

	What we do	When we do it	How it helps students to develop our Alive theme
Year 10	<p>Describing a photo card</p> <p>General conversation about ourselves, others, past events, and future events.</p>	<p>Term 2, 3, 4, 5</p> <p>Term 6</p>	<p>Students learn to communicate accurately and spontaneously in written and spoken form about what they can see. This is useful for real-life situations such as reporting incidents to the police, reporting missing items etc.</p> <p>Student practise asking and answering general conversation questions in pairs in class, with their class teacher, and with the Foreign Language Assistant. This builds students' confidence in conversing spontaneously and extensively in the target language, firstly with a peer and ending with a native speaker.</p>
Year 11	<p>Acting out a series of role plays</p> <p>General conversation about ourselves, others, past events, and future events.</p>	<p>Term 1, 2, 3, 4</p> <p>Term 6</p>	<p>Students learn transactional language to communicate accurately and spontaneously in written and spoken form to identify problems and offer solutions. This is useful for real-life situations such as exchanges in shops, restaurants, hotels, train stations etc.</p> <p>Student practise asking and answering general conversation questions in pairs in class, with their class teacher, and with the Foreign Language Assistant. This builds students' confidence in conversing spontaneously and extensively in the target language, firstly with a peer and ending with a native speaker.</p>

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We can question	Learn how to form questions in French/Spanish/German around the topic of family and relationships	Students learn how to form questions in the target language and learn how to use formal and informal questions. Students then practise asking these questions with their peers and the foreign language assistant.
2	We value ourselves	Reflect on students' own personal relationships, their use of technology and free time through the topics of Unit 1: Relationships, Unit 2: Technology, Unit 3: Free Time.	Students communicate about the positive and negatives of these topics in the target language. They identify what makes them feel happy, relaxed etc. and what makes them feel worries, stressed etc.
3	We can research	Research a Hispanic/Francophone/Germanic festival in detail. Students can choose from a range of festivals and present their festival to the class.	This helps to develop student research skills; information finding, skimming, selecting, and presenting to the class.
4	We are resilient	A mock speaking assessment in which students should describe a photo and have a short general conversation on the topics they have studied so far.	Students are taught coping and repair strategies for when they make mistakes. They are taught how to revise and prepare for speaking tasks and encouraged to never give up and keep conversation flowing.
5	We value Justice and Respect	Global issues and social issues – students learn about charities in different countries and how we can help others and respect the planet.	Students learn to give advice in the target language about how to look after the environment and show more respect towards it. Students also learn to communicate how we can fight for social justice and discuss what we can do to improve the lives of others through charity work.
6	We can Review	Mock exam revision and review- Students are taught revision strategies and review their areas of strength and weakness prior to the exams to help them target their revision. Students complete a review of their revision and performance following the mock exams.	Students are encouraged to reflect and identify what they need to revise and practise further. They are then given time to review their performance and improve their work based on feedback.

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We can Question We can Review	Used targeted metacognition questions to approach English to French/German/Spanish translations. The <i>Before I ink, As I ink, After I've inked</i> approach is taught.	Students learn to question themselves during translation activities and review their work as they go to improve accuracy. Students learn to ask themselves the following questions and review as they go: <ul style="list-style-type: none"> - Where are the tricky bits? (Q) - I tend to...so I will... (R) - Does this look right? (Q) - Does this sound right? (Q) - I'm doing well so I'll keep going (R) - Have I checked every idea? (Q)
2	We value ourselves	Discussing future plans and aspirations (work, jobs, future study etc.)	Students are encouraged to think about their future plans, develop and share their aspirations. They practise interview skills and promote themselves in the target language and reflect on their CV, creating one in the target language focusing on all of their key attributes and skills.
3	We are resilient	A mock speaking assessment in which students should perform a role play, describe a photo and have a short general conversation on the topics they have studied so far.	Students are taught coping and repair strategies for when they make mistakes. They are taught how to revise and prepare for speaking tasks and encouraged to never give up and keep conversation flowing.
4	We can Review	Mock exam revision and review- Students are taught revision strategies and review their areas of strength and weakness prior to the exams to help them target their revision. Students complete a review of their revision and performance following the mock exams.	Students are encouraged to reflect and identify what they need to revise and practise further. They are then given time to review their performance and improve their work based on feedback.