**Curriculum Plan - Overview**

***Intent: Our purpose and vision.***

The intent of the MFL Faculty at Kingstone High School is that all our learners develop into confident, passionate language learners. We understand the importance of broadening all of our student’s cultural capital and celebrating other languages and cultures to avoid insularity. It is our intent that our curriculum is challenging and inspires students of all abilities to push themselves academically. We aim to provide teaching and learning experiences, which are founded in the science of learning. Ultimately, we want our students to develop a love of language learning and culture and support them in realising the endless possibilities that the study of a second or third language can bring.

***Implementation: Design, Pedagogy and Assessment.***

***Sequencing***

We have planned a curriculum, which builds gradually and logically throughout the years. Knowledge is acquired in logical blocks. Regular assessment supports student’s progress and provides frequent revision opportunities for students throughout the year, following our spiral curriculum.

***Building blocks***

Key vocabulary, grammatical structures and phonics are identified, in each topic of the curriculum. Each individual topic is built upon throughout the year and revisited over the course of the three years study.

***Rosenshine’s Principles of Learning***

Lessons within the MFL Faculty are delivered using Rosenshine’s principles of learning as the basis for our instruction. In particular the use of the ADAPT technique focussing on modelling, scaffolding and retrieval strategies. The reasoning and ideas behind these principles make up the key elements of our teaching on a daily basis.

***Retrieval Practice***

Students are given regular opportunities to revisit content. Independent retrieval practice is encouraged through the use of online platforms such as Quizlet. In class quizzing and knowledge organisers are also used to support students learning.

***Assessment and Feedback***

Assessment is focused and varies depending on the purpose. Assessments are planned to provide a clear picture of progress. Results are used to inform future teaching and planning.

**Impact**

The impact of our curriculum is assessed each year using a variety of data available to us. This will include exam results, quality assurance and student voice. MFL curriculum maps are live documents which are regularly updated and modified in order to give students the best learning opportunities.

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| **Autumn 1**  **Year 7**  7 weeks  Je me présente | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| Week 1 | Bonjour!/Salut!  Au revoir!/À plus!  Comment t’appelles-tu?  Je m’appelle …  Ça va?  (Oui), ça va bien, merci.  Pas mal, merci.  (Non), ça ne va pas.  Ça s’écrit comment?  Ça s’écrit … | Quizlet task and homework sheet |  | Introduction to basic phonics – nasal sounds and pronunciation  /ç  French alphabet – introduction to letter sounds | **Listening and responding**  Listening to some key sounds and making the correct gestures to indicate recognition  Listening to French names and identifying genders  Listening to dialogues of introduction and noting down first names and how people say they are  **Speaking**  Saying aloud key sounds and making the correct gesture to match  Adapting a dialogue of introduction.  **Reading** a dialogue of introduction  **Writing**  Create an introductory conversation |  | British values respect  Cultural – French greetings |
| Week 2 - 3 | un agenda, un cahier, un crayon, un livre, un portable, un stylo, une calculatrice, une gomme, une règle, une trousse, des cahiers  blanc, bleu, gris, jaune, marron, noir, orange, rose, rouge, vert | Quizlet set and homework sheet | Definite and indefinite article  J’ai/ je n’ai pas de  Plural – s | è | Listening. Pupils listen to four people describing what is in their pencil case and identify the correct pencil case    Reading – recognising the basic vocabulary for pencil case items |  |  |
| Week 3 - 4 | un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux (etc.), trente, trente-et-un  blanc, bleu, gris, jaune, marron, noir, orange, rose, rouge, vert | Quizlet set and homework tasks |  | phonic - in | **Listening** – recognition of numbers and number sequences  **Speaking**  Asking and answering questions on basic equipment – using inversion as-tu?  Survey – quel est ton couleur préféré?  **Write** a description of what you have in your bag/pencil case – using colours to add detail |  |  |
| week 4-5 | revision numbers – Quel âge as-tu ?  Quelle est la date de ton anniversaire ?  un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux (etc.), trente, trente-et-un  janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche | Quizlet set and homework tasks |  | phonic é | **Speaking** Survey to practice key questions – Quel âge as-tu? Quelle est la date de ton anniversaire ?  Reading – understanding ages and dates.  Writing – creating a simple presentation – Je me présente |  |  |
| Week 6 | le pays de Galles la France, la Belgique l’Écosse, l’Angleterre, L’Allemagne, l’Espagne, l’Italie l’Irlande gallois(e), français(e), belge, écossais(e), anglais(e), irlandais(e) | Quizlet set and homework task | Être – je suis  Adjectival agreement |  | **Listening**. Pupils listen to five adjectives of nationality and identify whether they are the masculine or feminine forms by choosing option a or b each time. Point out that adjectives of nationality don’t have capitals in French.  Listening. They listen to four people introducing themselves and complete the table with the details in English. |  |  |
| week 7 | J’adore, j’aime, je n’aime pas, je déteste, le foot, le judo,le rugby,le skate, le tennis, la danse, la musique les jeux vidéos | vocab revision and homework task | using opinion verbs  er verbs | er endings | **Listening – students identify likes and dislikes and opinions**  **Speaking pair activities – asking and answering questions and activities to elicit opinions** |  |  |
| Week 6 | Revision and revisit of key vocabulary – prepare presentation on self – introduce themselves and give details on their likes and dislikes | Revision and preparation for baseline assessment |  |  |  |  |  |
| Week 7 | Assessment |  |  |  |  | Summative assessment – L+R  Speaking assessment – introductory conversation – key questions from memory |  |
| **Year 7**  **Autumn Term 2**  7 weeks  Mes passetemps | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1 and 2**  tu es sportif?  tu aimes le sport? | *au basket*  *au billard*  *au foot(ball)*  *au hockey*  *au rugby*  *au tennis*  *au tennis de table*  *aux boules*  *à la pétanque*  *du ski*  *de la natation*  *del’équitation*  *du vélo*  *du VTT*  *de l’escalade*  *J’aime*  *J’adore*  *Je n’aime pas*  *Je déteste*  *C’est amusant*  *C’est passionnant*  *C’est intéressant*  *C’est nul*  *C’est ennuyeux*  *C’est génial* | Quizlet set and homework sheet | Jouer + à  Opinion verbs with reasons  faire + de | **Revisit sounds**  **é**  **tion** | **LISTENING**  Understand which sports people play  **Speaking and writing –** answer the key question  **Reading**  Understand simple sentences about what sports people like to do |  | **Culture – research** |
| **Week 3 free time and weather**  **Que fais-tu quand il.. ?** | *Il pleut*  *Il fait beau*  *Il fait mauvais*  *Il fait froid*  *Il fait chaud*  *Il fait du vent*  *Il y a du soleil*  *Il y a de l’orage*  *En été*  *En hiver*  *Au printemps*  *En automne*  *regarder la tele*  *ecouter de la musique*  *telecharger de la musique*  *jouer a des jeux videos*  *aller an ville*  *aller au cinema*  *trainer*  *faire du sport* | *Quizlet set and revision tasks* | **high frequency verbs in the present tense**  **opinion verb + infinitive** |  | Listening  Understand which activities people do in different seasons/types of weather  Listen to a song and check answers, then sing along  **Speaking**  Make up dialogues about you do in different weather  **Reading**  Match pictures and sentences about sports  **Writing**  Write sentences about activities you do in different seasons/types of weather | **Use end of unit assessments in listening and reading as formative assessment** |  |
| **Week 4**  **Tu aimes ça ?** | *Revision and consolidation of leisure activities*  *quelquefois*  *souvent*  *tous les jours/soirs*  *tout le temps*  *de temps en temps*  *une/deux fois par semaine* | **Quizlet set and homework sheet** | Regular and irregular verbs – singular forms  time expressions  negatives  connectives | Revisit alphabet sounds and phonics  er endings | Extended reading and written focus | **written assessment** |  |
| **Week 5 – questions**  **questions** | **revisit all vocabulary from current unit** |  |  |  | paired peaking activity using key questions  writing skills describing a photo | **Summative assessment listening and reading** |  |
| **Week 6 Noel en France** | **key vocabulary to talk about how Christmas is celebrated.** |  |  |  |  |  | **Cultural differences** |

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| **Year 7**  **Spring Term 1**  7 weeks  Ma famille | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1**  **KQ**  **Tu es comment?** | *la famille*  *la famille d’accueil*  *le (beau-)père*  *le grand-père*  *le (demi-)frère*  *le fils*  *la (belle-)mère*  *la grand-mère*  *la (demi-)sœur*  *la fille*  *les parents*  *Il/Elle est …*  *petit(e)*  *grand(e)*  *de taille moyenne*  *Il/Elle a les yeux …*  *bleus / verts / marron*  *Il/Elle a les cheveux …*  *noirs / blonds / roux / gris / bruns*  *courts / longs / mi-longs / bouclés / raides*  *une barbe*  *des taches de rousseur*  *des tatouages*  *Il/Elle porte des lunettes.* | Homework sheet and vocab learning task | Using possessive adjectives – mon,ma,mes  Adjectival agreement | **E**  **ill** | **Listening**  Listening to a text about a family and filling in the missing ages  Listening to physical descriptions of family members and noting the correct features for each person  **Speaking**  Asking and answering questions to describe the family pictured and you own family  Reading  Reading and listening to sentences about different families and matching them with pictures  Translating the French words for family members into English  Copying and completing a text about a family  Copying a text describing a family member and choosing the correct words to complete it  Writing  Copying the vocabulary for family members and classifying each word as masculine, feminine or plural  Writing a description of the family pictured, including physical and character descriptions |  |  |
| **Week 2 - 3**  **Comment est ta famille ?**  **As-tu des frères et des soeurs** | *As-tu des frères et sœurs?*  *Oui. J’ai …*  *un frère*  *une sœur*  *un demi-frère*  *une demi-sœur*  *(deux) frères*  *(trois) demi-sœurs*  *Il est/ elle est*  *je suis*  *grand*  *petit*  *de taille moyenne*  *gentil*  *sportif*  *amusant*  *interessant*  *paresseux*  *timide etc*  *Je n’ai pas de frères et sœurs.*  *Je suis fils / fille unique.* | Quizlet set and homework sheet | Using indefinite article – un/une  Singular forms of avoir  Simple questions forms as-tu.. ? | Pronunciation of silent s  Revision of French alphabet by spelling names  Using grave accent | **Listening**  Listening and identifying who is speaking  Listening to people talk about their age and their brothers and sisters, including the spellings of people’s names  **Speaking**  Interviewing and conversing with classmates about their age and their brothers and sisters  **Reading**  Understanding texts on peoples families  Writing  Write sentences about their family |  | **British values - respect** |
| **Week 4**  **As-tu un animal ?** | *un chat, un cheval, un chien, un cochon d’Inde, un hamster, un lapin, un oiseau, un poisson rouge, un serpent une souris, une tortue Je n’ai pas d’animal*. | Homework sheet and vocab learning | Using plural nouns – s and x  Adjectival agreement | Phonics  In  Oi  Au  I | **Listening**  Listening. Pupils listen to 12 people saying what pets they have and note each pet mentioned.  Pupils listen to each description and have 20 seconds to draw the animal described. Audioscript Track 24  Speaking – survey as-tu un animal?  **Reading**  Understanding a text and answering questions in English  **Writing prep**  **KQ**  **Tu est comment?**  **Comment est ta famille?**  **As- tu des freres et des sœurs ?**  **As-tu un animal ?** | **prepare KQ speaking assessment assess after half term** |  |
| **Week 5 consolidation – ma famille** | **revisit vocabulary from topic** |  |  |  |  | **L+R assessment**  Writing - Summative assessment – using descriptions create wanted poster/missing poster |  |
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| **Year 7**  **Spring Term 2**  **6 weeks**  Mon collège | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1 les matières** | *Qu’est-ce que tu penses de tes matières?*  *le français*  *le théâtre*  *la géographie*  *la musique*  *la technologie*  *l’anglais*  *l’EPS*  *l’histoire*  *l’informatique*  *les arts plastiques*  *les maths*  *les sciences*  *aimer*  *détester*  *adorer* | Quizlet set and homework | Using a range of verbs to express opinions: *aimer, adorer, détester* / Using *ne … pas* with *aimer*  Using *parce que* to give reasons for your opinions  Using *et*, *mais* and *parce que* to join sentences  Using qualifiers to give more detailed opinions (*très, vraiment, trop*)  Starting sentences with *Personnellement …* or *Moi, perso …* | Pronunciation of *i*, *au*, *eu*, *oi*, *on*, *an*, *en* | Listening and identifying school subjects, opinions of school subjects and the reasons for them  Pupils discuss which school subjects they like and dislike, giving some true and some false opinions for their partner to guess  Completing sentences in English to show understanding of texts about peoples’ opinions of school subjects  Pupils write a short text giving their opinions of their school subjects, including reasons |  | **Differences in French and English school system** |
| **Week 2 time** | **Quelle heure est-il?**  **à** /il est  une heure etc  deux heures et quart  deux heures et demie  trois heures moins le quart  vingt, vingt-cinq, trente, trente-cinq,quarante, quarante-cinq, cinquante, cinquante-cinq | Quizlet set and homework |  |  | Listening  Understand the time  Identify a problem in a longer listening passage  **Speaking**  Make up dialogues saying the time and what school subject is then  **Reading**  Understand times and school subjects  Understand a school timetable  **Writing**  Writing sentences based on a school timetable |  |  |
| **Week 2 ma journée** | **On arrive, on quitte, on travaille, on étudie, à la récré, on commence, je mange, je bavarde, je travaille, j’écoute je joue, je quitte** | Quizlet set and homework | On form of er verbs  Avoir and être  Sequencers – d’abord, puis, ensuite, après, finalement | **Phonics - é** | Understand a text about school  Listen and repeat for pronunciation practice  **Speaking**  Answer key questions about your school day  Reading  Understand a longer text about a school day  Writing  Produce your own blog about your school day | **Mid term formative assessment on subjects, opinions, time**  **Writing task to be used to gauge progress far** | **Differences in school day France and England** |
| **Week 3 revision and consolidation**  **Ta journée est comment?** | *Ta journée scolaire est comment?*  *je quitte la maison*  *j’arrive au collège*  *je retrouve mes copains*  *on commence les cours*  *je mange à la cantine*  *je chante dans la chorale*  *je joue dehors*  *on recommence les cours*  *je rentre à la maison*  *Tu … à quelle heure?*  *Qu’est-ce que tu fais à …?* | **Revision tasks from Dynamo 1 p.40-41** | Conjugation of *–er* verbs  Working back to the infinitives (from the *je* or *on* form) with a list of nine verbs  Questions: *Qu’est-ce que tu …? / Tu … à quelle heure?*  Using words in a question to help you start your answer  Using sequencers: *d’abord*, *ensuite*, *puis*, *après* |  | Listening to questions and answers about a person’s school day and noting them down in English  Pupils adapt sentences to talk about their own school day  Pupils use picture prompts to make up conversations about a school day, and then answer the questions for themselves  Reading and listening to a cartoon strip about a French pupil’s school day and translating the verbs into English  Working out the infinitives of regular –*er* verbs and matching them to the English  Making notes in English about a French pupil’s description of her school day |  |  |
| **Week 4 - 5**  **assessment and reading extension work on comment est un college français – Dynamo 1** |  |  | Reading for gist  Reading for detail  Translation skills: word order is sometimes different in French and English  Listening for cognates which sound different due to French pronunciation |  | Listening to short conversations and identifying which aspect of school life is being discussed in each conversation  Pupils note down the key words that help them understand the conversations  Reading a school’s web page and identifying the three things which are not mentioned  Correcting errors in French sentences about the web page  Completing a translation of a French text  Translating a short French text about someone’s opinions of school | **End of unit assessment –** | **Create link with partner school in France -using British Council resources** |

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| **Year 7**  **Summer term 1**  **5 weeks**  Ma zone | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1** | *Qu’est-ce qu’il y a ?*  *Il y a …*  *un café*  *un centre commercil*  *un centre de loisirs*  *un château*  *un cinéma*  *un hôtel*  *un marché*  *un parc*  *un restaurant*  *un stade*  *une église*  *une patinoire*  *une piscine*  *des magasins*  *des musées*  *Il n’y a pas de (café).*  *Tu aimes ta ville/ton ?*  *Je pense que …*  *À mon avis, …*  *c’est …* | Quizlet set and homework sheet | Il y a/ il n’y a pas de  Use of the indefinite article |  | Understand places in town  Understand which amenities a town has and hasn’t got  Understand people’s opinions about the town/village where they live  **Speaking**  Describe and identify a town using picture prompts  Create conversations with different opinions of towns (very positive, quite positive, quite negative and very negative)  **Reading**  Understand chatroom postings about amenities towns have/haven’t got and residents’ opinions  **Writing**  Write a paragraph about own town or village |  |  |
| **Week 2**  **Qu’est-ce qu’on peut faire à** | *On peut*  *Visiter,faire,aller,jouer,*  *Regarder*  *manger* | Quizlet set and homework sheet | Pouvoir+ infinitive |  | Listening  Understand things you can do in a town  Understand a detailed passage on a town (what you can do there, which things are/aren’t available, which activities the speaker does, opinion)  **Speaking**  Make up dialogues about what there is to do in your town.  Prepare a presentation on your area.  **Reading**  Understand a detailed text on town – what there is/isn’t what you can do and can’t do there and opinions  Writing  Write a detailed description of your town | **Formative assessment at end of this week – with written task** | **Create a web page for partner school on our area.** |
| **Week 3 directions** | *Pardon …*  *Où est …?*  *Où sont …?*  *C’est …*  *à gauche*  *à droite*  *tout droit*  *au carrefour*  *entre*  *derrière*  *devant*  *la première rue*  *la deuxième rue*  *tournez*  *continuez*  *allez*  *traversez* | Quizlet set and homework sheet | Phonics – revisit key sound patterns |  | Understand spoken directions to locate places in town  Ask and give directions for places in town. Make up conversations using the directions – use tu and vous  Translate a text giving directions into English  Understand written directions and find the destination on a map  Writing  Write a text message giving a set of directions |  |  |
| **Week 4 revision and assessment** |  | Revision tasks  on town, area and directions |  |  |  | **summative assessment from studio** |  |
| **Week 5 la carte au trésor** | **consolidate places in town and direction vocabulary with treasure map task** |  |  |  |  |  |  |
| **Year 7**  **Summer term 2**  **6 weeks**  **1,2,3 Partez** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1** | Nous allons  Je vais  En vacances  En France  En Angleterre  En Italie  En Espagne  En Grèce  Aux Etats-Unis  Au Portugal  Au pays de Galles  En Suisse  En Irlande  Avec ma famille  Avec mon collège  Avec mes copains  Nous faisons  Nous visitons  Nous allons  A la mer  A la campagne  A la montagne | **Quizlet set and homework sheet** | **Saying in with countries**  **Nous forms of er verbs**  **Using aller and faire** | **Phonics**  **gne**  **è**  **ui**  **in** | Understand country names  Understand holiday locations  Understand holiday activities  Understand a detailed passage about where someone goes on holiday, what he does and where he went last year  **Speaking**  Give a presentation on what own family does on holiday, and where they went last year  **Reading**  Understanding a text about where people usually go on holiday and what they did last year  **Writing**  Write a presentation on what they usually do on holiday – add what they did last year using model if they can |  |  |
| **Week 2**  **Je vais aller au colo** | *Je vais …*  *aller à la pêche*  *danser*  *faire de l’accrobranche*  *faire du karaoké*  *faire de la voile*  *faire de la planche à voile*  *nager dans la mer*  *rester au lit*  *retrouver mes copains/copines*  *Normalement, …*  *Cette année, …* | Quizlet set and homework sheet | Using the near future tense |  | Understand holiday activities in the near future tense  Identify whether sentences use the present tense or the near future tense  Ask and answer questions about holiday plans using picture prompts  Understand a longer text about someone’s holiday plans  Write sentences in French about your normal holiday activities and what you are going to do this year/ next weekend |  |  |
| **week 3 - 4 End of year exam preparation and revision** |  |  |  |  |  |  |  |
| **Week 5- 6**  **Au café de la plage** | **Larger numbers 3-100**  Je voudrais  Un coca  Une limonade  Un jus d’orange  Un fanta  Un café  Un thé  Un chocolat chaud  Un sandwich  Un croque monsieur  Des frites  Une glace à la vanille | **Quizlet set and homework sheet** |  |  | **Listen** to check numbers  Understand amounts of money  Understand which items of food and drink are ordered  **Speaking**  Make up conversations at a café ordering food and drink  **Reading**  Understand a menu and be able to fill in missing details  **Writing**  Write a menu for a café and create a dialogue for a couple ordering food at your café using the menu |  | **Cultural focus Tour de France** |

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| **Year 8**  **Autumn Term 1**  **8 weeks**  **Vive les vacances** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1** | *Tu es où en vacances?*  *Je suis / Nous sommes en vacances …*  *au bord de la mer / à la montagne / à la campagne / en colo (en colonie de vacances) / chez mes grands-parents*  *… avec mes amis / mes copains / mes parents / ma famille*  *C’est trop marrant / assez intéressant / complètement nul / un peu ennuyeux!* | Quizlet set and homework sheet | **Avoir and être** | **Pronunciation:liaison**  **Phonics en,an and gn** | Listening  Listening to extracts about school holidays and noting down who each person is talking about, how long the holiday is and when it is.  **Speaking**  Having a role play conversation about how long French school holidays are at different times of year.  Reading aloud a conversation about holidays, then changing the details to make a different conversation.  **Reading**  Reading and listening to short texts and noting down in English how long each school holiday is and when the holiday is.  Reading and listening to short texts and completing a table with details of where people are on holiday and who they are with.  Finding and copying six opinion phrases from a text, then translating them into English.  **writing**  Pupils write a message to a French pen pal about their holiday. |  |  |
| **Week 2**  **Tu as passé des bonnes vacances** | *Pendant les vacances …*  *J’ai joué au tennis.*  *J’ai mangé des glaces.*  *J’ai retrouvé mes amis.*  *J’ai écouté de la musique.*  *J’ai acheté des baskets.*  *J’ai regardé des clips vidéo.*  *J’ai nagé dans la mer.*  *J’ai traîné à la maison.*  *… au parc / à la piscine*  *On a …* | **Quizlet set and grammar tasks on perfect tense** | **Introduction to the perfect tense with avoir**  **Revision of avoir in present tense**  **Answering yes and no questions**  **Using on to mean we** | **Pronunciation of ai and é** | **Listening**  Listening to French teenagers saying what they did on holiday and noting down the letter of the correct photo.  Listening to interviews about what people did on holiday and making notes in English.  Listening to a rap about holiday activities and singing along.  **Speaking**  Finding verbs in the perfect tense in sentences and reading them out loud.  Having a conversation about holidays.  Reading  Matching photos of holiday activities with French sentences in the perfect tense.  Reading a rap about holiday activities and guessing the missing past participles.  Writing  Write a short text about a holiday in the past |  |  |
| **Week 3**  **Qu’est-ce que tu as fait ?** | *Qu’est-ce que tu as fait pendant les vacances?*  *Qu’est-ce que tu as fait au parc d’attractions?*  *Pendant les vacances …*  *J’ai visité un parc d’attractions.*  *J’ai bu un coca au café.*  *J’ai pris beaucoup de photos.*  *J’ai vu un spectacle.*  *J’ai fait une balade en bateau.*  *J’ai vu mes personnages préférés.*  *J’ai fait tous les manèges.*  *après, d’abord, ensuite, finalement, puis*  *C’était …* | **Quizlet set and grammar work on perfect tense** | **Revision of regular er verbs in perfect**  **Introduction of irregular past participles**  **Using c’était plus and adjective to add opinions** |  | **Listening**  Listening to what someone did at a theme park and finding the correct photos to go with each extract.  Listening to an extract about a visit to a theme park and identifying the correct sequencers to fill the gaps.  Listening to interviews about what people did at a theme park and noting down the activities mentioned and the people’s opinions.  **Speaking**  Creating dialogues to ask what people did during the holidays using perfect tense, sequencers, and opinions.  Reading  Reading sentences about what someone did at a theme park and matching them with photos.  Copying a text about a visit to a theme park and filling in the gaps with the correct sequencers, then translating the text into English.  Reading a longer text about a French teenager’s visit to a theme park and answering questions.  Writing  Producing a short text about a visit/day out in the past | **Formative assessment on using the perfect tense** |  |
| **Week 4**  **Tu es allé où?** | *Tu es allé(e) en vacances avec qui?*  *Je suis allée en vacances avec mes parents / ma famille / ma sœur /  mes copains.*  *Vous êtes allé(e)(s) où?*  *Nous sommes allé(e)s / On est allé(e)s …*  *en Grèce / Espagne*  *aux États-Unis*  *au Maroc*  *Vous avez voyagé comment?*  *J’ai voyagé / Nous avons voyagé en ...*  *avion / bateau / bus / car / train / voiture* | **Quizlet set and homework sheet** | **Using être verbs in the perfect tense** | **Pronunciation: liaison** | **Listening**  Listening to interviews about people’s holidays and noting in French where each person went, who with, the means of transport and their opinion.  **Speaking**  Pupils use picture prompts to make up conversations about holidays: who they went with, where they went, how they travelled and their opinion.  **Reading**  Reading and listening to identify who people went on holiday with and the country they went to.  **Writing**  Writing sentences about who people went on holiday with, where they went, how they travelled and their opinion.  Translating sentences about holidays into French. |  |  |
| **Week 5**  **Mon voyage extraordinaire** | *Qu’est-ce que tu fais normalement pendant les vacances?*  *Normalement, pendant les vacances …*  *Je vais en colo, à la campagne.*  *Je voyage en car.*  *Je nage dans la piscine.*  *Je fais du sport.*  *Je mange des hamburger-frites.*  *C’est un peu ennuyeux.*  *Et l’année dernière, qu’est-ce que tu as fait?*  *Je suis allé(e) à.*  *J’ai voyagé en.*  *J’ai nagé dans la mer.*  *J’ai fait de la voile et j’ai vu*  *J’ai mangé*  *C’était vraiment génial!*  *Tu as voyagé comment?*  *Qu’est-ce que tu as fait d’abord?*  *Qu’est-ce que tu as fait ensuite?*  *Qu’est-ce que tu as fait enfin?*  *Qu’est-ce que tu as mangé?*  *C’était comment?* | **Quizlet set and homework sheet** | Using the present and perfect tenses together  Listening for tense  Making sentences more interesting (connectives, negatives, exclamations and opinions)  Saying ‘to’ or ‘in’ with countries (*en*, *à*, *au*, *aux*)  **using sequencers to structure written and spoken work** |  | **Listening**  Listening to people talking about their holidays and noting the activities mentioned and whether each person is talking about the past or present.  **Speaking**  Reading a text about holidays out loud and then using picture prompts to change the details. Pupils then change the details using their own ideas.  **Reading**  Reading and listening to present tense and perfect tense sentences about holidays, and completing sentences in English  Answering comprehension questions in English about a long text describing someone’s holiday to North Africa.  **Writing**  **Produce a longer written text on an imaginary holiday – students need to research details** |  |  |
| **Week 6**  **Quel désastre** | *Je n’ai pas pris de photos*  *j’ai perdu mon portable.*  *le wifi à l’hôtel était nul.*  *c’était trop cher.*  *Je n’ai pas nagé dans la mer parce que ma mère a vu des méduses.*  *On n’a pas mangé au restaurant parce que c’était sale.*  *On n’est pas allé(e)s au parc d’attractions parce qu’on a raté le bus.*  *J’ai oublié mon passeport à la maison.*  *On est arrivé(e)s en retard à l’aéroport.*  *On a raté l’avion.*  *Je suis tombé(e).*  *J’ai cassé mon portable.*  *J’ai perdu mon porte-monnaie.*  *J’ai beaucoup vomi.*  *Je suis resté(e) au lit.*  *Je ne suis pas sorti(e) de l’hôtel.* | **Revision tasks for assessment** | **Revision of prerfect tense regular er forms, irregular past participles and introduction of ir,re verbs**  **Negatives in the perfect tense** |  | **Listening**  Listening and noting what people did and didn’t do during the holidays.  Listening and transcribing sentences about problems on holiday.  **Reading**  Reading and listening to perfect tense sentences involving negatives and noting what the speaker didn’t do and why.  Reading and listening to a cartoon story about a disastrous holiday and noting down all the verbs in the perfect tense.  Completing a table with the perfect tense verbs from the story, plus the English meaning, the infinitive and whether the verb takes *avoir* or *être*.  **Writing**  Writing sentences about what people did and didn’t do during the holidays.  Adapting a text to write about an imaginary disastrous holiday. |  |  |
| **Week 7 revision consolidation** |  |  |  |  |  |  | **film study les vacances de petit Nicolas for higher ability sets** |
| **Week 8 assessment and reading** |  |  |  |  |  | **Writing task – mes dernières vacances** |  |
| **Year 8**  **Autumn Term 2**  **7 weeks**  **Les fêtes** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1**  **Tu aimes les fêtes**  **Quelle est ta fête préférée ?** | *Noël / la Saint-Valentin / le Nouvel An / mon anniversaire / l’Aïd /  Pâques / Halloween / la Chandeleur / Diwali / la fête nationale française /*  *la fête de la musique*  *Quelle est ta fête préférée?*  *Quelle fête est-ce que tu n’aimes pas?*  *J’adore / J’aime / Je préfère / Je n’aime pas /*  *Je déteste …*  *Noël / mon anniversaire / Pâques / l’Aïd / la Saint-Valentin / le Nouvel An*  *parce que j’adore / j’aime / je déteste …*  *danser / manger du chocolat / acheter des cadeaux (pour ma famille) /  aller chez ma mère/mes cousins / faire une soirée pyjama*  *parce que c’est … amusant / sympa / nul / (très) commercial* | **Quizlet set and homework** | J’aime + infinitive  numbers for dates | Pronunciation: nasals | Listening and matching festivals with the correct dates.  Listening and checking if the dates given for various festivals are correct or wrong.  **Speaking**  Pupils prepare to speak about their favourite festival and a festival they don’t like, using the language support grid to help them.  **Reading**  Matching the names of festivals with the corresponding greetings cards.  Reading a forum about favourite festivals and finding the French equivalents of opinion phrases; then filling in a table with each person’s opinion of the festival and their reasons.  Writing  Pupils write their own forum entry, giving their opinion of a festival with reasons. |  | British values   * national identity and respect of other cultures/religions   Social/cultural  differences in how traditional events are celebrated in other countries |
| **Week 2**  **Tu vas au carnaval ?** | *.*  *Je retrouve mes copains.*  *Je porte un masque et un déguisement.*  *Je regarde la parade en ville.*  *J’écoute la musique.*  *Je mange une crêpe dans la rue.*  *Je partage des photos et des vidéos.*  *Je danse*  *Je chante*  *Qu’est-ce que tu fais au carnaval?*  *Le matin, … / L’après-midi, … / Le soir, …*  *Qu’est-ce qu’il y a sur la photo?*  *Sur la photo, il y a …*  *un homme / un garçon / une femme / une fille.*  *Il/Elle est dans une parade (en ville) / dans un parc.*  *Il/Elle danse / regarde la parade / mange une glace / chante /  joue d’un instrument.*  *Il/Elle porte un déguisement / un masque …*  *bleu / vert / noir / blanc / violet / rose / jaune / rouge.*  *Je pense qu’il fait beau / mauvais / chaud / froid.* | **Quizlet set and homework tasks – describing a photo.** | **Present tense or regular er verbs – focus on activities you may do at a carnival** | Pronunciation: phonics in, é | **Listening**  Listening to check if they have matched up sentence beginnings and endings correctly.  Listening for the missing present tense –*er* verbs in a text.  Listening to descriptions of a photo and noting which of the four Ws (who, where, what wearing / doing, weather) each person is describing.  Listening to descriptions and completing a table with details of who, where, what they are doing, what they are wearing and the weather.  **Reading**  Reading and understanding a text about what a teenager does at a carnival.  **Writing**  Writing a description of what you do at a carnival |  | **Culture – Carnival de Nice** |
| **Week 3**  **Quelle est ta fête préférée ?** | **continuation of last week but focus on grammar point** |  | The present tense of regular –*ir* and –*re* verbs | **sfc phonics reading a short passage out loud** | Reading a poster about the *fête de la musique* and answering comprehension questions in English.  Matching sentences about the *fête de la musique* with the correct pictures; then finding the French equivalents of some present tense verbs in the sentences.  Reading a longer blog entry about the *fête de la musique* and choosing the correct people to answer the comprehension questions in English.  Translating sentences about the *fête de la musique* into English, paying attention to the pronouns. | **written assessment to answer key question** | **Cultural – festivals and celebrations in France Focus on Nice Carnival** |
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| **Week 4**  **Marché de Noël** | *Qu’est-ce que tu vas faire à Colmar?*  *Je vais …*  *visiter le marché de Noël.*  *acheter un cadeau pour mon père.*  *admirer les maisons illuminées.*  *écouter les chorales sur la rivière.*  *manger une tarte flambée.*  *boire un jus de pomme chaud.*  *Où est-ce que tu vas aller la semaine prochaine?*  *Comment est-ce que tu vas voyager?*  *Qu’est-ce que tu vas faire?*  *Qu’est-ce que tu vas manger?*  *Samedi prochain / Le weekend prochain / La semaine prochaine / Demain, …*  *… je vais aller à Colmar en car / en train / en voiture / en avion.*  *Je vais acheter des cadeaux / des souvenirs / du fromage /  du chocolat …*  *… et je vais manger une crêpe / une tarte flambée /  de la quiche lorraine / de la choucroute (dans la rue).*  *D’abord / Ensuite / Puis / Après, …*  *… je vais choisir une boule de Noël traditionnelle pour ma grand-mère.*  *… je vais écouter la chorale parce que j’aime / j’adore la musique.*  *… je vais boire un chocolat chaud parce que c’est délicieux.*  *… je vais partager mes photos.*  *Je vais aller à Colmar / au marché de Noël avec ma famille.* | **Quizlet set and homework sheet** | **The near future tense**  Asking questions in the near future tense  Using sequencers to link sentences  Giving reasons and opinions | Pronunciation: er ending | **Listening**  Listening to young people talking about their plans for a school trip to Colmar and identifying the speakers from their blog entries.  Listening to check that questions and answers about plans for a trip to Colmar have been matched correctly.  Speaking  Q and A dialogue about an imaginary future trip  **Reading**  Reading short blog entries in the near future tense and filling in the missing names in English sentences to show understanding.  Matching up questions and answers to make a conversation about plans for a trip to Colmar, then answering comprehension questions in English.  **Writing**  Pupils use a language grid to write two sentences about a future trip.  Translating sentences using the near future tense into French.  Writing sentences about plans for a visit to a Christmas market in France. |  | **Cultural – European Christmas markets** |
| **Week 5**  **Bonne Année**  **for set 1 students only.**  **Revision tasks for set 2** | *Quelles sont tes bonnes résolutions pour l’année prochaine?*  *En ce moment …*  *je joue sur mon portable pendant le dîner.*  *je finis mes devoirs à la récré.*  *je n’aide pas mes parents.*  *je fais la grasse matinée le samedi matin.*  *je ne suis pas sympa avec mon petit frère.*  *L’année prochaine …*  *je vais aller au marché et aider dans le jardin.*  *je vais être patient(e) avec mon frère.*  *je vais faire du sport le samedi matin.*  *je vais laisser mon smartphone dans ma chambre.*  *je vais finir mes devoirs le soir.*  *Je vais ...*  *passer le 31 décembre à la maison / chez ma mère / en France.*  *danser / retrouver des copains.*  *regarder le feu d’artifice dans la rue / à la télé.*  *manger des chips / de la pizza / la galette des Rois.*  *aller en ville / chez mes grands-parents.*  *acheter des cadeaux / des souvenirs.*  *faire la grasse matinée.*  *normalement / toujours / d’abord / le soir / après / à minuit /*  *le 31 décembre* | **Revision tasks** | Using the present and near future tenses together  Checking your work for accuracy |  | **Listening**  Listening to check which resolution for next year goes with each current bad habit.  Listening and noting what the speaker does now and the resolutions for next year.  **Reading**  Reading a text and identifying time expressions – which can trigger tense changes  Reading a text and identifying when things are going to happen  **Writing**  Writing the missing verbs in sentences about current bad habits and resolutions for next year.  Pupils write three paragraphs about where they normally spend / are going to spend New Year’s Eve and their resolutions for next year. |  |  |
| **Week 6**  **assessment** |  |  |  |  |  | **Summative assessment –**  **listening and reading**  **Opportunity to include 3 tenses for students at this point** | **Cultural work Christmas in France** |

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| **Year 8**  **Spring Term 1**  **7 weeks**  **Tu es branché** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1**  **La télé** | *Qu’est-ce que tu regardes à la télé?*  *Je regarde ...*  *les documentaires*  *les émissions de sport*  *les émissions de télé-réalité*  *les infos*  *les jeux télévisés*  *les séries (policières/américaines)*  *Est-ce que tu aimes (les séries)?*  *Oui, j’aime ça.*  *Non, je n’aime pas ça.*  *C’est …*  *amusant, génial, intéressant*  *ennuyeux, nul, barbant*  *j’adore, j’aime bien* | Quizlet set and homework sheet | *–er* verbs (singular)  *ne … pas*  questions with *Qu’est-ce que* and *Est-ce que* | **Revise – é**  **Blending s** | **Listening**  Understand types of television programmes  Understand opinions on television programmes  **Speaking**  Discuss television programmes, giving opinions  Carry out a survey on television preferences  **Reading**  Understand what people watch on television and their opinions of the programmes  **Writing**  Write a paragraph on your TV preferences |  |  |
| **Week 2**  **Au cinéma** | Qu’est-ce que tu aimes comme films?  J’ai une passion pour …  Je suis/ne suis pas fan de …  J’aime …  J’adore …  Je déteste …  les comédies  les films d’action  les films d’arts martiaux  les films fantastiques  les films d’horreur  les films de science-fiction  les westerns  les dessins animés  Qui est ton acteur préféré?  Mon acteur préféré, c’est …  Qui est ton actrice préférée?  Mon actrice préférée, c’est …  Quel est ton film préféré?  Mon film préféré, c’est …  intelligent(e) | Quizlet set and homework sheet |  | **Phonics – au/ ion** | **Listening**  Listen to check answers to reading task  Understand types of films  Listen to a text about film preferences  **Speaking**  Have a conversation about film preferences  Prepare and give a presentation about film preferences  **Reading**  Read texts and show understanding about film preferences  Writing  Write a short paragraph detailing like and dislikes on films  Answer key questions  **dication and reading aloud task**  **photocard task** |  |  |
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| **Week 4**  **Tu es connecté?** | *Que fais-tu quand tu es connecté(e)?*  *J’envoie des e-mails.*  *Je fais beaucoup de choses.*  *Je fais des recherches pour mes devoirs.*  *Je fais des achats.*  *Je fais des quiz.*  *Je joue à des jeux en ligne.*  *Je mets à jour ma page perso.*  *Je vais sur mes sites préférés.*  *Je vais sur des blogs.*  *Je vais sur des forums.*  *d’habitude*  *souvent*  *tous les soirs*  *quelquefois*  *une fois par semaine*  *jamais* | Quizlet set and homework sheet | **Present tense of faire and aller singular** |  | **Listening**  Understand internet activities  Understand details of internet use  **Speaking**  Dialogues using key questions on Internet use  **Reading**  Understanding texts on how young people use the Internet |  |  |
| **Week 5**  **Hier soir** | *J’ai discuté.*  *J’ai écouté la radio.*  *J’ai envoyé des SMS.*  *J’ai joué à des jeux en ligne.*  *J’ai posté des photos.*  *J’ai regardé la télé/des clips vidéo.*  *J’ai surfé sur Internet.*  *J’ai tchatté sur MSN.*  *J’ai téléchargé des chansons.*  *hier (soir)*  *d’abord*  *ensuite*  *après (le dîner)*  *puis*  *avant (de me coucher)*  *un peu plus tard* | **Revision tasks** | **Revision of the perfect tense from last unit – er verbs and aller and faire** | **Phonics**  **É ending** | Listening  Identify French expressions in a text  Understand what people did yesterday evening  **Speaking**  Ask and answer questions about hier soir  Reading  Put activities in the past tense in the order they are mentioned  Understand what people did yesterday evening  **Writing**  Answer key questions | **Speaking assessment prep – key questions on TV/ film/ IT and hier soir –**  **Use key question responses for peer assessment speaking – written assessment after half term** |  |

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| **Year 8**  **Spring Term 2**  **6 weeks**  **Chez moi, Chez toi** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1:**  **KQ Ou habites-tu?** | *J’habite …*  *dans un village / dans une ville / dans une grande ville*  *à la campagne / à la montagne / au bord de la mer / sur une île /*  *dans le désert*  *Revision of basic weather structures*  *Il fait beau*  *Il fait froid*  *Il fait chaud*  *Il y a du soleil*  *Il y a du vent*  *Il neige*  *Il pleut* | Quizlet set and homework sheet | Saying ‘in’ (*dans*, *en*, *au*, *à la*, *aux*) | Prononciation silent letters | **Listening**  Listening to interviews with tourists and noting where they live (town / village, location, country).  **Speaking**  Simple Q and A on where you live  Reading  Reading forum entries and noting where people live and their opinion of the place in summer and winter.  Matching up sentence halves to describe a photo of a beach scene.  Writing  Write a short text about their area including opinions. |  |  |
| **Week 2**  **Comment est ta région** | *C’est comment, ta région?*  *Dans ma région, …*  *il y a peu / beaucoup / plein / trop de …*  *bâtiments / voitures / jardins publics / touristes / champs / plages / rivières / forêts / lacs / montagnes / magasins / restaurants.*  *il y a peu / beaucoup / plein / trop d’appartements.*  *En été / En hiver on peut / on ne peut pas …*  *visiter les monuments historiques / des grottes.*  *faire du ski / du canoë-kayak / des randonnées / les magasins.*  *aller au cinéma / à la plage / en ville.*  *manger des crêpes.* | Vocab learning and homework task sheet | Expressions of quantity (with *de*)  Using the verb *pouvoir* | Pronunciation: *eu* and *ou*; silent letters: *x*, *t*, *s*, *ent* | **Listening**  Listening and deciding whether each person is positive, negative or both about the region where they live.  Speaking  **Reading**  Reading and listening to an article and identifying the region where you can find different features; then translating sentences about what you can do in each region.  Reading and listening to an article about Mali and correcting mistakes in sentences about the article.  Writing  Describing a photo – using the core vocabulary |  | **Culture – prepare a presentation on our area for our partner school** |
| **Week 2**  **Là où j’habite** | *J’habite dans …*  *une grande maison*  *une petite maison*  *un grand appartement*  *un petit appartement*  *une grande ville*  *une petite ville*  *un grand village*  *un petit village*  *Je voudrais habiter …*  *à la campagne*  *à la montagne*  *au bord de la mer*  *dans un vieux château*  *dans une vieille chaumière*  *dans une ferme* | Quizlet set and homework sheet | **J’habite and je voudrais habiter** |  | Understand types of accommodation  Understand where people live and where they would like to live  Understand descriptions of where celebrities/famous characters live  Create and perform dialogues saying where they live and where they would like to live  Ask questions to identify a celebrity from where he/she lives  Read aloud descriptions of where celebrities/famous characters live  Understand types of accommodation  Write a paragraph on where they live and where they’d like to live |  |  |
| **Week 3**  **C’est comment ta maison** | *petit*  *grand*  *beau/belle*  *joli(e)*  *vieux/vieille*  *nouveau/nouvelle*  *neuf/neuve*  *moderne*  *confortable*  *gros(se)*  *Mon jardin est moins joli que ton jardin.*  *Ma piscine est plus grande que ta piscine.* | Quizlet set and homework sheet | irregular adjectives: *beau, vieux, nouveau*  comparative adjectives |  | **Listening**  Listen to descriptions using comparative adjectives and choose the correct image  **Speaking**  Prepare a dialogue comparing two different homes  **Reading**  Understand texts containing adjectives and comparisons  **Written task**  Photo description from studio of cottage compare to their own home |  |  |
| **Week 4**  **Les pieces and prepositions** | *le salon*  *le jardin*  *la salle de bains*  *la cuisine*  *la salle à manger*  *la chambre … de mon frère*  *… de ma mère*  *… de mes parents*  *ma chambre*  *Chez moi, il y a (six) pièces.*  *Il y a le (salon), la (cuisine), …*  *Il n’y a pas de (jardin).*  *Voici le/la/les …*  *dans, devant, derrière, entre, sous, sur*  *à côté de, à droite de, à gauche de, en face de* | Quizlet set and homework sheet | **Prepositions**  **Il y a and il n’y a pas de followed by indefinite article** |  | Understand the language for places in a home  Understand where rooms are in a home  **Speaking**  Describe what is/isn’t in a home  Give a tour of a home, saying where rooms are  Reading  Identify the French for different sorts of items in a text and translate the items into English  Writing  Write a full description of your home and area | **Written presentation – ma region ma maison** |  |
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| **Year 8**  **Summer 1**  **5 weeks**  **Manger et boire** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1**  **La nourriture** | *Qu’est-ce que tu prends pour le petit déjeuner?*  *D’habitude/Normalement, je prends/mange/bois …*  *Mais quelquefois/le dimanche, …*  *Ce matin, j’ai pris/mangé/bu…*  *du beurre, du pain, de la confiture, des céréales*  *du café, du thé, du chocolat chaud, du lait, du jus d’orange*  *un croissant, un pain au chocolat*  *une brioche, une tartine, une baguette*  *Je ne prends/mange/bois rien.*  *Je n’ai rien pris/mangé/bu.*  *du fromage, du poisson, du poulet, du riz*  *de la soupe, de la viande*  *des crêpes, des crudités, des escargots, des légumes, des pâtes, des plats à emporter, des pommes de terre, des tomates*  *un fruit, un steak-frites, un yaourt*  *une mousse au chocolat*  *Je suis végétarien(ne).* | **Quizlet set and homework tasks** | **Partitive article**  **Boire**  **Prends in je form** |  | Understand what people have for breakfast  Understand the topic of a text  Ask and answer questions about what people have for breakfast  Give a presentation on their own eating habits (breakfast/dinner)  Label food items in a picture  Understand the topic of a text  Identify French expressions in a text – déjeuner du matin poem |  |  |
| **week 2** | describing likes and dislikes about food and different meal times/ eating habits |  |  |  | **Write a text about eating habits** |  |  |
| **Week 3**  **Consolidation** | revision tasks to embed vocabulary and grammar | **Revision and consolidation** |  |  |  | **Summative assessment listening and reading on food.**  **Written assessment** |  |
| **Week 4 -5**  **Au restaurant** | **role play phrases and menu vocabulary** |  |  |  |  | **Speaking task – role play au restaurant** |  |
| **Year 8**  **Summer 2**  **7 weeks**  **2 weeks**  **mon style**  **Revision unit**  **End of year assessment** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1**  **Mon style** | *Qu’est-ce que tu portes, normalement? Normalement, je porte …*  *un jean*  *un tee-shirt*  *un chapeau*  *un sweat à capuche*  *un pantalon*  *un pull*  *une jupe*  *une veste*  *une chemise*  *des bottes*  *des baskets*  *des chaussures de skate*  *beige*  *blanc(he)*  *bleu turquoise*  *gris(e)*  *marron chocolat*  *noir(e)*  *orange*  *vert kaki*  *C’est quoi, ton style?*  *J’ai un style plutôt* *classique/décontracté/skateur/sportif.*  *Qu’est-ce que tu vas faire ce weekend/cet été?*  *Je vais …*  *Qu’est-ce que tu vas porter?*  *Je vais porter …*  *Non! C’est moche/horrible.*  *Ouah! C’est cool/chic.* | **Quizlet set and homework sheet** | **Verb porter in present past and future tense**  **Adjectival agreement** |  | Understand the vocabulary for clothes  Understand the vocabulary for different styles  Understand details of what people are going to do and going to wear  **Speaking – take part in dialogues for what you like to wear and what you are going to wear on different occasions**  **Reading – understand peoples opinions about clothes**  **Writing –w rite short paragraph what you, like to wear what your style is and what you are going to wear on certain occasions** |  |  |
| **Week 2 Using 3 tenses – tu es fan de quoi ?** | **Revisit vocabulary from previous topics** | **Revision tasks** | **Using present,past and near future tense** | **Different verb endings sound patterns** | **Listening**  **Understand when people are doing different activities**  **Speaking – carry out Q and A to use different tenses and recap vocabulary from previous units**  **Reading**  **Understanding longer texts containing 3 tenses**  **Writing**  **Produce a blog entry about your passions** |  |  |
| **Week 3 revision and consolidation for exam** |  |  |  |  |  |  |  |
| **Week 4- 7 end of year exams**  **Tour de France cultural work** |  |  |  |  |  |  | **Tour de France cultural work** |

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| **Year 9**  **Autumn Term 1**  **7 weeks**  **La vie saine** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1 mon régime** | *les boissons gazeuses*  *les céréales* (fpl)  *les chips* (fpl)  *l’eau* (f)  *les fruits* (mpl)  *les gâteaux* (mpl)  *les légumes* (mpl)  *les légumes secs*  *la nourriture salée*  *les œufs* (mpl)  *le pain*  *le poisson*  *les pommes de terre* (fpl)  *les produits laitiers* (mpl)  *le repas*  *le sel*  *les sucreries* (fpl)  *la viande*  *manger équilibré*  *je mange*  *je ne mange pas*  *je bois*  *je ne bois pas* | Quizlet set and homework sheet | **Partitive article**  **Je bois/mange + de**  **Opinion verb + definite article** | Phonics – tongue twister to revise ui | **Listening**  Listen to check answers  Understand details of people’s diets  Speaking  Carry out survey on people’s eating habits  Reading  Identify what people eat and drink – when and understand their opinion of it  Writing  Produce a text on eating habits – use time expressions and opinions |  | Healthy lifestyles |
| **Week 2**  **Le sport et le fitness** | **Je joue au foot**  **au tennis**  **au basket**  **au rugby**  **au volley**  **au netball**  au golf  hockey  aux boules  aux flechettes  Je fais de la natation  de l’equitation  de la danse  des arts martiaux  du footing  de l’athlétisme  de la musculation  de l’escalade  du cyclisme/vélo  du yoga  du sport  de la voile  du ski  Parce que c’est – because it’s  fatigant – tiring  Dangereux – dangerous  difficile – difficult  violent – violent  Ennuyeux - boring  génial – great  passionnant – exciting  facile – easy  amusant/marrant drôle - fun  bon pour la santé – good for your health  Le sport diminue le stress – sport reduces stress  Le sport est important dans la vie – sport is important in life  J’aime jouer dans une équipe – I like playing in a team  Ça booste le morale – it boost your moral  Ça me fait du bien – it does me good  C’est bon pour le corps et le mental – good for body and mind  Ça me détend – it relaxes me  Quand je fais/je joue ………j’oublie mes soucis – when I do/play I forget my worries | Quizlet set and homework sheet | Revision of grammar from year 7 faire+de  Jouer+à  Time expressions  Extended opinions with justifications | **Listening**  Understand what sports people do when and why.  Speaking  Survey people on sporting preferences and how often they exercise  Reading understanding texts of varying lengths on what sports people do and when. The reasons why they exercise.  Writing  Produce own blog on sport and you – your exercise habits |  |  |  |
| **Week 3**  **Es-tu en forme** | *En général …*  *je ne fais pas beaucoup d’activité physique*  *je ne mange pas très sain*  *je vais au collège en bus*  *à midi, je mange un hamburger*  *je joue à des jeux vidéo*  *… mais à l’avenir …*  *je vais manger/aller/jouer, etc.*  *actif/active*  *Ça ne m’intéresse pas.*  *J’ai un problème.* | Quizlet set and homework sheet | **Using three tenses together** |  | Understand people talking about their lifestyles (current details/ resolutions for the future/recent progress)  Prepare and give a presentation on their lifestyle (current details/resolutions for the future/recent progress) – peer assessed  Identify verbs by tense by looking for time triggers and clues in a text  Write a profile of your current lifestyle – how will it improve in the future |  |  |
| **Week 4**  **Je vais changer ma vie** | *Je vais faire du sport régulièrement.*  *Je vais manger sain.*  *Je vais prendre des cours d’arts martiaux.*  *Je vais aller au collège à pied.*  *Je vais faire trente minutes d’exercice par jour.*  *Je vais aller au collège à vélo. Je ferai du sport.*  *Je ferai trente minutes d’exercice par jour.*  *J’irai au collège à vélo et pas en voiture.*  *Je jouerai au foot.*  *Je mangerai équilibré.*  *Je marcherai jusqu’au collège.*  *Je ne boirai jamais de boissons gazeuses.*  *Je ne jouerai plus à des jeux vidéo.*  *Je ne mangerai plus de frites/hamburgers.*  *Je ne prendrai pas le bus.*  *Je prendrai les escaliers.*  *Je prendrai des cours d’arts martiaux.* | Quizlet set and homework sheet | Near future tense  Simple future tense  Using negatives structures | **Ai ending for simple future tense** | Identify resolutions for future fitness  Questions and answer dialogue to practice speaking about lifestyle resolutions  Reading  Understand texts using three tenses about fitness resolutions  Writing  Use the near future, simple future and basic conditional to write a fitness plan |  |  |
| **Week 5**  **Donnez les conseils** | *Il faut + infinitive*  *On doit*  *On devrait*  *Il ne faut pas*  *On ne doit pas*  *On ne devrait pas* | Quizlet set and homework sheet | Modal verbs  Il faut  On doit  On devrait + infinitive  Negative forms  Imperative of verbs |  | Understand health advice and be able to make notes in English  Reading Understand longer texts where people discuss health – be able to match advice to these scenarios  Writing – create and advice page for people with unhealthy lifestyles |  |  |
| **Week 6**  **Un défi** |  | **Revision – to learn spoken presentation** |  |  | **prepare Speaking Q+A – students prepare answers to set questions on health – peer assess in**  **following week**  **Writing – answer text on ma santé** | **Writing assessment in class** |  |
| **Week 7**  **assessment** | **Feedback**  **Feed forward work** | **Follow up from**  **assessment** |  |  |  | **Spoken Question and answer on health – peer assessed** |  |

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| **Year 9**  **Autumn Term 2**  **7 weeks**  **Mon temps libre** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1**  **Key question: Qu’est-ce que tu aimes ?** | *Key verbs*  *J’aime*  *j’adore*  *je n’aime pas*  *Je déteste + noun*  *recap of high frequency opinions* | Quizlet set and homework sheet | opinion verbs  negatives  Time expressions | **phonics eu, au** | **Listening**  Understanding what activities people like and dislike  Speaking  Take part in a dialogue covering key questions about free time  Reading  Understand longer length texts about how people spend free time and opinions  Writing  Be able to produce a simple paragraph using present tense from memory  Photocard task. |  |  |
| **Week 2**  **Que fais tu comme activités ?** | time phrases  je chante  je joue  je vais  je fais  je participe  je danse  je ne chante pas  je ne joue jamais  je ne vais plus | Quizlet set and homework sheet | verbs in the present tense  jouer a/de  negatives  time expressions | phonics é â |  | **written task –** timed mon temps libre  extended version of the mind map to explain how students spend their free time |  |
| **Week 3**  **comment as-tu fêté ton anniversaire ?** | time triggers – past,  hier  Samedi dernier  le weekend dernier  l’année dernier  J’ai mangé  ja’I bu  j’ai réçu  J’ai attendu  J’ai lu  j’ai ouvert  je suis allé(e)  je suis resté(e)  J’ai pris | Quizlet set and homework sheet | perfect tense – regular and irregular verbs  sequencers  Asking questions in perfect tense  identifying the tense in a reading text | phonics ai, nsfc | Listening and reading tasks identifying how people spent their birthday  Transcribe short sentences in TL  Photocard task – birthday celebration |  |  |
| **Week 4**  **Le week- end dernier**  **Le week-end prochain** | Consolidation of free time vocabulary and verbs relevant to key question | work on tenses | Revision of perfect tense all forms  Time triggers for past and future tenses  Revision of near future tense | Reading a passage aloud checking phonics | Speaking –  Question and answers to help revisit key phrases and structures to prepare presentation.  Listening – being able to recognise when the events happen.  Reading  Understanding details from a longer text about free time – recognising tense changes.  Writing  Adapting a text for your own purposes to improve your written style | **Written assessment**  **mon weekend dernier** |  |
| **Week 5**  **ton dimanche ideal.** | free time vocabulary relevant to key question | **revision for assessment** | near future  conditional using je voudrais + infinitive | How verbs change their sound in different tenses | work on changing the verbs we have used to discuss free time into the near future and conditional tenses to talk about an ideal Sunday.  Listening – identify what people would do on an ideal Sunday |  |  |
| **week 6**  **Assessment** |  |  |  |  |  | **summative assessment listening and reading** |  |
| **week 7 film study** |  |  |  |  |  |  |  |
| **Year 9**  **Spring Term 1**  **5 weeks**  **Mon avenir** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | Learning outcomes | **assessment** | **Links** |
| **Week 1**  **Mon avenir** | *Je vais*  *Être*  *Avoir*  *Habiter*  *Travailler*  *Acheter*  *Voyager*  *Faire*  *Riche/heureux*  *Des enfants/une grande maison*  *A l’étranger*  *Une voiture/un moto*  *Du bénévolat/un tour de monde* | Vocab learning and homework tasks | Near future tense using je vais |  | being able to understand/say and write what their plans at are different age stages |  | Cross curricular work on careers  Why study languages for the future  possible career options that use languages |
| **Week 2**  **Mes rêves** | discussing future plans using simple future for set 1  **embedding use of near future for set and including simple negatives for what they don’t want to do** | Vocab and task sheet  **9afr1 a starting work on British Council Language Challenge** | Near future tense  Simple future tense  Basic conditional – je voudrais + infinitive |  | **Listening**  To understand people’s dreams for the future – as regards life and work  Speaking  Tu carry out a survey on what people hope to do in the future  **Reading**  To be able to translate a passage from French into English about people’s plans for the future  Writing  To create mind map style mat on mes rêves using structures covered in class to support written paragraph – mon avenir |  | **British Council Language Challenge to work towards Foundation International school award.** |
| **Week 3 - 4**  **World of work** | **Job vocabulary**  **Opinions why people choose like certain jobs** | **prepare and revise answers to 3 KQ ready for assessment next week** | Je voudrais + infinitive  Je veux être  J’ai l’intention de |  | Listening  To understand people’s preferences for certain jobs and the reasons why  Speaking  To carry out a survey on future job aspirations  Reading  To be able to understand a text about jobs  To be able to translate into English simple sentences about jobs and the workplace.  Writing  Translate a short paragraph into French about what people hope to do in the future and why  Photocard task on world of work – describe the picture and incorporate KQ’s on world of work | **Formative assessment – listening and reading tasks progress check on understanding and use of the near future**  assess written answers to 3 KQ students peer assess Q+A speaking on KQ’s |  |
| **week 5**  **continuer avec les langues?** | **Importance of learning a language and opportunities in future** |  | je voudrais + infinitive  Near future and simple future tenses  sequencers |  | Reading tasks/ Listening case studies how people are using languages in their work.  Whether they will continue with languages in the future | **L+ R assessment on jobs and plans for the future** | Cross curricular links – careers using languages research using prospects website |
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| **Year 9**  **Spring Term 2**  **6 weeks**  **Mes vacances** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1**  **Question de vacances** | *Je vais en vacances …*  *au bord de la mer*  *à la campagne*  *à la montagne*  *J’y vais …*  *avec ma famille*  *J’y reste …*  *une semaine/quinze jours/un mois*  *Je pars en colo.*  *Je pars en classe de neige.*  *On fait du camping.*  *Je fais …*  *du canoë-kayak*  *du VTT*  *du ski nautique*  *du snowboard*  *de la plongée sous-marine*  *de la voile*  *de la planche à voile*  *de l’équitation*  *de l’escalade*  *des randonnées dans la forêt*  *Je vais à la pêche.*  *Je prends des cours de ski.*  *J’ai fait un stage (de voile).*  *Il n’y a pas grand-chose à faire.* | Quizlet set and homework sheet | Aller and faire in the present tense  Pronoun y(set 1 only)  Asking questions using inversion |  | Listen to check answers  Understand details of holidays (what people usually do, what they did last year and what they will do next year)  Match French and English answers  **Speaking**  Ask and answer questions on holidays using inversion |  |  |
| **Week 2**  **Que fais tu en vacances** | Holiday activity vocabulary – using AQA Foundation Studio | Quizlet set and homework sheet | Past, present and future tense |  | **Listening**  Understand different events and when they happen – recognition of tenses  Speaking  Question and answers on holiday activities in past, present and future tense  Reading  Understand short texts on what people do,did are going to do on holiday  Writing  Produce short paragraph on holiday – past, present and future |  |  |
| **Week 3**  **Mes vacances de rêve** | Je voudrais  Visiter  Aller  Faire  Voyager  Avec  Rester  Mes vacances de rêve vocabulary studio AQA | Quizlet set and homework sheet- focus to prepare for speaking task next week | Conditional tense |  | Listening – use Studio and Dynamo 3 resources on listening to focus on listening skills on holiday |  |  |
| **Week 4** | speaking tasks based on photocards – use AQA resources on Teachit |  |  |  | Reading tasks – students complete end of unit reading Studio 3 and Dynamo 3 rouge and vert | **photocard and conversation on holiday** |  |
| **Week 5** | **Assessment – spoken and written focus on grammar and use of tenses** |  |  |  |  |  |  |
| **Week 6** | **DIRT – feedback**  **Completion of any outstanding tasks** |  |  |  |  |  |  |
| **Year 9**  **Summer Term 1**  **5 weeks**  **A l’hôtel**  **film study les choristes** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **week 1**  **A l’hôtel** | **Booking in phrases using AQA studio foundation** | **Vocabulary revision and reading on hotel** |  |  | **speaking/listening and reading on hotel** |  |  |
| **week 2**  **A l’hôtel** | **Focus on understanding information and role play situations** |  |  |  |  | **GCSE role play tasks**  **Reading assessment on hotel past GCSE papers** |  |
| **Week 3-5**  **les choristes film study** |  |  |  |  |  |  |  |
| **Year 9 summer Term 2**  **7 weeks** | **Vocabulary** | **Homework – revisit vocabulary and reinforcement task** | **Grammar** | **phonics** | **Learning outcomes** | **assessment** | **links** |
| **Week 1**  **J’aime ca !** | *J’aime … / J’aime beaucoup … / J’adore … /  Je n’aime pas (tellement) … / Je n’aime pas du tout … / Je déteste …*  *Quand je suis seul(e), …*  *Quand je suis avec mes copains, …*  *Le weekend, … / Comme sports, …*  *Sur mon portable, …* | Vocabulary revision and homework sheet | using verbs of preference – aimer detester, preferer + def article and a noun/ infinitive  Using extended opinions with justification  Using est-ce que and qu’est-ce que to form questions | **er verb endings**  **é**  **è** | **Listening**  understanding people’s likes and dislikes  **Speaking**  Asking simple questions on likes and dislikes.  Reading aloud a paragraph to focus on pronunciation | **Written task – J’aime ça –**  **Paragraph on preferences** |  |
| **Week 2**  **mon dernier anniversaire** | *Samedi dernier, j’ai fêté mon anniversaire.*  *J’ai attendu ma mère.*  *J’ai ouvert mes cadeaux.*  *J’ai reçu …*  *J’ai regardé mes cartes virtuelles et j’ai lu mes messages.*  *J’ai mangé (du gâteau d’anniversaire).* | Grammar work on perfect tense  and future for set 1 | Revision of past,present and future tenses  Extended opinions and opinions in different tenses | **é** | **Written task – le weekend dernier/ le weekend prochain in preparation for end of year exam** |  |  |
| **Week 3 - 4 End of year exam prep** | **revision using en focus lire et écouter Dynamo 3 vert and rouge** |  |  |  | prepare writing task  on likes and dislikes/last weekend and next weekend – set 1 dream birthday or weekend – **students to ask at least 1 question** |  |  |
| **Week 5 End of Year exam**  **and feedback** |  |  |  |  |  |  |  |
| **Tour de France cultural work**  **to end year** |  |  |  |  |  |  |  |