

OCL French & Spanish Carousel Curriculum: Long Term Plan 2026-2027

Overview of the Year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	My world (FR)	My family, friends and I (FR)	Holidays (FR)	My world (SP)	My family, friends and I (SP)	Holidays (SP)
Year 8	My house and home (FR)	My clothes, my look (FR)	School in the Francophone world (FR)	My house and home (SP)	My clothes, my look (SP)	School in the Hispanic world (SP)

Types of knowledge in MFL:

Type of knowledge:	Definition:	Example:
Substantive knowledge	The core language system that students learn, including vocabulary, grammar and phonics.	<i>“Je parle français” – saying what I do using subject + verb.</i>
Disciplinary knowledge	How students use and manipulate the language to communicate meaning across listening, speaking, reading and writing.	Understanding a short text about school and answering questions or asking and responding to questions about daily routine.
Procedural knowledge	The processes and strategies students use to learn, understand and apply language.	Using phonics to decode unfamiliar words, using context to infer meaning, or applying known verb patterns to form new sentences.
Intercultural knowledge	Understanding cultures, perspectives and contexts where the language is used.	Comparing school life in England and France or recognising cultural practices.

Year 7

Brief overview

In Year 7, students build the foundations for learning French and Spanish, developing phonics, decoding and core sentence construction. Students learn how to communicate in the classroom and begin to manipulate high-frequency language across the four skills.

Students develop:

- secure sound–spelling correspondences
- understanding of key verbs and sentence structure
- ability to express simple opinions with reasons

By the end of Year 7, students can:

- communicate using simple present and near future sentences
- respond to short listening and reading texts
- apply phonics knowledge to decode and read aloud accurately

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	My world (FR)	My family, friends and I (FR)	Holidays (FR)	My world (SP)	My family, friends and I (SP)	Holidays (SP)
Overview	Students describe themselves and others using simple language and questions.	Students describe people and relationships and begin to justify opinions.	Students describe holidays and future plans.	Students describe themselves and others using simple language and questions.	Students describe people and relationships and begin to justify opinions.	Students describe holidays and future plans.
Substantive Knowledge	Vocabulary • Personal information • Numbers (1–31) • Countries and nationalities Grammar • être (je suis / il est) • Present tense (je + verb) • Introduction to adjective agreement • Simple questions (intonation / comment / où) Phonics • Reinforcing phoneme–grapheme links • Pronunciation of key sounds	Vocabulary • Family members • Physical descriptions • Personality adjectives Grammar • Present tense (1st, 2nd, 3rd person) • Adjectival agreement (secure application) • Opinions + parce que • Range of infinitive verbs Phonics • Pronouncing longer phrases accurately • Developing fluency	Vocabulary • Holiday destinations • Activities • Weather Grammar • Near future tense • Time reference (recognition) • Time expressions • Conditional structures (e.g je voudrais + infinitive) • Core verbs (aller, faire) • Opinions + reasons Phonics • Applying phonics knowledge to decode unfamiliar vocabulary	Vocabulary • Personal information • Numbers (1–31) • Countries and nationalities Grammar • tener (1st person) • ser (1st and 3rd person) • Present tense (1st person) • Introduction to adjectival agreement Phonics • Reinforcing phoneme–grapheme links • Pronunciation of key sounds	Vocabulary • Family members • Physical descriptions • Personality adjectives Grammar • Present tense (1st, 2nd, 3rd person) • Adjectival agreement (secure application) • Opinions + porque • Range of infinitive verbs Phonics • Pronouncing longer phrases accurately • Developing fluency •	Vocabulary • Holiday destinations • Activities • Weather Grammar • Near future tense • Time reference (recognition) • Time expressions • Conditional structures (e.g. me gustaría + infinitive) • Para + infinitive • a + article + infinitive (e.g. a la playa) • Coger + transport • Querer (1st person) Phonics • Applying phonics knowledge to decode unfamiliar vocabulary
Disciplinary Knowledge	• Ask and answer simple questions • Describe self and others • Recognise spoken French phonetically • Understand short written texts	• Describe people in detail • Express and justify opinions • Understand longer spoken phrases • Produce extended simple sentences •	• Talk about future plans • Understand short travel descriptions • Write extended responses	• Ask and answer simple questions • Describe self and others • Recognise spoken Spanish phonetically • Understand short written texts	• Describe people in detail • Express and justify opinions • Understand longer spoken phrases • Produce extended simple sentences	• Talk about future plans • Understand short travel descriptions • Write extended responses
Intercultural Knowledge	• French-speaking countries	• Family structures in different cultures	• Travel and tourism in French-speaking contexts	• Spanish-speaking countries	• Family structures in different cultures	• Travel and tourism in Spanish-speaking contexts

Year 8						
Brief overview						
In Year 8, students build on Year 7 knowledge to develop greater control of vocabulary, grammar and phonics, enabling more independent communication. Students expand their use of present tense alongside past and future references. Students develop: - increased use of multiple time frames - ability to express and justify opinions - greater fluency across all four skills By the end of Year 8, students can: - communicate across multiple time frames - understand longer spoken and written texts - produce more complex structured responses						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	My house and home (FR)	My clothes, my look (FR)	School in the Francophone world (FR)	My house and home (SP)	My clothes, my look (SP)	School in the Hispanic world (SP)
Overview	Students describe their home environment and use language to give detailed descriptions of where they live.	Students describe appearance and clothing, giving opinions and developing descriptive language.	Students describe school life and compare experiences across contexts.	Students describe their home environment and use language to give detailed descriptions of where they live.	Students describe appearance and clothing, giving opinions and developing descriptive language.	Students describe school life and compare experiences across contexts.
Substantive Knowledge	Vocabulary - Rooms and areas of the home - Furniture and household items - Places in town Grammar - Present tense (1st–3rd person) - il y a / il n’y a pas - Prepositions - Adjectival agreement - Possessive adjectives Phonics - Reading and pronouncing longer descriptive sentences - Applying sound–spelling rules to unfamiliar vocabulary	Vocabulary - Clothing and personal style - Colours and accessories - Describing appearance Grammar - Adjectival agreement (secure use) - Comparatives - Present tense consolidation Phonics - Pronouncing extended descriptive phrases - Applying phonics to new vocabulary	Vocabulary - School subjects and routines - Opinions about school - Describing experiences Grammar - Present tense consolidation - Introduction to perfect tense (j’ai + past participle) - Time expressions - Comparisons - Opinions with justification Phonics - Reading aloud longer texts accurately	Vocabulary - Rooms and areas of the home - Furniture and household items - Places in town Grammar - Present tense (1st–3rd person) - hay / no hay and location structures - Prepositions - Adjectival agreement (extended application) Phonics - Reading and pronouncing longer descriptive sentences - Applying sound–spelling rules to unfamiliar vocabulary	Vocabulary - Clothing and personal style - Colours and accessories - Describing appearance Grammar - Adjectival agreement (secure use) - Comparatives (más... que, menos... que) - Introduction to reflexive verbs - Present tense consolidation Phonics - Pronouncing extended descriptive phrases - Applying phonics to new vocabulary	Vocabulary - School subjects and routines - Opinions about school - Describing experiences Grammar - Present tense consolidation - Near future (ir + a + infinitive) - Modal structures: hay que - deber + infinitive - Opinions with justification Phonics - Reading aloud longer texts accurately
Disciplinary Knowledge	- Describe places in detail - Understand spoken descriptions of settings - Identify key information in short texts - Translate simple descriptive sentences (French ↔ English) - Infer meaning of unfamiliar words using context	- Describe appearance in detail - Compare people and styles - Understand descriptions in spoken texts - Write extended sentences - Translate descriptive language - Infer meaning of unfamiliar vocabulary	- Describe school life - Compare different contexts - Identify time frames - Write extended responses	- Describe places in detail - Understand spoken descriptions of settings - Identify key information in short texts - Translate simple descriptive sentences (Spanish ↔ English) - Infer meaning of unfamiliar words using context	- Describe appearance in detail - Compare people and styles - Understand descriptions in spoken texts - Write extended sentences - Translate descriptive language - Infer meaning of unfamiliar vocabulary	- Describe and evaluate school life - Express opinions and give reasons - Understand longer written texts - Write short paragraph responses - Translate longer sentences - Infer meaning from unfamiliar language
Intercultural Knowledge	Different types of housing in French-speaking contexts.	Fashion and style in different cultures	School systems in French-speaking countries	Different types of housing in Spanish-speaking contexts.	Fashion and style in different cultures	School systems in Spanish-speaking countries

