



## Sackville School MFL Curriculum - Year 7 French, German and Spanish

TERM	WHAT? (Is delivered?)	WHY? (Is this important?)	WHY NOW? (Why is this taught now?)	IMPACT? (What is the impact at the end of this half term?)	ASSESSMENT
Aut 1	Use of opinions in the first, second and third person singular with nouns, giving and justifying opinions	Being able to express yourself is an essential start point to language learning. Pupils get the chance to experience all three languages during a Carousel of 2 weeks per language.	Opinions and the justification of these are very important throughout the course of language learning.	Students will be able to: <ul style="list-style-type: none"> <li>Use Sentence builders and EPI with confidence.</li> <li>Use phonics from the NCELP programme</li> <li>Describe why they like or dislike items and activities</li> </ul>	Pupils to define their top two languages of the three.
Aut 2	Name, age, birthday in first, second and third person Numbers to 100 Days, months	To manipulate language to talk about yourself and others. Numeracy and culture.	Students can link prior knowledge to explain How verb endings change	Students will be able to: <ul style="list-style-type: none"> <li>Use Sentence builders and EPI with confidence.</li> <li>Use phonics from the NCELP programme</li> <li>talk about age</li> </ul>	Short listening assessment
Spr 1	Name, age, birthday in first, second and third person, where you come, f	To manipulate language to talk about yourself and others. Numeracy and culture. Learning foreign city names	Students are building on previous learning by comparing the changing nature of nouns, adjectives and verb endings.	<ul style="list-style-type: none"> <li>Use Sentence builders and EPI with confidence.</li> <li>Use phonics from the NCELP programme</li> <li>talk about age and origin</li> </ul>	Short reading assessment
Spr 2	Family Height, size, hair, eyes	To manipulate language, use agreement of adjectives i.e masculine, feminine and plural. I am, she is, you are. I have, you have, he/she has. I get on well with, I don't get on with	To establish a base knowledge that links to future learning - verbs in present tense in first, second and third person	Students will be able to: <ul style="list-style-type: none"> <li>Use Sentence builders and EPI with confidence.</li> <li>Use phonics from the NCELP programme</li> <li>Describe what they and others look like</li> </ul>	Short writing assessment
Sum 1	Family Height, size, hair, eyes. Characteristics and family dynamics	To manipulate language, use agreement of adjectives i.e masculine, feminine and plural. I am, she is, you are. I have, you have, he/she has. I get on well with, I don't get on with	The changing nature of expressing ourselves in a different language and justify our opinions	Students will be able to: <ul style="list-style-type: none"> <li>Use Sentence builders and EPI with confidence.</li> <li>Use phonics from the NCELP programme</li> <li>Say who they get on with or don't get on with and why.</li> </ul>	Longer writing assessment
Sum 2	Family Height, size, hair, eyes. Characteristics and family dynamics and pets	To describe pets and family using first, second and third person, placement of adjectives with agreement plus plurals.	Opportunity for final comparisons in the difference between talking about myself and talking about others	Students will be able to: <ul style="list-style-type: none"> <li>Use Sentence builders and EPI with confidence.</li> <li>Use phonics from the NCELP programme</li> <li>Describe their pets</li> </ul>	Speaking assessment in a presentation format "All about me"