

Year group	HT1	HT2	HT3	HT4	HT5	HT6
7 (KS3)	<p><b>Tout sur moi</b></p> <ul style="list-style-type: none"> <li>Introduce oneself</li> <li>French alphabet</li> <li>Dates</li> <li>Age</li> <li>Physical appearance &amp; personality</li> <li>Friends -how long you've known them</li> <li>Animals (pets and wild)</li> <li>Colours</li> <li>My favourite thing</li> </ul> <p><b>Grammar:</b> <i>être/avoir</i> (present tense); use pronouns (<i>le, la and les</i>); key phrases in different tenses (<i>je voudrais, j'avais, j'étais, c'était</i>); Perfect tense: <i>j'ai visité, j'ai vu</i>; Plurals; Adjectives; Articles : un/une/des; Recognise and use c'est, il est, c'est quoi? Depuis + present tense</p> <p><b>SKILLS/STRATEGIES</b> Read aloud confidently in French Memorisation strategies Ask and answer questions Descriptions Translation</p> <p><b>PRONUNCIATION</b> French sound patterns</p> <p><b>CULTURE</b> Develop cultural awareness</p> <p><b>Key piece/assessment:</b> Reading &amp; Translation test– Tout Sur Moi</p> <p><b>Literacy foci:</b> Speaking</p> <p><b>Careers:</b> Presentation / Interview Skills</p> <p><b>Enrichment opportunities:</b> Research famous French people</p> <p>European Languages Week External speakers</p>	<p><b>La France et le monde francophone</b></p> <ul style="list-style-type: none"> <li>Where you live</li> <li>Languages and nationality</li> <li>French-speaking parts of the world</li> <li>Family</li> <li>Personality traits – before and now</li> <li>Customs and traditions - Christmas</li> </ul> <p><b>Grammar:</b> Definite article: How to say 'in' + countries: au, en; Adjectives of nationality; Adjective agreement Avoir and être Possessive adjectives: mon/ma/mes, ton/ta/tes Connectives: et, parce que, car, mais, par contre Comparisons plus / moins</p> <p><b>SKILLS/STRATEGIES</b> Memorisation High-frequency structures and transferable language Express empathy Develop a conversation Formal and informal language Agreeing and disagreeing</p> <p><b>PRONUNCIATION</b> Silent letters (final consonants)</p> <p><b>CULTURE</b> French-speaking regions of the world; French Christmas</p> <p><b>Key piece/assessment:</b> Listening with transcription test on La France et le monde francophone</p> <p><b>Literacy foci:</b> Writing</p> <p><b>Careers:</b> Jobs abroad; Translation and Interpreting</p> <p><b>Enrichment opportunities:</b> Research French speaking countries and French culture</p> <p>Cinema Rewards Evening</p>	<p><b>Mon monde perso – mon école, là où j'habite et ce que j'aime</b></p> <ul style="list-style-type: none"> <li>School and where you live; different places to live</li> <li>Opinions of school subjects</li> <li>Leisure activities and personal possessions</li> <li>Places in a town; describe a town</li> <li>What you can do at different places</li> </ul> <p><b>Grammar:</b> Il y a un/une/des ..., il n'y a pas de/d'... Present tense of regular er verbs (1st/2nd/3rd person singular) Irregular verbs: aller, faire PANDA Comparisons using plus/moins Pouvoir</p> <p><b>SKILLS/STRATEGIES</b> Use connectives to extend sentences (donc) Structure a paragraph Cognates and 'false friends' Use a bilingual dictionary Convert miles to kilometres</p> <p><b>PRONUNCIATION</b> Sound patterns Accents: é and è</p> <p><b>CULTURE</b> Experiences of French teenagers School life for travellers and asylum seekers in France</p> <p><b>Key piece/assessment:</b> Speaking Test. Role Play, General conversation task on Mon monde perso,</p> <p><b>Literacy foci:</b> Reading</p> <p><b>Careers:</b> Different subjects</p> <p><b>Enrichment opportunities:</b> SKYPE School in France &amp; A traditional folk tale from Burkina Faso</p>	<p><b>A table</b></p> <ul style="list-style-type: none"> <li>What you eat and drink at different mealtimes</li> <li>Opinions of food and drink; what you can and can't eat</li> <li>Where you like to eat out; order food in a café</li> <li>Quantities and recipes; numbers above 40</li> <li>Food specialities and art</li> </ul> <p><b>Grammar:</b> The partitive: du, de la, de l', des Present tense of manger and boire (1st/2nd/3rd person singular) Negatives: ne ... pas, ne ... jamais Use of de after a negative Pouvoir + infinitive J'aime/j'adore/je préfère/je déteste + infinitive Je voudrais + noun/infinitive Il faut + noun/infinitive</p> <p><b>SKILLS/STRATEGIES</b> Memorisation Identify and apply patterns</p> <p><b>PRONUNCIATION</b> Silent letters at the end of words ( s, t, d, x)</p> <p><b>CULTURE</b> French eating habits and food specialities Recipes for French dishes</p> <p><b>Key piece/assessment:</b> Writing 40 word task – translation into French about food and drink</p> <p><b>Literacy foci:</b> Listening</p> <p><b>Careers:</b> Restaurant business</p> <p><b>Enrichment opportunities:</b> French restaurant / cuisine</p> <p>Trip to Bistro Pierre or other French Restaurant Rewards</p>	<p><b>On sort !</b></p> <ul style="list-style-type: none"> <li>Ask for and give directions</li> <li>Arrange to go out and where to meet</li> <li>Identify and describe the location of places on a map</li> <li>Frequency of weekend activities</li> </ul> <p><b>Grammar:</b> Adverbs Adjectives that precede the noun Au/à la/à l'/aux ('to the', 'at the') The imperative Vouloir and pouvoir + infinitive Prepositions: en face/à côté/à droite/à gauche + du/de la/de l'/des ...</p> <p><b>SKILLS/STRATEGIES</b> Use connectives (mais, par contre) to contrast Build more complex sentences Use sequencing connectives Dialogues</p> <p><b>PRONUNCIATION</b> Silent h</p> <p><b>CULTURE</b> An area of Montpellier French towns Tourism in France</p> <p><b>Key piece/assessment:</b> Reading and questions in English on activities and going out.</p> <p><b>Literacy foci:</b> Speaking</p> <p><b>Careers:</b> Tourist information</p> <p><b>Enrichment opportunities:</b> Map reading Treasure hunting La Fête des voisins</p>	<p><b>Les passe-temps et ça c'est mon truc!</b></p> <ul style="list-style-type: none"> <li>Clothes and styles; what you wear on different occasions</li> <li>Weather</li> <li>When/how often you do activities</li> <li>Leisure activities</li> <li>Music preferences and national events</li> </ul> <p><b>Grammar:</b> PANDA Present tense of regular er verbs: porter, jouer Present tense of faire Reflexive verbs: se lever, se coucher Possessive adjectives</p> <p><b>SKILLS/STRATEGIES</b> Grammar memorisation Identify and apply language patterns Use quand to extend sentences Time expressions 12-hour clock</p> <p><b>PRONUNCIATION</b> Speaking with a good accent</p> <p><b>CULTURE</b> Time zones of French-speaking regions French musicians</p> <p><b>Key piece/assessment:</b> Listening tests with transcription</p> <p><b>Literacy foci:</b> Writing</p> <p><b>Careers:</b> Fashion; Music; Arts</p> <p><b>Enrichment opportunities:</b> A French film festival French cinema</p>

### **Key stage 3 – National curriculum**

#### **Grammar and vocabulary**

- GV1 Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- GV2 Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- GV3 Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- GV4 Use accurate grammar, spelling and punctuation.

#### **Linguistic competence**

- LC1 Listen to a variety of forms of spoken language to obtain information and respond appropriately
- LC2 Transcribe words and short sentences that they hear with increasing accuracy
- LC3 Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- LC4 Express and develop ideas clearly and with increasing accuracy, both orally and in writing
- LC5 Speak coherently and confidently, with increasingly accurate pronunciation and intonation
- LC6 Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- LC7 Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- LC8 Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.