

	What we do	When we do it	How it helps students to develop our Alive theme
<b>Year 7</b>	<p>Students complete fluency writing tasks on the topics they have studied so far.</p> <p>Students present their Dia de los Muertos/Toussaints project to the class.</p> <p>Paired speaking conversations about ourselves, others, and giving opinions.</p>	<p>Termly</p> <p>Term 2</p> <p>Term 5/6</p>	<p>Students learn to manipulate grammar to communicate accurately in their written work. They are frequently asked to recall vocabulary and grammar rules throughout the year to communicate as much as they can about themselves and others.</p> <p>Students learn to listen to each other and ask thoughtful questions to help students reflect on their own work. Students develop their public speaking skills and gain confidence in communicating in front of their peers.</p> <p>Students learn how to ask questions and engage in an interview-style conversation. Through regular practice with their partner, they learn to be interdependent and read social cues. Students develop their confidence in speaking aloud and spontaneously in Spanish/French, putting their phonics knowledge from the whole year into practice.</p>
<b>Year 8</b>	<p>Students complete fluency writing tasks on the topics they have studied so far.</p> <p>Paired speaking conversations about our free time, our town, our plans for the future and an account of a past event.</p>	<p>Termly</p> <p>Term 6</p>	<p>Students learn to manipulate grammar to communicate accurately in their written work. They are frequently asked to recall vocabulary and grammar rules throughout the year to communicate as much as they can about themselves, others, places, future events, and past events.</p> <p>Students learn how to ask questions and engage in an interview-style conversation. Through regular practice with their partner, they learn to be interdependent and read social cues. Students develop their confidence in speaking aloud and spontaneously in Spanish/French, putting their phonics knowledge from the whole year into practice. They learn to communicate accurately in the present, past, and future tenses.</p>
<b>Year 9</b>	<p>Students complete fluency writing tasks on the topics they have studied so far.</p> <p>Paired role plays at the Pharmacy/Doctors and at the Restaurant.</p>	<p>Termly</p> <p>Term 2,3,4</p>	<p>Students learn to manipulate grammar to communicate accurately in their written work. They are frequently asked to recall vocabulary and grammar rules throughout the year to communicate as much as they can about themselves, others, places, future events, and past events.</p> <p>Students learn transactional vocabulary and grammar so that they can converse in real-life situations to solve problems. Through regular practice with their partner, they learn to be interdependent and read social cues. Students develop their confidence in speaking aloud and spontaneously in Spanish/French, putting their phonics knowledge from the whole year into practice. They learn to identify problems and offer solutions. They communicate accurately in the present, past, and future tenses, giving their opinions in all three tenses.</p>

## Year 7 French & Spanish Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We are Organised  We can contribute	Decorate our exercise books with cultural knowledge and set PROUD standards in all of our books.  Muller House Bake Off competition to raise money for Ikoba school. As part of European Day of Languages.	Students spend time making their book covers look fantastic. This encourages them to take care of their books throughout the entire year.  Students are encouraged to bake by themselves or in pairs. They then sell their cakes/biscuits at school to raise money for charity.
2	We can Research We are Creative  We Value Faith	Día de los Muertos Project (Spanish) Toussaints Project (French)  Learn about Christmas in France and Spain and how it is celebrated.	Students create their own <i>calavera</i> (decorated skull) based on their research. Students bake their own Toussaints dish based on their research.  Students learn about faith in the Francophone/Hispanic world and consider what Christmas means for other people around the world.
3	We are resilient  We are Creative	Explicit teaching of coping strategies for new/unknown vocabulary. Low-stakes speaking/writing activities to build confidence and resilience.  Create a Wanted Poster to demonstrate descriptions.	Students learn to give the language a go through engaging games such as battleships, no snakes no ladders, and sentence stealers. Students learn that making mistakes in a language is important and necessary to make progress.  Students use their imagination to create a criminal character and describe them in the target language.
4	We can Research We value Justice and Respect	Learn about how other countries celebrate Easter and make a poster to make comparisons with our own practices.	Students use videos and the internet to research the Easter traditions in Spain/France. They then make a poster to make comparisons with how Easter is celebrated in the UK. Students learn to be respectful of other faiths and cultures.
5	We can Research	Cinco de Mayo Project Bastille Day Project	Students learn how to research events which take place in the Francophone/Hispanic world and how to present their findings.
6	We are Interdependent	Students pair up to practise and perform their end of year Speaking Assessment.	Students learn to help each other with revision and communication skills. They learn to offer constructive advice to improve their performance.

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We are Creative  We are Organised	Los Moros project (Spanish) Fête des Lumières- Lyon project (French)  Decorate our exercise books with cultural knowledge and set PROUD standards in all of our books.	Students use their creative skills to make a representation of Arabic influence (Spanish)/a lights display for the Lyon festival (French).  Students spend time making their book covers look fantastic. This encourages them to take care of their books throughout the entire year.
2	We value Justice and Respect  We can Contribute	Black History Month – an ICT lesson researching and describing 2 important Francophone/Hispanic figures in Black History.  House Paella/Crepe Cooking competition for European Day of Languages.	Students gain an understanding of what it was like for these two figures and learn to respect their struggles.  Students represent their House in this competition and learn the importance of contributing to the wider school ethos and earn House points.
3	We can Research	Research project on life in Senegal/Cuba.	Students use their research skills to find out information about life in Sénégal/Cuba. This includes researching: language, places of interest, music, dance, food, costume/dress, festivals, religion, sport.
4	We are Creative	Las Fallas project / Feria de Nimes project	Students create a Falla to represent a political or social issue and present it to the class (Spanish) Students design an outfit for thei Feria de Nimes festival (French).
5	We are resilient	House competition –Spelling bee. Students take part in a spelling bee. They must learn 30 new words in French and Spanish.	Students are encouraged to give it a go and not give up. They are taught repair strategies and encouraged to use them during the competition.
6	We are Interdependent	Students pair up to perform in their end of year Speaking Assessment.	Students learn to help each other with revision and communication skills. They learn to offer constructive advice to improve their performance.

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We Value Diversity and Choice  We can Question	Students choose a Francophone/Hispanic country to research and create a presentation about.  Have a series of talks from Burges Salmon about the importance of languages in business and law.	Students are presented with a diverse range of countries to choose from and research the diverse cultures within each country before making their choice of country for their presentation. Students create questions prior to the presentations and learn to ask questions in a succinct and professional manner during the QA session of the Burges Salmon talks.
2	We Value Justice and Respect	Black History Month project – Students study black history in the Francophone world and look at the life of Joséphine Baker. Students black history in Colombia and the life of Benkos Biohó.	Students gain an understanding of what it was like for these individuals learn to respect their struggles and the important role they played in changing history.
3	We can Question	Role plays at the Pharmacy and at the Restaurant.	Students learn to question with formal language and learn transactional vocabulary so that they can question in a range of situations and solve problems through their questioning.
4	We value Ourselves	Discussing healthy eating habits in French/Spanish.	Students learn to discuss the importance of healthy diet in French/Spanish. They compare their own diets to those typical of French/Spanish young people and reflect on how healthy their own diet is.
5	We are Creative We can Review	Students make their own board game to help them and other students revise vocabulary from a unit of work in Key Stage 3.	Helps to give students ideas on how to revise in an active and engaging way. Students are encouraged to develop creative skills, art skills, design skills, and literacy skills through Spanish/French.
6	We can review	Film project – French/Spanish students study a film and use it to review all communicative language functions from Key Stage 3.	Students are encouraged to review the films they watch, giving their opinions and making comparisons. They are also encouraged to review their learning from Key Stage 3 and identify areas of strength and weakness. Students are directed to focus their practice on their weakest areas e.g. describing characters.