

Year 7 MFL (French and Spanish)

Term 2 Je me présente/Me presento (Personal information)



tudents are practising the four skills (speaking, writing, listening and reading) to cover how old people are using the verb to have, significant dates, and learning about Christmas in other countries. Students also learn how to give a wider variety of basic opinions and continue to build upon their learning from term 1 to be able to give more information about people and to strengthen their grammatical knowledge.

Previous topic:
Talking about feelings and describing people with the verb to be.
Next topic:
Personal information including talking about dates and ages

Core knowledge/skills/concepts

Grammar:
To have
Negatives
Definite article
Adjective agreement and positioning.

Vocabulary:
Conjugations of the verb to have
Numbers 1-31
Months of the year
Vocabulary from Christmas songs

Phonics:
Alphabet and phonetical principles

Giving opinions:
Expressing simple opinions

Skills:
Reading
Writing
Listening
Speaking

Tu as quel âge? How old are you? Il/elle a quel âge? How old is he/she?	
Who	Age
J'ai I have	dix ans 10 years
	onze ans 11 years
Tu as You have	douze ans 12 years
	treize ans 13 years
Il a He has	quatorze ans 14 years
	quinze ans 15 years
Elle a She has	seize ans 16 years

Who	Day	Month
Mon anniversaire est le My birthday is the	premier (1st)	janvier (of January)
	deux (2nd)	février (of February)
Ton anniversaire est le Your birthday is the	trois (3rd)	mars (of March)
	dix-sept (17th)	avril (of April)
Son anniversaire est le His/her birthday is the	dix-huit (18th)	mai (of May)
	dix-neuf (19th)	juin (of June)
Quelle est la date de ton anniversaire? (When is your birthday?) Quelle est la date de son anniversaire? (When is his/her birthday?)	vingt (20th)	juillet (of July)
	vingt-et-un (21st)	août (of August)
	vingt-trois (23rd)	septembre (of September)
	vingt-quatre (24th)	octobre (of October)
	trente (30th)	novembre (of November)
	trente-et-un (31st)	décembre (of December)

¿Cuántos años tienes? How old are you? ¿Cuántos años tiene? How old is he/she?	
Who	Age
(Yo) tengo I have (Tú) tienes You have (Él/ella) tiene He/she has	diez años 10 years
	once años 11 years
	doce años 12 years
	trece años 13 years
	catorce años 14 years
	quince años 15 years
	dieciséis años 16 years

Who	Day	Month
Mi cumpleaños es el My birthday is the Tu cumpleaños es el Your birthday is the Su cumpleaños es el His/her birthday is the <div> ¿Cuándo es tu cumpleaños? (When is your birthday?) ¿Cuándo es su cumpleaños? (When is his/her birthday?) </div>	primero (first)	de enero (of January)
	dos (2 nd)	de febrero (of February)
	tres (3 rd)	de marzo (of March)
	diecisiete (17 th)	de abril (of April)
	dieciocho (18 th)	de mayo (of May)
	diecinueve (19 th)	de junio (of June)
	veinte (20 th)	de julio (of July)
	veintiuno (21 st)	de agosto (of August)
	veintitrés (23 rd)	de septiembre (of September)
	veinticuatro (24 th)	de octubre (of October)
	treinta (30 th)	de noviembre (of November)
	treinta y uno (31 st)	de diciembre (of December)

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Term 1 C'est parti/Vamos (Let's go)



Essential vocabulary

See sentence builders 1-2 for T2

Threshold concepts

What a verb is
Use of the verb to have with age, rather than to be
Phonetical differences between English and foreign language

Opportunities for reading

Reading texts written for subject topic - 95% comprehensibility to boost confidence in reading in the TL
Opportunities for students to read aloud on a regular basis to enable phonics application and for misconceptions to be addressed.

How and when will the core learning be assessed?

Students will undertake 2-3 vocabulary tests over the course of the term to check acquisition of key vocabulary.
Students complete a diagnostic translation task to check for understanding of key grammatical concepts.
At the end of term, students have to write 5 sentences about themselves to cover the content from T1 and 2.

Links to other topics/subjects

Curriculum ‘Glossary’ and guidance



Students are learning about..... at this point in Year 7 because...

The ‘why this and why now?’ question

Previous topic: To support understanding of how the curriculum is sequenced

Next topic:

Core knowledge/skills/concepts

Aspects that must be known without compromise and retained in the long-term memory (think of it as a checklist for teachers and students to work towards securing)

Essential vocabulary

Tier 2 as well as Tier 3
Tier 2= valuable academic words that appear across the school curriculum e.g evaluate, authority, indicate (our ‘word of the week’ comes for Tier 2 vocabulary lists
Tier 3= subject specific vocabulary

Threshold concepts

‘Gateway’ concepts that are essential for students to be able to progress onto more complex ideas. In other words, they require mastery before moving onto other concepts.

Opportunities for reading

How and when will the core learning be assessed?

Formative assessment to inform responsive teaching and TRIO opportunities as well as summative assessment.

Links to other topics/subjects

(we will create time to come together to really explore these)