Year 11 Programme of study for MFL 2024-2025

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Other timing: From: Sept To: Oct	Other timing: From: Oct To: Dec	Other timing: From: Jan To: Feb	Other timing: From: Feb To: Apr	Other timing: From: Apr To:June	Other timing: From: June To: July
Topic / Big Question: GCSE: Theme 2	Topic / Key Question: GCSE: Theme 2	Topic / Key Question: GCSE: Theme 1	Topic / Key Question: GCSE: Revision	Topic / Key Question:	Topic / Key Question:
Skills (students should be able to do): ✓ How to describe a holiday in the present and future ✓ How to give a description of a past holiday How to book a hotel room and discuss problems	Skills (students should be able to do): ✓ How to discuss what makes you a healthy or unhealthy person ✓ How to express the consequences of drugs and alcohol use Discussing what new technologies we have and how we use them	Skills (students should be able to do): ✓ How to discuss the advantages and disadvantages of new techs ✓ How to describe your relationship with family and friends ✓ How to discuss opinions on marriage	Skills (students should be able to do): ✓ How to talk about music and cinema preferences ✓ How to buy tickets for a concert How to describe what you and others do in your free time	Skills (students should be able to do): GCSE exams	Skills (students should be able to do): N/A
Key Learning Outcomes (students should know):	Key Learning Outcomes (students should know):	Key Learning Outcomes (students should know):	Key Learning Outcomes (students should know):	Key Learning Outcomes (students should know):	Key Learning Outcomes (students should know):

Autumn Term – centrally planned, standardised and teacher marked piece(s) of work Assessment 1: Mock 1: speaking and listening Building understanding: Rationale / breakdown for your sequence of for your sequence of		Spring Term – centrally planned, standardised and teacher marked piece(s) of work Assessment 2: Mock 2: reading and speaking Building understanding: Rationale / breakdown for your sequence of		Summer Term – centrally planned, standardised and teacher marked piece(s) of work GCSE exams Building understanding: Rationale / breakdown for your sequence of	
In this sequence students will be able to revise the topic of holidays but will expand those with a variety of complex structures and idiomatic expressions to expand their range of language. Students will be able to express their own preferences about holidays as well as learning how to book a room at a hotel and how to complain in the TL. They use some of the language and structures learnt in year 8 as part of the spiral MFL curriculum	Iessons: Students will be able to revise and consolidate vocabulary and previous structures to discuss healthy living as well as talking about the effects of alcohol and drugs which will make them reflect on people's life choices. They will be able to give advice on how to be a healthy person using modal verbs.	Iessons: Students learn how to give advantages and disadvantages of new technologies using some previously learnt vocabulary and structures but also learning how to use subjunctive expressions to make their speaking and writing more natural and fluid. They use 3 time frames with a variety of tenses, including the simple future. They use some of the language and structures learnt in year 9 as part of the spiral MFL curriculum	Students develop their language skills and are able to apply a larger linguistic range, recycling vocabulary and structures learnt throughout the course of study. They learn how to buy tickets for a concert and express their likes and dislikes in music and film as per the GCSE specification. They use some of the language and structures learnt in year 9 as part of the spiral MFL curriculum.	Iessons: Students begin to start revising the GCSE specification. Teachers will assess their competence on the different topics to be able to determine which topics they are more confident with. In these lessons they will be revising vocab that has already been revised through interleaving topics in years 9, 10 and 11. They will complete reading, listening, speaking and writing GCSE style questions.	lessons: N/A

Home – Learning:	Home – Learning:	Home – Learning:	Home – Learning:	Home – Learning:	Home – Learning:
Past papers and vocab learning	Past papers and vocab learning	Past papers and vocab learning	Past papers and vocab learning	Past papers and vocab learning	Past papers and vocab learning
Reading / High Quality Text:	Reading / High Quality Text:	Reading / High Quality Text:	Reading / High Quality Text:	Reading / High Quality Text:	Reading / High Quality Text:
Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.	Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.	Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.	Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.	Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on 'speaking like a linguist' in lessons. Developing students' oracy via pair work tasks and class discussion using think, pair and share.	
Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:
Learning numbers	Recapping numbers	Recapping numbers	Recapping numbers		

Surveying ar results	nd writing Surve result	, ,	Surveying and writing results		
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): Students will be able to work with the ELAs					

Students will be able to develop SMSC aspects through discussions about school subjects, bullying, school rules, employment, etc