










# ASCC MFL Curriculum 2025-2026

Domains of Knowledge revisited during each module of teaching: **Listening, Reading, Speaking and Writing.**

Three pillars of language which will be developed during the curriculum  
**Phonics Vocabulary Grammar**

|   | HALF TERM 1  | HALF TERM 2  | HALF TERM 3   | HALF TERM 4  | HALF TERM 5   | HALF TERM 6   |
|---|--|--|---|--|---|---|
| <b>YEAR 7</b><br><br>This Y7 cohort will learn Spanish throughout Key Stage 3 | Introduction to key language structures/phonics.<br><b>Introducing yourself</b><br>Saying when your birthday is<br><i>Tener, numbers, me llamo</i>   | <b>Talking about yourself and others.</b><br>Describing hair and eyes<br><i>Se llama, Tener, adjectival agreements, singular and plural</i><br><b>Saying where I live and am from</b><br><i>Vivir, soy de, cuando era más joven solía vivir/ solía tener</i><br><b>Day of the Dead</b><br><b>Spanish Christmas</b>    | <b>Talking about family</b><br>members and relationships<br>Numbers 1-100<br><i>Hay, me llevo, tener</i><br>   | <b>Describing my family</b> and saying why I like them.<br>Talking about pets<br><i>Ser, adjectival agreements, opinions and justifications, cuando era más joven solía ser</i><br><b>Spanish Easter</b>  | <b>Talking about what jobs people do</b><br>Where people work<br>Opinions about jobs<br><i>Trabajar, masculine and feminine nouns, le gusta, no le gusta</i><br> | <b>Talking about food</b><br><i>Time phrases, m/f/plural nouns and adjectives, comer, beber</i><br><b>San Fermin Festival</b>   |
| <b>YEAR 8</b><br><br>This Y8 cohort will learn French throughout Key Stage 3  | <b>School subjects</b><br>Time, timetable and my daily routine<br><i>À, numbers, étudier, time phrases, m/f/ plural adjectives, reflexive verbs,</i> | <b>Opinions about school life</b><br><i>Opinions and justifications, quand j'étais plus jeune j'aimais / je détestais, adjectival agreements, comparatives, near future tense, je voudrais</i><br><b>Talking about clothes and accessories</b><br>How frequently I wear them<br><i>Time phrases, porter, quand, weather phrases,</i><br><b>La Toussaint</b><br><b>French Christmas</b>  | <b>Saying what I and others do in our free time</b><br><i>Jouer à, faire de, aller, time phrases, opinions, justifications, past tense</i><br><b>La Chandeleur</b><br> | <b>Talking about what I do with technology</b><br><i>Present and past tense verbs, faire, aller, ER verbs, opinions and justifications</i><br><b>French Easter</b>                                        | <b>Talking about weather and free time</b><br><i>Quand + weather phrases, faire de , aller à, jouer à, chez moi /soi/lui/elle</i>   | <b>Talking about future plans for holidays</b><br><i>Near future tense /je voudrais, nous aimerions, au/en/aux + country</i><br><b>La fête de la musique</b><br><b>14 juillet 2</b> |














The strands of knowledge which are developed through the curriculum:

|                           |                      |                          |                            |
|---------------------------|----------------------|--------------------------|----------------------------|
| Me, my family and friends | Free-time activities | Celebrations and customs | Home, town and environment |
| Travel and Tourism        | Social issues        | Education                | Life after school          |

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|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
| <p>YEAR 9</p>  <p>This Y9 cohort will learn Spanish throughout Key Stage 3</p> | <p><b>Describing my home</b><br/><i>Vivir, soy de, cuando era más joven solía vivir/ solía tener, adjectival agreements, opinions and justifications, subordinante clauses</i></p>  | <p><b>Describing where I live</b><br/><i>Hay, no hay, tengo, tenemos, mi casa +estar + location, m/f/plural nous, prepositions + de la /del</i><br/><b>Day of the Dead</b><br/><b>Spanish Christmas</b></p>  | <p><b>Saying what I did and going to do at the weekend</b><br/><i>Time phrases + near future tense, past tense – regular verbs, hacer, ir, ver opinions and justifications</i></p> | <p><b>Making after school plans with a friend</b><br/><i>Modal verbs, asking and answering questions, making arrangements.</i></p> | <p><b>Talking about a past holiday</b><br/><i>Forming the past tense, saying where you went, who with, describing what you did on holiday.</i></p>  | <p><b>Voces Innocentes</b><br/><i>Studying a film about civil war in South America</i></p>                                   |
| <p>YEAR 10</p>  <p>French (GCSE)</p>   | <p><b>Theme : Media and Technology</b></p>   | <p><b>Theme : My personal World</b></p>    | <p><b>Theme : Studying and my future</b></p>   | <p><b>Theme : Studying and my future</b></p>   | <p><b>Theme : Lifestyle and Wellbeing</b></p> <p>Exam skills + Speaking</p>   | <p><b>Theme : Travel and Tourism</b></p>  |
| <p>YEAR 11</p>  <p>(GCSE)<br/>Spanish</p>                                      | <p><b>Theme : My neighbourhood</b></p>    | <p><b>Theme: Environment</b></p>   | <p><b>Theme My future plans</b></p>  | <p>Revision of topics<br/>Exams skills</p>      | <p>Exam skills + Speaking</p>   |  |

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