



YEAR 7

YEAR 8

YEAR 9

Term 1 – Me, my family and pets
Term 2 – Healthy lifestyle
Term 3 – Free time activities

- Listening**
- Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts.
 - Understand spoken information (at near normal speed) on the topic of free time activities.
 - Develop vocabulary through contact with authentic materials e.g., Song/story/poem.
 - Investigate traditions/customs that do not exist in our culture.
 - Identify and recall common exceptions to the usual patterns of sounds and spellings.
 - Understand and use a range of verb forms referring to the past, present and future events relating to free time activities.

- Speaking**
- Identify and use specific language on the topic of free time for a range of communicative functions.
 - Plan and carry out conversations, pupil to pupil/pupil to teacher on the topic of free time.
 - Use some complex language in the past, present and future tenses.
 - Use simple idioms relating to the topic.
 - Develop vocabulary through contact with authentic materials e.g., Song/story/poem.
 - Investigate traditions/customs that do not exist in our culture.
 - Identify and recall common exceptions to the usual patterns of sounds and spellings.
 - Apply knowledge of gender and plural forms in spoken form.
 - Understand and use a range of verb forms referring to the past, present and future events relating to free time activities.

- Reading**
- Develop vocabulary through contact with authentic materials e.g., Song/story/poem.
 - Investigate traditions/customs that do not exist in our culture.
 - Identify and recall common exceptions to the usual patterns of sounds and spellings.
 - Understand and use a range of verb forms referring to the past, present and future events relating to free time activities.

- Writing**
- Understand written information on the topic of free time activities.
 - Identify and use specific language on the topic of free time for a range of communicative functions.
 - Use some complex language in the past, present and future tenses.
 - Use simple idioms relating to the topic.
 - Develop vocabulary through contact with authentic materials e.g., Song/story/poem.
 - Give personal response to written texts on the topic of free time activities.
 - Investigate traditions/customs that do not exist in our culture.
 - Identify and recall common exceptions to the usual patterns of sounds and spellings.
 - Apply knowledge of gender and plural forms in written form.
 - Understand and use a range of verb forms referring to the past, present and future events relating to free time activities.
 - Understand and use a range of question types and negative forms.

Identify patterns of pronunciation, word order, grammatical structures and sentence structures in German.
Discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings.
Compare words, phrases, spellings, punctuation, sentence structures in German with English and/or French/Spanish.
Use previous knowledge, context and other clues to work out meaning of what has been read or heard.
Make appropriate use of knowledge organiser and/or dictionary to aid understanding, build vocabulary and develop speaking and writing.

Read aloud written text with increasing fluency, accuracy and expression, showing awareness of meaning.
Evaluate and improve the quality of speech, writing and ability to understand the spoken and written word.

- Term 1**
- Wie heißt du
What is your name?
 - Wie schreibt man das?
How do you spell that?
 - Wie alt bist du?
How old are you?

- Term 2**
- Wen gibt es in deiner Familie?
Who is there in your family?
 - Was isst und trinkst du immer zum Frühstück?
What do you always eat/ drink for breakfast?
 - Was isst du und trinkst du gern?
What do you like to eat/ drink? What don't you like?

Term 1 – My studies + Customs and festivals
Term 2 – My life at school + Free time activities
Term 3- Media – Films – TV + Relationships

- Understand longer sequences of speech, noting relevant points of verbal feedback and discussion.
- Listen to authentic speech from different sources/regions.
- Listen for language variation in formal and informal contexts.
- Adapt the degree of formality of language to suit different situations.
- Make extended and/or frequent contributions to classroom talk.
- Add interest through extended sentences and imaginative use of vocabulary.
- Identify and summarise evidence from text to support or refute ideas.
- Develop vocabulary through contact with authentic materials e.g., Song/story/poem.
- Infer attitudes, feelings and points of view in a text by reading between the lines and listening to tone of voice.
- Link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text.
- Explain predominant belief and values, showing awareness of perspectives that may differ from British values.
- Understand how attitudes towards other countries and world events may differ from British culture.
- Identify and recall common exceptions to the usual patterns of sounds and spellings and put into practice when speaking in German.
- Develop and refine use of vocabulary by adding knowledge of word families and words with close meanings.
- Apply knowledge of gender and plural forms in written and spoken form.
- Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences.
- Recognise past, present and future verb forms and switch from one tense to another in speaking and writing.
- Understand and use key past and future tense forms of set phrases.
- Understand and use a range of question types and negative forms.
- Identify patterns of pronunciation, word order, grammatical structures and sentence structures in German.
- Discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings.
- Compare words, phrases, spellings, punctuation, sentence structures in German with English and/or German/German.
- Use previous knowledge, context and other clues to work out meaning of what has been read or heard.
- Make appropriate use of knowledge organiser and/or dictionary to aid understanding, build vocabulary and develop speaking and writing.
- Read aloud written text with increasing fluency, accuracy and expression, showing awareness of meaning.
- Evaluate and improve the quality of speech, writing and ability to understand the spoken and written word.

- Term 1**
- Worauf freust du dich im neuen Schuljahr?
What are you looking forward to in the new school year?
 - Worauf freust du dich nicht im neuen Schuljahr?
What are you not looking forward to in the new school year?
 - Was hast du in den Ferien gemacht?
What did you do in the holidays?
 - Wie war es? (4 marks)
How was it?

- Term 2**
- Was lernst du gern in der Schule?
What do you like learning at school?
 - Was gibt es in deiner Schule?
What is there at your school?
 - Was kann man hier machen?
What can you do there?
 - Was wirst du in der Schule machen?
What will you do at school?