

# Monkseaton Middle School Curriculum Overview 2019-2020



**Subject: MFL**

**Subject Specialist: R Hedley**

		Term 1	Term 2	Term 3
<b>Year 5</b> <b>(1 lesson per week)</b>		<p><u>Springboard to Y5:</u>  <b>Classroom rubric:</b> phrases and basic introductions  <b>Phonological Instruction &amp; Phonics:</b> ways to spell key sounds; intonation  <b>Key language:</b> Numbers, Colours, Days, Months, Alphabet</p>	<p><b>T2:</b> <u>Our school</u>  <b>Gender</b> (What is it? What is this? <i>Qu'est-ce que c'est?</i>)                      Classroom toolkit; Our school                      Simple opinion phrases + reasons  <b>Adjectives</b> to describe people and things (+ agreement: implicit)  <b>Skills and Strategies:</b> Using a bilingual dictionary; thinking skills; sentence builders</p>	<p><b>T3:</b> <u>Morning Routine</u>  <b>Reflexive Verbs</b> (implicit)  <b>Writing and Speaking:</b> from sentence builders to memory                      Food                      Independent home/school project for <b>presentation:</b> Culture (<b>Humanities, Art, Sociology, Current affairs</b>)</p>
<b>Year 6</b> <b>(1 lesson per week)</b>		<p><b>T1:</b> <u>How I'm feeling</u>  <b>Classroom rubric – extended:</b>                      'booster' - opinions (<b>PSHCE, I-Learning</b>)  <b>Present tense verb conjugations</b> (1<sup>st</sup> &amp; 3<sup>rd</sup> person) – implicit (<b>English</b>)  <b>Connectives</b> + reasons; opinion phrases – more detail                      Similarities &amp; differences <b>Fr/Eng grammar</b> (<b>English</b>)</p>	<p><b>T1&amp;2:</b> <u>The French Speaking World:</u> (<b>Humanities, Sociology</b>)                      Independent home/school project for <b>presentation</b>                      Research, feedback and presentation  <b>Phonology:</b> Intonation and pronunciation  <b>Adjectives and sentence structure</b> (implicit; sentence building)</p>	<p><b>T1&amp;2:</b> <u>Cultural unit: Art and Music in French Culture</u> (<b>Art, Music</b>)                      'booster' - Adjectives  <b>Description – word order and adjectival agreement</b> (rules)  <b>Skills and Strategies:</b> refresher (dictionaries; decoding and pattern finding) (<b>English, Maths</b>)</p>
<b>Year 7</b> <b>(2 lessons per week)</b>		<p><u>Springboard to KS3:</u>  <b>Classroom rubric:</b> advanced phrases  <b>T1:</b> <u>Talking about myself</u> (<b>PSHCE</b>) Shopping                      'booster' - adjectives and word order  <b>Adjectives, word order and agreement</b>  <b>Present tense key verbs:</b> <i>être, avoir</i>  <b>Longer conversations:</b> sentence building to group talk (incl opinions)</p>	<p><b>T2:</b> <u>Visiting towns and cities – en ville</u>                      'booster' - opinions, food  <b>Comparatives, Negatives</b> – <i>il y a, il n'y a pas de</i> -there is/are, there isn't/aren't                      Comparisons between UK and France (<b>Humanities, Sociology; Current affairs</b>)                      2<sup>nd</sup> World War (<b>History</b>)  <b>Skills and Strategies:</b> inference and deduction (<b>English</b>);</p>	<p><b>T3:</b> <u>My daily routine and time</u> (<b>Maths</b>)                      'booster' - daily routine and reflexive verbs  <b>Key and common irregular verbs:</b> <i>être, avoir, aller, faire</i> etc.  <b>Tenses:</b> near future, present (<b>English</b>)  <b>Phonological Instruction:</b> sound and spelling links for accuracy</p>
<b>Year 8</b> <b>(2 lessons per week)</b>	<b>Spanish</b> <b>HT</b> <b>1,3,5</b>	<p><u>Springboard to Spanish</u>  <b>Classroom rubric:</b> phrases and basic introductions  <b>T1&amp;2:</b> <u>Mexican Day of the Dead:</u> Culture (<b>Humanities, Sociology</b>)  <b>Key language:</b> Greetings, numbers, colours, birthdays, age (<b>Maths, PSHCE</b>)</p>	<p><b>T1&amp;2:</b> <u>The Spanish-speaking world and culture</u> (<b>Humanities, Sociology</b>)  <b>Important verbs in present tense 1<sup>st</sup> &amp; 3<sup>rd</sup> person:</b> <i>tener, ser, vivir, gustar</i>  <b>Longer conversations:</b> sentence building to group talk (opinion phrases)</p>	<p><u>Springboard to High School:</u>  <b>T3:</b> <u>My school + subjects</u>                      'booster' - key language and verbs                      Opinion phrases  <b>Important verbs</b> – wider range of uses/ application to other topics</p>

	<b>French HT 2,4,6</b>	<p><b>T1: My family album; what's in the photo?</b>  <b>Classroom rubric: exclusively TL</b>  <b>Using a photocard stimulus</b>  <b>'booster'</b> - family, clothes, colours  <b>Classroom rubric:</b> advanced dialogue  <b>Description:</b> Exposure to literature  <b>Phonological Instruction/skills and strategies:</b>  sound and spelling links to pronounce new language</p>	<p><b>T2: Going out: Transport and travel (Humanities)</b>  <b>Classroom rubric + some marking and feedback:</b>  <b>exclusively TL</b>  <b>Present tense verbs</b>  <b>'booster'</b> - opinions  <b>Literature:</b> fiction and non-fiction  <b>Skills and Strategies:</b> inference and deduction (English);  bilingual tools to develop and adapt texts</p>	<p><b>Springboard to High School:</b>  <b>Classroom rubric + some marking and feedback: exclusively TL</b>  <b>T3: Introductions and French to socialise</b>  <b>'booster'</b> - places; near future tense  <b>Different timeframes:</b> near future, present, perfect (English)  <b>Writing: 40+ words</b> (U: up to 90)  <b>Speaking: longer conversations</b> in group talk model</p>
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