

Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

MFL – KEY STAGE 3

Curriculum Overview

INTENT: In MFL our aim is to help our students to become global citizens and to understand the importance of communication in the world. We want our students to discover and appreciate the different cultures. Our students should enjoy learning languages and feel successful so that they become confident linguists. We want our students to have a passion for languages and see the relevance of learning a language.

Year 7

Students begin their journey in Year 7 by learning to ask and answer pre-set questions with confidence, progressing from basic facts about yourself to expressing and justifying opinions on different topics, both written and spoken. To be familiar with phonics (graphemes, phonemes and digraphs) and start applying these concepts within spoken language and listening skills. To make connections with sounds and words and to be able to pick out key words and decode short texts. To build confidence of the language by starting with personal details, moving onto their own family and then onto talking about their school, which is all relevant to them and their surroundings.

	Myself		My family		School	
SUBSTANTIVE KNOWLEDGE	1. Greetings 2. Saying name 3. Alphabet 4. Where you live 5. Feelings	6. Equipment 7. Classroom instructions, classroom items 8. Age 9. Birthday/dates/days of the week	1. Brother and sisters 2. Family members 3. Numbers up to 100 4. Adjectives – appearance (first person only) 5. Adjectives – personality (first person only)	6. Adjectives – 3 rd person 7. Pets 8. Colours	1. School subjects 2. Opinions 3. Justifications 4. Opinion of teacher 5. Comparing subjects and teachers	6. Telling the time 7. Describing your timetable 8. What you do in lessons (read/write etc)

DISCIPLINARY KNOWLEDGE	<ul style="list-style-type: none"> • Routine use of classroom language • Correct intonation in questions • Routine use of alphabet • Grammatical understanding of the verb 'to have' and 'to be called' 	<ul style="list-style-type: none"> • Conventions when writing the date • Role and use of definite and indefinite articles • Accurate syntax in negative sentence • Genders • Construct basic sentences • Use relative pronouns – 'who' • Use basic conjunctions – 'also', 'and' 'but' • Understand the rules of 'possession' (the birthday of my brother) 	<ul style="list-style-type: none"> • Accurate manipulation of the first person • Accurate grammatical knowledge when using adjectival agreements • Correct some of my errors • Grammatical understanding of the verb 'to be' • Use of more conjunctions – 'although', 'however' 'moreover.' 	<ul style="list-style-type: none"> • Accurate manipulation of the 3rd person / singular • Accurate grammatical knowledge when using adjectival agreements • Construct a short paragraph • Pronounce / transcribe longer sentences accurately • Write words in the correct order • Apply formation of plural nouns and agreement with adjectives • Begin to talk in the past tense: Verb 'to be' in the imperfect tense 	<ul style="list-style-type: none"> • Express and justify opinions • Use connectives and quantifiers • Accurate use of the comparative and superlative – applying correct adjective agreement • Apply grammatical knowledge of the main verb infinitive ending of the present tense 	<ul style="list-style-type: none"> • Construct a detailed paragraph • Use accurate, high-frequency, adjectival agreements • Use a glossary for unknown vocabulary • Use the 24-hour clock accurately • Decode passages accurately • Apply grammatical knowledge of other verb infinitives of the present tense
	Year 8					

Students continue their journey by starting with forming basic questions and then progress to sustaining a spontaneous conversation. Understanding present, preterite and near future tenses and applying these in their spoken and written work ranging from basic sentences of single tenses to paragraphs of more than one tense about topics that are personal and relevant to them.

	Free Time and Sports		Holidays		Going out and in town	
SUBSTANTIVE KNOWLEDGE	<ol style="list-style-type: none"> 1. Sports (first person) 2. Free time activities (first person) 3. Sports/free time activities (3rd person) 	<ol style="list-style-type: none"> 1. Forming questions 2. Opinions and justification of activities 3. Weather and seasons 4. What you are going to do 	<ol style="list-style-type: none"> 1. Countries, transport (give reasons/compare) and opinion of holiday (main verb) 2. Talking in the past (verb 'to go') 3. Activities in the preterite (Sp)/perfect (Fr) 	<ol style="list-style-type: none"> 4. Future holidays 5. Summarising holidays (past, present, future) 	<ol style="list-style-type: none"> 1. Places in town 2. Saying where things are in your town 3. Directions (formal and informal) 	<ol style="list-style-type: none"> 4. Saying where you are going and what you are doing there (eg; I am going to the cinema to watch a film) 5. Arranging to go out 6. Making excuses

DISCIPLINARY KNOWLEDGE	<ul style="list-style-type: none"> Grammatical understanding of the verb 'to play', 'to do', 'to go' Accurate conjugation of verbs to do with hobbies in the present tense Accurate syntax in negative sentence Pronounce / transcribe longer sentences accurately 	<ul style="list-style-type: none"> Correct intonation in questions Correct formation of questions Accurate use of question words Write extended sentences Accurate use of near future tense Accurate use of infinitive verbs Express and justify opinions Use connectives and quantifiers Construct a detailed paragraph using two tenses 	<ul style="list-style-type: none"> Accurate manipulation of the first person preterite (Sp) / perfect (Fr) Correct some of my errors Accurate use of comparative Fr – correct use of auxiliary verb in the perfect tense Accurate manipulation of high-frequency irregular verbs Express and justify opinions Use connectives and quantifiers Construct a short paragraph 	<ul style="list-style-type: none"> Accurate manipulation of other verb conjugations in the preterite (Sp) / perfect (Fr) Accurate use of the future tense Construct sentences using 3 tenses 	<ul style="list-style-type: none"> Express and justify opinions Use connectives and quantifiers Asking questions Use of the formal and informal 'you' Accurate pronunciation 	<ul style="list-style-type: none"> Construct a paragraph Use a glossary for unknown vocabulary Decode passages accurately Use of complex syntax Accurate manipulation of modal verbs Correct intonation in questions Correct formation of questions Sustain a conversation of 5 exchanges
	Year 9					

In Year 9 students begin to talk and write about their lifestyle, making them think about their personal choices using a variety of structures and tenses previously learnt. They then think about what they currently do and what they want to do in the future, which ties in with the options process they would be doing at this time. They finish the year, and Key Stage, talking and writing about online safety, which is a relevant topic to students of this age. This also allows students to handle more complex vocabulary and structures confidently.

	Healthy living		Routines, Pocket money and aspirations			Technology, TV, Music and film		
SUBSTANTIVE KNOWLEDGE	<ol style="list-style-type: none"> Food/drink items (breakfast/lunch/dinner) Saying what you normally eat/drink Likes and dislikes and why At the market (bigger numbers) 	<ol style="list-style-type: none"> At the restaurant Snacks – what you eat/ate at school Healthy diet (and lifestyle) Future plans to be healthier 	<ol style="list-style-type: none"> Daily routine Household chores Pocket money – how much you get, and what you do with your money 	<ol style="list-style-type: none"> What you would like to do when you're older What sort of person are you Job titles What's important in your job 	<ol style="list-style-type: none"> What you do online/computer, and what you like to do, what you have just done Being safe online/online profiles Gadgets 	<ol style="list-style-type: none"> TV – types of programmes, what you watch, and what you like and why Film – types of films, what you like to watch and why Music 		

DISCIPLINARY KNOWLEDGE	<ul style="list-style-type: none"> Grammatical knowledge of the verbs involving eating/drinking in the present tense Grammatical knowledge of verbs in the imperfect tense Accurate syntax in negative sentence Pronounce / transcribe longer sentences accurately Express and justify opinions Use connectives and quantifiers 	<ul style="list-style-type: none"> Correct intonation in questions Correct formation of questions Accurate use of question words. Accurate use of the formal and informal 'you'. Sustain a conversation Write extended sentences Accurate use of near future tense Accurate use of the preterite (Sp) / perfect (Fr) 	<ul style="list-style-type: none"> Accurate manipulation of the first person preterite (Sp) / perfect (Fr) Correct some of my errors Accurate manipulation of high-frequency irregular verbs Write sentences using more than one tense. Accurate manipulation of reflexive verbs 	<ul style="list-style-type: none"> Use of complex syntax Write a detailed paragraph Grammatical knowledge of the conditional 	<ul style="list-style-type: none"> Express and justify opinions Use connectives and quantifiers Asking questions Accurate use of the comparative Use of complex syntax/language Use of 3 or more tenses 	<ul style="list-style-type: none"> Use a glossary for unknown vocabulary Decode passages accurately Use of complex syntax Use of the negative Use of 3 or more tenses
-------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------