

"Inspiring learning, unlocking potential, achieving success."

Curiosity | Aspiration | Resilience | Readiness



Modern Foreign Languages Faculty Curriculum Overview

Y10	Low	<ul style="list-style-type: none"> - Using hay, ser and estar - Expressing opinions - Using prepositions - where things are - Using quantifiers - Formulating more complex questions - Using different vocabulary to express the same idea - Using puedo and se puede - Giving reasons to explain an opinion - Using demonstrative adjectives and pronouns - Dealing with past, pres. & future Qs - Using possessive pronouns - Can express a fair variety of ways in which they help/volunteer and can express desire/intention to do so in the future. - Can express a variety of healthy/unhealthy actions they do, often using the structure 'Cuando tengo... - Using a wider range of connectives - Can ask someone, and respond to the question, about what they do to help the environment with some variety of present tense phrases. - Can express a variety of basic needs, from the point of view of those less fortunate. 	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Learning about verbs that are followed by the infinitive - Transferring language - Using me gustaría - Approaching language in reading texts - Using the conditional tense - Conversation fillers - Using expressions with tener - Learning vocabulary - Using negative words - Listening for different tenses - Learning about the present subjunctive - Expressing agreement and disagreement - 	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - Using me preocupa(n) and similar expressions - Making use of word families - Using 'if' sentences - Using prefixes - Using modal verbs to express recommendations and obligations - Making mind maps - Using the words algo and alguien - Using exclamations - Using reflexive constructions, such as se debe, se puede + infinitive - Spotting positive and neg expressions - Using me encanta, me precopua, etc with the subjunctive - Extending the way you express opinions - Talking about the weather - Preparing a conversation topic - Using expressions of sequence - Showing off language you know - Revising the use of preterite and imperfect tenses - Looking out for useful synonyms - Using the points of the compass - Conveying meaning when translating - Using estar + past participle - Learning verbs - Using the passive and passive forms with se - Making use of the social and cultural context
	Mid	<ul style="list-style-type: none"> - Can express desire to help/volunteer for others in a variety of contexts and ways, using different modal and compound verbs ('deber', 'hay que'). - Can describe in detail, using a variety of topical verbs, adverbials and negative structures, what they do which is or isn't healthy. 	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - As well as saying what they do themselves, they can give singular, informal commands in the imperative to someone, saying what to do to help the environment. - Can confidently use modal and compound verbs to describe what should/must be done to help the homeless. 	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - Can say where they went on their last holiday, and give opinions and descriptions of where they stayed. They understand the basic differences between the preterite and imperfect tenses. - Have cultural awareness of different regions of Spain and can describe these areas in some detail, as well as asking and responding to topic-specific questions.

	High	<p>Can soundly apply all mid ability skills as well as:</p> <ul style="list-style-type: none"> - Can understand/give short accounts in the past tense of helping/volunteering for others and can justify the importance or benefits of voluntary work. - Can express agreement or disagreement over points of view pertaining to smoking, alcohol and drugs, and can recognise the subjunctive mood when processing information in Spanish. 	<p>Can soundly apply all mid ability skills as well as</p> <ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Can identify a range of higher-level vocab to understand more complex descriptions of ecological issues - Can use a wide range of complex opinion phrases to express points of view about the homeless and others in need. 	<p>Can soundly apply all mid ability skills as well as:</p> <ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - Can give a detailed, narrative account of a past holiday and say where they would like to go in the future and why. - Can give a detailed, accurate description of a town or region using different examples of the passive voice.
Y11	Low	<ul style="list-style-type: none"> - Revising comparatives and superlatives - Using the same word with different meanings - Using the imperative - Talking to yourself for practice - Using the personal a - Creating a checklist - Using quantifiers and intensifiers: mucho, poco, bastante, demasiado - Using the questions to help you answer - Revising se debe, hay que, tener que - Translating into English - Using debería ser and debería haber - Looking for clues to time frames - Can express opinions of school subjects, make comparisons between them and say what they are going to study in the immediate future with basic justifications. - Can give basic descriptions of their school, and narrate a typical school day routine fairly confidently. 	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Revising si clauses - Learning infinitives with voy a - Using lo que and lo + adjective - Learning common suffixes - Using the present subjunctive after conjunctions of time - Making deductions in reading and listening - Using quisiera - Recognising percentages and fractions - Using a variety of tenses - Learning useful phrases - Using the present subjunctive in hypothetical situations - Using advanced language to impress - Can say what they 'are going', 'will' or 'hope' to do after school in terms of study or work, using 'si' clauses where suitable. - Can recognise a variety of jobs vocabulary and say what job they would like to have in the future and why 	
	Mid	<ul style="list-style-type: none"> - Can describe in fair detail the different characteristic and actions of a good student, whether in the 1st person or giving imperative commands. - Can identify and give a variety of school rules using modal and compound structures, with a good variety of uniform vocabulary, also. 	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Can understand job adverts/descriptions, describe the qualities of a good employee and talk about the future benefits of different jobs. 	

	High	<ul style="list-style-type: none">- Can describe in detail how they felt about coming to school, their early thoughts and how that compares to their current experiences.- Can confidently evaluate the positive and negative aspects of their school, linking them with complex connective phrases for good structure.	<ul style="list-style-type: none">- Can recognise, if not apply, subjunctive phrases to describe different aspects of their ideal job. Alternatively, the conditional tense can be used.	
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