



### Curriculum Intent

Subject: MFL (Spanish)

Year 9

	What?	Why?	National Curriculum Links
Term 1-1	<p><b><u>Back To Basics</u></b></p> <ul style="list-style-type: none"> <li>• Basic crucial knowledge recap and vocab drilling</li> <li>• Recap of numbers, days of the week, months</li> <li>• Recap of basic introductions (name, age, likes and dislikes, physical descriptions, personality descriptions)</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• <i>¿Cómo te llamas? (What is your name?)</i></li> <li>• <i>¿Cuántos años tienes? (How old are you?)</i></li> <li>• <i>¿Dónde vives? (Where do you live?)</i></li> <li>• <i>¿Qué te gusta? (What do you like to do?)</i></li> </ul> <p><b><u>Family, and Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Physical descriptions (hair and eyes)</li> <li>• Personality descriptions</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• <i>¿Cómo eres? (What are you like?)</i></li> <li>• <i>¿Como es tu familia? (What is your family like?)</i></li> <li>• <i>¿Como es? (What is he/she like?)</i></li> </ul>	<p>Pupils will recap the basic crucial knowledge taught in Year 7 as this will be the essential language needed all the way to GCSE level. This will help pupils make a good start in preparation for the content that will be covered this academic year. The crucial knowledge will be revisited often throughout the year to consolidate and recycle in the different topics learned.</p> <p>Pupils will recap family members and descriptions to talk about their family and then move onto who they get on with and why. Adjectives will be recycled here to describe why they get on with certain family members.</p> <p>Pupils will be assessed on their Reading and Listening skills at the end of the half term to assess their application of crucial knowledge when using their Reading and Listening skills.</p>	<ul style="list-style-type: none"> <li>○ To use a wide range of vocabulary and justify opinions.</li> <li>○ Identify and use tenses.</li> <li>○ To prepare pupils for future study.</li> <li>○ To allow pupils to write at varying lengths on different topics.</li> <li>○ To produce accurate pieces of work.</li> <li>○ To allow pupils to write at varying lengths on different topics.</li> <li>○ To speak with confidence, fluency and spontaneity.</li> <li>○ To initiate and develop conversations.</li> <li>○ Accurate pronunciation and intonation.</li> <li>○ To communicate for practical purposes.</li> <li>○ To equip pupils for studying or working abroad.</li> <li>○ Read and understand texts.</li> </ul>



			<ul style="list-style-type: none"> <li>○ Listen to a variety of forms of spoken language.</li> <li>○ To be able to ask questions.</li> <li>○ How to use grammar spelling and punctuation.</li> </ul>
Term 1-2	<p><b><u>Family, Relationships and Future Plans</u></b></p> <ul style="list-style-type: none"> <li>● Relationships (Me llevo bien, no me llevo bien)</li> <li>● Future plans and marriage</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>● <i>¿Te llevas bien con tu familia? (Do you get on well with your family?)</i></li> <li>● <i>¿Te gustaría casarte en el futuro? (Would you like to get married in the future?)</i></li> <li>● <i>¿Qué te gustaría hacer en el futuro? (What would you like to do in the future?)</i></li> </ul>	<p>Pupils will be able to use adjectives to describe who they get on with and why. Pupils will then use the conditional to say what they <i>would like</i> to do in the future and why.</p> <p>Pupils will be assessed on their Writing and Speaking skills in order to assess their application of crucial knowledge when producing language independently. <i>This will allow teachers to plan effectively for knowledge gaps and misconceptions moving forward. Throughout the half term, all four skills are continually assessed.</i></p>	<ul style="list-style-type: none"> <li>● To initiate and develop conversations.</li> <li>● Accurate pronunciation and intonation.</li> <li>● Express ideas and points of view clearly both in speaking and in writing.</li> <li>● Write confidently and spontaneously using a wide range of grammar and vocabulary expressing opinions.</li> <li>● Take part in discussions.</li> <li>● Transcribe words and short sentences.</li> </ul> <p>Read literary texts.</p>
Term 2-1	<p><b><u>Free Time</u></b></p> <ul style="list-style-type: none"> <li>● Free time activities, time phrases, opinions, adjectives</li> <li>● Sports</li> <li>● Future plans for the weekend</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>● <i>¿Qué haces un tu tiempo libre? (What do you do in your free time?)</i></li> </ul>	<p>Pupils will be able to talk about what they do in their free time using infinitive phrases and opinions and then the present tense to be able to say what they do in their free time using time phrases. This will then be developed further in order to say what they will do in the future.</p> <p>At the end of this half term, pupils will be assessed on their Reading and Listening skills to</p>	<ul style="list-style-type: none"> <li>○ Identify and use tenses</li> <li>○ Use and manipulate a variety of key grammatical structures.</li> <li>○ Use a wide range of vocabulary and justify opinions.</li> <li>○ To be able to ask questions.</li> <li>○ How to use grammar spelling and punctuation.</li> </ul>



	<ul style="list-style-type: none"> <li>• <i>¿Qué te gusta hacer en tu tiempo libre? (Low sets)</i></li> <li>• <i>¿Qué deportes haces? (Which sports do you do?)</i></li> <li>• <i>¿Qué vas a hacer este fin de semana? (What are you going to do this weekend?)</i></li> </ul>	<p>assess their application of crucial knowledge when using their Reading and Listening skills.</p>	<ul style="list-style-type: none"> <li>○ Justifying points of view when speaking and writing.</li> <li>○ Identify and use tenses.</li> </ul>
Term 2-2	<p><b><u>New Technology</u></b></p> <ul style="list-style-type: none"> <li>• Using the internet</li> <li>• Using your mobile phone</li> <li>• Opinions about the internet and social media</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• <i>¿Para qué usas el Internet? (What do you use the Internet for?)</i></li> <li>• <i>¿Para qué usas tu móvil? (What do you use your mobile for and why?)</i></li> <li>• <i>¿Cuales son las ventajas y las desventajas del internet? (What are the advantages and disadvantages of the Internet?)</i></li> </ul> <p><i>¿Cuales redes sociales prefieres y por qué? (Which social media do you prefer and why?)</i></p>	<p>Pupils will be able to talk about why they use the internet using the language structure “I use it in order to” (lo uso para...). They will then recycle language in order to talk about what they use their mobile phone for. Pupils will then look at advantages and disadvantages of the Internet and then use opinion phrases to talk about which social media they prefer.</p> <p>Pupils will be assessed on their Writing and Speaking skills in order to assess their application of crucial knowledge when producing language independently.</p>	<ul style="list-style-type: none"> <li>○ To be able to ask questions.</li> <li>○ Take part in discussions.</li> <li>○ How to use grammar spelling and punctuation.</li> <li>○ Translate into Spanish and translate into English from Spanish.</li> <li>○ Using grammar in order to write and speak confidently.</li> <li>○ Transcribe words and short sentences that pupils hear with accuracy.</li> <li>○ Identify and use tenses.</li> </ul>
Term 3-1	<p><b><u>Customs and Celebrations</u></b></p> <ul style="list-style-type: none"> <li>• Spanish customs and festivals</li> <li>• An opinion on a festival in the past</li> <li>• What happened at a festival in the past</li> <li>• Celebrations in the past (Christmas, New Year’s Eve, Birthdays)</li> </ul>	<p>Pupils will learn about Spanish festivals and celebrations. They will learn specific vocabulary to talk about festivals and express their opinions on their favourite festival. Pupils will then use the preterit tense to talk about a Spanish festival they may have gone to in the past. They will then use the imperfect tense to talk about a holiday they used to celebrate when they were little.</p>	<ul style="list-style-type: none"> <li>○ To be able to ask questions.</li> <li>○ Take part in discussions.</li> <li>○ How to use grammar spelling and punctuation.</li> <li>○ Translate into Spanish and translate into English from Spanish.</li> <li>○ Using grammar in order to write and speak confidently.</li> </ul>



	<p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• ¿Cual es tu fiesta española preferida? (What is your favourite Spanish festival?)</li> <li>• ¿Fuiste a una fiesta en el pasado? (Did you go to a festival in the past?)</li> <li>• ¿Cómo fue la fiesta? (What was it like?)</li> </ul>	<p>Pupils will be assessed on their Reading and Listening skills in order to assess their application of crucial knowledge to their Reading and Listening skills.</p>	<ul style="list-style-type: none"> <li>○ Transcribe words and short sentences that pupils hear with accuracy.</li> </ul>
<p>Term 3-3</p>	<p><b><u>Recap of basic Spanish</u></b></p> <ul style="list-style-type: none"> <li>• Basic Introductions</li> <li>• Numbers</li> <li>• Days of the week, months of the year</li> <li>• Adjectives</li> <li>• Time phrases</li> <li>• Opinions</li> <li>• Family</li> <li>• Free time</li> <li>• Recap of the year</li> <li>• Final crucial knowledge assessment</li> </ul> <p><b><u>Communicative Functions</u></b></p> <ul style="list-style-type: none"> <li>• <i>¿Cómo te llamas? (What is your name?)</i></li> <li>• <i>¿Cuántos años tienes? (How old are you?)</i></li> <li>• <i>¿Donde vives? (Where do you live?)</i></li> <li>• <i>¿Qué te gusta? (What do you like to do?)</i></li> <li>• <i>¿Cómo es tu familia? (What is your family like?)</i></li> </ul> <p><b><u>General Conversation Preparation - Theme 1</u></b></p>	<p>Pupils will recap basic Spanish and all crucial knowledge covered this year in preparation for the new academic year. This will allow for pupils to bring all learning together and prepare for the new academic year.</p> <p>Pupils will have two weeks' worth of lessons to prepare their General Conversation answers, ready for Year 10 and Year 11. This will also act as a way of recapping their work.</p>	<ul style="list-style-type: none"> <li>○ To speak with confidence, fluency and spontaneity.</li> <li>○ To initiate and develop conversations.</li> <li>○ Accurate pronunciation and intonation.</li> <li>○ To communicate for practical purposes.</li> <li>○ Identify and use tenses</li> <li>○ Use and manipulate a variety of key grammatical structures and patterns.</li> <li>○ Use a wide range of vocabulary and justify opinions.</li> <li>○ Take part in discussions.</li> <li>○ Using grammar, spelling and punctuation.</li> </ul> <p>Transcribe words and short sentences that they hear with accuracy.</p>



### Curriculum Intent

Subject: MFL (French)

Year 9

	What?	Why?	National Curriculum Links
Term 1-1	<p><b>Fundamentals of French</b></p> <ul style="list-style-type: none"> <li>• Introduction to CRUCIAL KNOWLEDGE DOCUMENT</li> <li>• Alphabet &amp; pronunciation</li> <li>• Numbers, telling the time, Days/ months/seasons</li> <li>• School subjects and opinions / school-related vocab</li> <li>• Present (crucial grammar)</li> <li>• Opinions</li> <li>• Introducing yourself</li> <li>• Talking about family and friends</li> <li>• Describing people</li> </ul> <p><b>Communicative functions:</b></p> <p>Qui est-tu? (who are you?)                      Quel âge as-tu? (how old are you?)                      Qu'est-ce que tu aimes? (what do you like?)                      Tu aimes le collège? (do you like school?)                      Qui est dans ta famille? (who's in your family?)</p>	<p>Pupils will be introduced to the fundamentals of French in the context of covering the same amount of content as other languages in a much shorter timescale. These topics will be regularly revisited in order to embed them.</p> <p>Pupils will be able to describe themselves and start to talk in simple terms about others. They will be learning to use opinions.</p>	<ul style="list-style-type: none"> <li>• Listen to a variety of forms of spoken language</li> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Initiate and develop conversations</li> <li>• Cope with unfamiliar language and unexpected responses</li> <li>• Express ideas and points of view clearly both in speaking and writing</li> <li>• Accurate pronunciation and intonation</li> <li>• Read and understand texts</li> <li>• Translate into English</li> <li>• Read literary texts</li> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.</li> <li>• Translate into the TL</li> </ul>



<p>Term 1-2</p>	<p><b><u>Family, Relationships and Future Plans</u></b></p> <ul style="list-style-type: none"> <li>• Daily routine / Time phrases</li> <li>• Relationships &amp; Plans for the future</li> <li>• Vital verbs 'to be, to have &amp; to like'</li> <li>• Animals, colours &amp; adjectives</li> </ul> <p><b>Communicative functions:</b></p> <p>Comment sont tes amis? (what are your friends like?)          Tu as des animaux chez toi ? Do you have any pets at home ?          Qu'est-ce que tu fais pour aider chez toi ? (What do you do to help at home ?)</p>	<p>Pupils will need to quickly develop the linguistic skills to talk about themselves and others in detail and compare people in their family or friendship group.</p> <p>Pupils will be able to use set future tense phrases to talk about what they want to do in the future and their opinions on a GCSE topic.</p>	<ul style="list-style-type: none"> <li>• Identify and use tenses</li> <li>• Use and manipulate a variety of key grammatical structures and patterns</li> <li>• Use a wide range of vocabulary and justify opinions</li> <li>• Take part in discussions</li> <li>• How to use grammar spelling and punctuation</li> <li>• Listen to a variety of forms of spoken language</li> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Initiate and develop conversations</li> <li>• Cope with unfamiliar language and unexpected responses</li> <li>• Express ideas and points of view clearly both in speaking and writing</li> <li>• Accurate pronunciation and intonation</li> <li>• Read and understand texts</li> <li>• Translate into English</li> <li>• Read literary texts</li> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.</li> <li>• Translate into the TL</li> </ul>
<p>Term 2-1</p>	<p><b><u>Where you live</u></b></p> <ul style="list-style-type: none"> <li>• Describing your house in detail</li> <li>• Saying where things are</li> <li>• Where your home is</li> </ul> <p><b><u>New technology</u></b></p> <ul style="list-style-type: none"> <li>• How we use the internet and why? - positives &amp; negatives</li> </ul>	<p>Pupils will be learning new vocabulary on the topic of technology and relating it to their own experience and opinions.</p> <p>They will use set phrases and opinions to talk about the advantages and disadvantages of the internet.</p>	<ul style="list-style-type: none"> <li>• To foster pupils' curiosity and deepen understanding of the world</li> <li>• To express ideas and thoughts in another language and respond by speaking and writing.</li> <li>• To communicate for practical purposes</li> <li>• To learn new ways of thinking</li> <li>• To read authentic texts</li> <li>• Identify and use tenses</li> </ul>



	<ul style="list-style-type: none"> <li>• using the past (perfect) tense</li> <li>• The uses of mobile technology &amp; social media – present / past / future</li> <li>• Comparing timeframes - the Imperfect tense</li> </ul> <p><b>Communicative functions:</b></p> <p>Où habites-tu? (where do you live?)          Comment est ta maison? (what's your house like?)          Comment est ta chambre? (what's your bedroom like?)          Qu'est-ce qu'il y a dans ta maison et ta chambre? (what's in your house and your room?)          Comment serait ta maison idéale? (what would your ideal house be like?)</p> <p>Qu'est-ce que tu fais avec la technologie? (what do you do with technology?)          Qu'est-ce que tu penses de la technologie? (what do you think about technology?)          Comment utilisais-tu la technologie dans le passé? (how did you use technology in the past?)</p>	<p>Pupils will practice key verbs and phrases to talk about how often they use the internet and what they use it for.</p> <p>Pupils will learn how to compare past, present and future habits using a variety of tenses.</p>	<ul style="list-style-type: none"> <li>• Use and manipulate a variety of key grammatical structures and patterns</li> <li>• Use a wide range of vocabulary and justify opinions</li> <li>• Take part in discussions</li> <li>• How to use grammar spelling and punctuation</li> </ul>
<p>Term 2-2</p>	<p><u>Free time</u></p> <ul style="list-style-type: none"> <li>• Free time activities</li> <li>• TV, Music, Film</li> <li>• Sports and hobbies</li> </ul> <p><b>Communicative functions:</b></p>	<p>Pupils will learn Crucial Knowledge to describe their free time relating to the activities they like and don't like.</p> <p>Pupils will also be able to talk about others' hobbies and involvement in sports and make comparisons with what they did in the past and with others.</p>	<ul style="list-style-type: none"> <li>• Listen to a variety of forms of spoken language</li> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Initiate and develop conversations</li> <li>• Cope with unfamiliar language and unexpected responses</li> <li>• Express ideas and points of view clearly both in speaking and writing</li> <li>• Accurate pronunciation and intonation</li> </ul>



	<p>Qu'est-ce que tu faisais dans le passé? (what did you used to do in the past?)          Qu'est-ce que tu aimes faire pendant ton temps libre? (what do you like to do in your free time?)          Qu'est-ce que tu feras dans l'avenir? (what will you do in the future?)          Quels sports fais-tu? (what sports do you do?)          Quels passetemps avez vos amis et toi? (what hobbies do you and your friends have?)</p>	<p>Pupils will be able to talk about the importance of sport in a healthy lifestyle.</p> <p>Pupils will be able to specifically talk about TV programmes, film genres and music genres to develop and extend opinions further.</p> <p>Pupils will be confidently be able to talk about what they did last weekend using past tense key phrases.</p> <p>Pupils will be able to talk about what they are going to do next weekend using future tense set phrases.</p>	<ul style="list-style-type: none"> <li>• Read and understand texts</li> <li>• Translate into English</li> <li>• Read literary texts</li> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.</li> <li>• Translate into the TL</li> </ul>
<p>Term 3-1</p>	<p><u>Food and Lifestyle</u></p> <ul style="list-style-type: none"> <li>• Food items and meals</li> <li>• Talking about eating out</li> <li>• Healthy eating - past and present</li> <li>• Cultural importance of food in France</li> </ul> <p><b><u>Communicative functions:</u></b></p> <p>Qu'est-ce que tu aimes manger? (what do you like to eat?)          Qu'est-ce que tu aimes manger au restaurant? (what do you eat at restaurants?)</p>	<p>Pupils will learn about food items to talk about what they eat and drink and their opinion on certain food items.</p> <p>Pupils' knowledge will then be extended to talk about healthy and unhealthy food items.</p> <p>Pupils will use the imperfect tense phrases to compare their lifestyle in the past with their current lifestyle and explain what they should do/will do to be more healthy.</p>	<ul style="list-style-type: none"> <li>• Identify and use tenses</li> <li>• Use and manipulate a variety of key grammatical structures and patterns</li> <li>• Use a wide range of vocabulary and justify opinions</li> <li>• Take part in discussions</li> <li>• How to use grammar spelling and punctuation</li> <li>• Listen to a variety of forms of spoken language</li> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Initiate and develop conversations</li> <li>• Cope with unfamiliar language and unexpected responses</li> <li>• Express ideas and points of view clearly both in speaking and writing</li> </ul>



	<p>Qu'est-ce tu aimais manger quand tu étais plus jeune? (what did you eat when you were younger?)          Tu manges sainement ou non? (do you eat healthily or not?)          Les français – qu'est-ce qu'ils mangent? (What do French people eat) CULTURAL [NON-TAUGHT]          TOPIC BASED ON PUPILS' RESEARCH</p>	<p>Pupils will learn about the cultural importance of food.</p>	<ul style="list-style-type: none"> <li>• Accurate pronunciation and intonation</li> <li>• Read and understand texts</li> <li>• Translate into English</li> <li>• Read literary texts</li> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.</li> <li>• Translate into the TL</li> </ul>
<p>3.2</p>	<p><u>Back to basics</u>           Recap of topics covered this year so far. Focus on integration of CK structures and SB language.</p>	<p>Pupils will practice and apply what they have learnt this year and will use the CK structures to develop their communication skills.</p>	<ul style="list-style-type: none"> <li>• Identify and use tenses</li> <li>• Use and manipulate a variety of key grammatical structures and patterns</li> <li>• Use a wide range of vocabulary and justify opinions</li> <li>• Take part in discussions</li> <li>• How to use grammar spelling and punctuation</li> </ul>



## Curriculum Intent

Subject: MFL (Italian)

Year 9

	What?	Why?	Links to National Curriculum
Term 1-1	<p><u>Fundamentals of Italian</u></p> <ul style="list-style-type: none"> <li>• Introduction to CRUCIAL KNOWLEDGE DOCUMENT</li> <li>• Alphabet &amp; pronunciation</li> <li>• Numbers, telling the time, Days/ months/seasons</li> <li>• School subjects and opinions / school-related vocab</li> <li>• Present (crucial grammar)</li> <li>• Opinions</li> <li>• Introducing yourself</li> <li>• Talking about family and friends</li> <li>• Describing people</li> </ul> <p><u>Communicative functions:</u></p> <p>Chi sei? (who are you?)                      Quanti anni hai? (how old are you?)                      Che cosa ti piace? (what do you like?)                      Ti piace la scuola? (do you like school?)                      Chi c'è nella tua famiglia? (who's in your family?)</p>	<p>Pupils will be introduced to the fundamentals of Italian in the context of covering the same amount of content as other languages in a much shorter timescale. These topics will be regularly revisited in order to embed them.</p> <p>Pupils will be able to describe themselves and start to talk in simple terms about others. They will be learning to use opinions.</p>	<ul style="list-style-type: none"> <li>• Pupils need to know, apply and understand everything in the purpose of study.</li> <li>• To foster pupils' curiosity and deepen understanding of the world</li> <li>• To express ideas and thoughts in Italian and respond by speaking and writing.</li> <li>• To communicate for <u>practical</u> purposes</li> <li>• Understand and respond to spoken and written language from a variety of authentic sources</li> <li>• Speak with confidence, fluency and spontaneity</li> </ul>
Term 1-2	<p><u>Family, Relationships and Future Plans</u></p> <ul style="list-style-type: none"> <li>• Daily routine / Time phrases</li> <li>• Relationships &amp; Plans for the future</li> <li>• Vital verbs 'to be, to have &amp; to like'</li> <li>• Animals, colours &amp; adjectives</li> </ul>	<p>Pupils will need to quickly develop the linguistic skills to talk about themselves and others in detail and compare people in their family or friendship group.</p>	<ul style="list-style-type: none"> <li>• Pupils will understand and respond to spoken and written language from a variety of sources</li> <li>• Pupils will start to peak with confidence, fluency and spontaneity</li> </ul>



	<p><b>Communicative functions:</b></p> <p>Come sono gli amici? (what are your friends like?)          Com'è casa tua? (what's your house like?)          Com'è camera tua? (what's your bedroom like?)</p>	<p>Pupils will be able to use set future tense phrases to talk about what they want to do in the future and their opinions on a GCSE topic.</p>	<ul style="list-style-type: none"> <li>• Identify, use and manipulate a some key grammatical structures and patterns (mainly present tense)</li> <li>• To produce accurate pieces of work and continually work on pronunciation and intonation</li> <li>• Write on different topics using some different grammatical structures</li> </ul>
<p>Term 2-1</p>	<ul style="list-style-type: none"> <li>• Describing your house in detail</li> <li>• Saying where things are</li> <li>• Where your home is</li> </ul> <p><u>New technology</u></p> <ul style="list-style-type: none"> <li>• How we use the internet and why? - positives &amp; negatives</li> <li>• using the past (perfect) tense</li> <li>• The uses of mobile technology &amp; social media – present / past / future</li> <li>• Comparing timeframes - the Imperfect tense</li> </ul> <p><b>Communicative functions:</b></p> <p>Dove vivi? (where do you live?)          Come sarebbe la tua casa ideale? (what would your ideal house be like?)          Cosa fai con la tecnologia? (what do you do with technology?)</p>	<p>Pupils will be learning new vocabulary on the topic of technology and relating it to their own experience and opinions.</p> <p>They will use set phrases and opinions to talk about the advantages and disadvantages of the internet.</p> <p>Pupils will practice key verbs and phrases to talk about how often they use the internet and what they use it for.</p> <p>Pupils will learn how to compare past, present and future habits using a variety of tenses.</p>	<ul style="list-style-type: none"> <li>• Pupils will develop their ideas and thoughts and respond by speaking and writing</li> <li>• To communicate for practical purposes looking at real-life scenarios</li> <li>• Understand and respond to spoken and written language from a variety of authentic sources</li> <li>• Begin to speak with more confidence, fluency and spontaneity</li> <li>• To be able to ask questions</li> <li>• To produce accurate pieces of work and continually work on pronunciation and intonation</li> <li>• Identify and use some tenses</li> <li>• Use and manipulate a variety of key grammatical structures and patterns</li> <li>• Use a wide range of vocabulary and justify opinions</li> <li>• Listen to a variety of forms of spoken language</li> </ul>



	<p>Che pensi della tecnologia? (what do you think about technology?)</p> <p>Come hai usato la tecnologia nel passato? (how did you use technology in the past?)</p>		<ul style="list-style-type: none"> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Read and understand texts</li> <li>• Translate <b>into</b> English</li> </ul>
<p>Term 2-2</p>	<p><u>Free time</u></p> <ul style="list-style-type: none"> <li>• Free time activities</li> <li>• TV, Music, Film</li> <li>• Sports and hobbies</li> </ul> <p><b>Communicative functions:</b></p> <p>Cosa facevi nel passato? (what did you used to do in the past?)</p> <p>Cosa ti piace fare nel tempo libero? (what do you like to do in your free time?)</p> <p>Cosa farai nel futuro? (what will you do in the future?)</p> <p>Quali sport fai? (what sports do you do?)</p> <p>Che passatempi hai tu e hanno gli amici? (what hobbies do you and your friends have?)</p>	<p>Pupils will learn Crucial Knowledge to describe their free time relating to the activities they like and don't like.</p> <p>Pupils will also be able to talk about others' hobbies and involvement in sports and make comparisons with what they did in the past and with others.</p> <p>Pupils will be able to talk about the importance of sport in a healthy lifestyle.</p> <p>Pupils will be able to specifically talk about TV programmes, film genres and music genres to develop and extend opinions further.</p> <p>Pupils will be confidently be able to talk about what they did last weekend using past tense key phrases.</p> <p>Pupils will be able to talk about what they are going to do next weekend using future tense set phrases.</p>	<ul style="list-style-type: none"> <li>• More focus on listening to a variety of forms of spoken language</li> <li>• Transcribe words and short sentences that they hear with accuracy</li> <li>• Initiate and develop conversations</li> <li>• Express ideas and points of view clearly both in speaking and writing</li> <li>• Focus on pronunciation and intonation</li> <li>• Read and understand texts</li> <li>• Write confidently and spontaneously using a wide range of grammar and vocabulary, expressing opinions.</li> <li>• Translate <b>into</b> the ITALIAN</li> </ul>
<p>Term 3-1</p>	<p><u>Food and Lifestyle</u></p> <ul style="list-style-type: none"> <li>• Food items and meals</li> <li>• Talking about eating out</li> </ul>	<p>Pupils will learn about food items to talk about what they eat and drink and their opinion on certain food items.</p>	<ul style="list-style-type: none"> <li>• Understand and respond to spoken and written Italian from a variety of authentic sources</li> </ul>



<ul style="list-style-type: none"> <li>• Healthy eating - past and present</li> <li>• Cultural importance of food in Italy</li> </ul> <p><b><u>Communicative functions:</u></b></p> <p>Cosa ti piace mangiare? (what do you like to eat?)          Che cosa mangi al ristorante? (what do you eat at restaurants?)          Che cosa mangiavi da giovane? (what did you eat when you were younger?)          Mangi sano o malsano? (do you eat healthily or not?)          Che cosa mangiano gli italiani? (what do Italians eat?)</p>	<p>Pupils' knowledge will then be extended to talk about healthy and unhealthy food items.</p> <p>Pupils will use the imperfect tense phrases to compare their lifestyle in the past with their current lifestyle and explain what they should do/will do to be more healthy.</p> <p>Pupils will learn about the cultural importance of food.</p>	<ul style="list-style-type: none"> <li>• Speak with confidence, fluency and spontaneity</li> <li>• To be able to ask questions</li> <li>• To produce accurate pieces of work and continually work on pronunciation and intonation</li> <li>• Write at varying length on different topics using different grammatical structures</li> <li>• Write confidently and spontaneously using a variety of tenses (at least 3) and vocabulary, expressing opinions.</li> <li>• Translate <b>into</b> the ITALIAN</li> </ul>
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