







































Year 7 MFL Half Term 1 & 2 Can I talk about me and my family? —What will they learn?							
Pathway:	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7 & 8	Week 9 & 10	Week 11 & 12	
IMPLEMENTATION	Aspire 	Simple greetings in French / Spanish and asking and answering what is your name. WP	Numbers 1 to 12 and saying how old you are. WP	Learning the months of the year and numbers up to 31. WP	How to say where they live. Which town and country they live in. WP	Learning the names of some countries in French./ Spanish. WP	Learning the name of animals and colours.
	Endeavour 	What is your name and how is it spelt? WP	Numbers 1 to 20 and asking and answering questions about age. WP	Being able to ask and answer the question when is your birthday. WP	Saying what sort of home they live in. WP	Learning the nationalities too and how they change for boys and girls. WP	How to put these together with some other simple adjectives to describe animals. WP
	Accelerate 	How to talk about what other people are called. WP	Bigger numbers and talking about other people's ages. WP	Talking about other people's birthdays too. WP	Give a simple opinion of where they live too. WP	How to talk about people's nationalities using the verb to be. WP	How to apply the rules of adjective agreement. WP
						End Point	
						End Point	
						End Point	
Assessment opportunities	Baseline assessment in half term 1			Formative assessment – writing about self		Summative assessment – listening and reading assessment	
Grammar	<u>French</u> Gender Indefinite articles “un/une” “j’ai/je n’ai pas de” “en/au/aux” + country “à” + town « je suis » + nationality			<u>Spanish</u> Gender Indefinite articles: Un – Una Verbs: tener, estar, ser, vivir En + country Soy+nationality Adjectival agreement			

Year 7 MFL Half Term 3 Can you talk about your family and friends? —What will they learn?							
Pathway:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
IMPLEMENTATION	Aspire 	How to talk about hair and eye colour.	Some positive and negative adjectives to describe personality.	The words for brothers and sisters.	More words for family members and a simple reminder of masculine and feminine.	How to write and say a few sentences to describe yourself. Display work. 	Reading and listening assessments  End Point 
	Endeavour 	How to describe hair in more detail and give simple descriptions of height and size.	How to use these in sentences accurately .	How to ask and answer the question do you have any brothers and sisters.	How to talk about your family members' personalities.	How to write and say a short paragraph about yourself and your family 	Alien / monster project if time.  End Point 
	Accelerate 	How to describe yourself accurately with adjectival agreement and correct word order.	How to use quantifiers and connectives in these sentences.	How to talk about brothers and sisters names and ages.	How to describe your family members accurately too.	How to write an extended paragraph about your self and your family. 	 End Point 
Assessment opportunities					Formative assessment – writing and/ or speaking about self and family	Summative assessment – listening and reading assessment	
Grammar	<u>French</u> Adjectival agreement « c'est » + adjective Il/elle/ils/elles pronouns Negative form Avoir/ etre			<u>Spanish</u> Adjectival agreement Es + adjective 3rd person singular and plural Negative form Tener/ ser			

Year 7 MFL Half Term 4 How do I describe my school? —What will they learn?								
Pathway:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
IMPLEMENTATION	Aspire 	The names of the school subjects in French and Spanish.	Simple opinions about school subjects.	Adjectives to describe teachers.	How name places in the school.	How to say items of uniform in French/ Spanish.	Reading and listening assessments 	End Point
	Endeavour 	Which subjects are masculine, feminine and plural.	How to say what you like and dislike and why.	Saying which teachers you like and dislike in sentences with reasons.	Being able to say what there is and isn't in your school.	How to say what you wear to school and what it is like.	Design a school prospectus in French / Spanish. 	End Point
	Accelerate 	How to say what you study and when.	How to talk about your favourite subject and how to compare your subjects.	Explaining what you think of your school subjects including references to the teachers. 	Saying what you actual and ideal schools would be like.	How to give opinions about your uniform.	 	End Point
Assessment opportunities				Formative assessment – translations about school.	Summative assessment – listening and reading assessment			
Grammar	<u>French</u> Adjectival agreement Negative form “ne...pas” Verbs “être/avoir” in the present tense, all forms adverbs Conjunctions “car/parce que”			<u>Spanish</u> Adjectival agreement Negative form Verbs: conjugation verbs ser - estar adverbs opinions and justifications—porque				

Year 7 MFL Half Term 5 What is my school routine? —What will they learn?								
Pathway:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
IMPLEMENTATION	Aspire 	Revise numbers to be able to say simple times (i.e. on the hour).	How to say what time you go to school and arrive home from school.	Learning how to say the things you do in class in French and Spanish. 	Saying simple things you can do at break time.	Learn some simple phrases to do with what you do after school. 	Reading and listening assessments 	End Point
	Endeavour 	How to tell the time including quarter past, half past etc.	Talking about school day timings including times of lessons.	Saying what you like doing in class using opinions plus infinitives. 	Including more detail in sentences such as who with, where and how often you do these things.	Starting to learn time-phrases to sequence the activities.	Design a comic strip of your ideal school day. 	End Point
	Accelerate 	How to tell the time fully including the 24 hour clock.	Being able to sequence what you normally do on a school day using time markers.	Saying what your favourite thing to do in class is and why. 	Using the negative to say what you don't do at break and why.	Give your opinions on homework too.		End Point
Assessment opportunities				Formative assessment – paragraph about what you do in class	Summative assessment – listening and reading assessment			
Grammar	<u>French</u> Present tense, 1st sing.pers. Connectives Notions of time Verbs “être/avoir” in the present Frequency			<u>Spanish</u> Present tense, 1st sing.pers. Connectives Notions of time Verbs: AR regular verbs and hacer Frequency adverbs				

Year 7 MFL Half Term 6 How will I spend my free time? —What will they learn?								
Pathway:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
IMPLEMENTATION	Aspire 	Some phrases for hobbies and activities.	Learnt the names of sports.	Revising/ learning simple opinion phrase.	Words to do with how often you do an activity.	Learning the names of some sports and activity clubs in French/ Spanish.	Reading and listening assessments 	End Point
	Endeavour 	Say which hobbies you like and dislike.	Use the sports with the correct verbs.	Saying what you think of certain sports and activities in full sentences.	How to use these frequency words in sentences with sports and activities.	How to talk about which clubs you go to and would like to go to.	Make a plan of your ideal day during the summer holidays. 	End Point
	Accelerate 	Say what your favourite hobby is and why.	Say what sports you are going to try and why.	Comparing your opinions with other people's.	How to talk about when and how often you and others do activities.	Being able to talk about young people's preferences in terms of activities.		End Point
Assessment opportunities				Formative assessment – presentation about the sports and activities you like.	Summative assessment – listening and reading assessment			
Grammar	<u>French</u> “aller” (full paradigm) Present tense “aller/faire” verbs Possessive adjectives The near future tense			<u>Spanish</u> Ir Present tense Hacer/jugar verbs Possessive adjectives The near future tense				