about films and Week 5: Talking about illness and	
making plans using the near future ailments, how to ask for help in Spain	
tense. opportunity for role-play Assessment:	
Week 6: Talking about birthdays Week 6: Week 6:	
using 3 tenses Week 7: Carnival in Santa Cruz	
Week 7: Reading assessment? Tenerife	
Cultural lesson focus on Day of the	
dead or quinceañera celebrations,	
Cultural focus: Day of the dead	
celebration, fiesta de quinceañera,	
Key grammar: time phrases,	
opinions and reasons, present tense,	
irregular verbs in the present tense,	
stem changing verbs, near future	
tense, future tense, preterite tense,	
using tenses together.	
Extra challenge:	
Idiomatic phrases, full	
conjugation of verbs	
Assessment:	