

## Key Stage 3: Year 7 French

### Overall Curriculum Goals

- Enable pupils to exchange ideas and opinions about their life, speaking and writing coherently and confidently
- Develop and use a wide-ranging and deepening vocabulary
- Listen, read and show comprehension of original and adapted materials from a range of different sources
- Identify and use tenses or other structures which convey the present and past

| Half Term 1   | Half Term 2  | Half Term 3  | Half Term 4   | Half Term 5   | Half Term 6   |
|---|--|--|---|---|---|
| Greetings, cognates/phonics with intro to gender & determiners, classroom language, alphabet, numbers, days   | Birthday, age, give and justify simple opinions about hobbies<br>Christmas | ER verbs in infinitive form<br>Interleaving: gender & determiners<br>Interleaving: give and justify simple opinions with verbs in infinitive | ER verbs full paradigm<br>Avoir & être<br>Appearance, personality, mood | Appearance, personality, mood continued<br>Members of my family | Location (type of area)<br>Rooms<br>Interleaving: ER verbs with habiter & activities in different rooms<br>Extend ER verbs to perfect tense |
| Key Vocabulary/Concepts/Ideas   | Key Vocabulary/Concepts/Ideas  | Key Vocabulary/Concepts/Ideas  | Key Vocabulary/Concepts/Ideas   | Key Vocabulary/Concepts/Ideas                                   | Key Vocabulary/Concepts/Ideas   |
| Basic language to understand and be understood in the classroom and to introduce yourself                     | Personal information continued<br>Hobbies<br>Christmas                     | Everyday life<br>Life online   | Saying what I and others do<br>Describing myself and others             | Family descriptions   | House & home  |
| CIAG  | CIAG   | CIAG   | CIAG  | CIAG  | CIAG  |
| European Week of Languages<br>Creative writing national competition<br>Spelling bee club<br>French Drama Club |  | Oxford University Flash Fiction competition  |   |   |   |
| Assessment  | Assessment   | Assessment   | Assessment  | Assessment  | Assessment  |
| Speaking assessment (NB)  | Listening assessment (B)   | Spelling/Grammar assessment (NB)   | Reading & Writing assessment(B)   | End of Year exams: reading, listening, writing                  | Writing assessment (B)  |

### Key Stage 3: Year 8 French

#### Overall Curriculum Goals

- Enable pupils to exchange ideas about school, lifestyle and the world around them, developing and using a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests
- Express and develop ideas clearly and with increasing accuracy
- Identify and use tenses or other structures which convey the present, past, and future

| Half Term 1   | Half Term 2   | Half Term 3   | Half Term 4  | Half Term 5   | Half Term 6   |
|---|---|---|--|---|---|
| Interleaving: school subjects & opinions<br>Uniform & clothes, including adjectives (colours)Time & sequencing, timetable   | Food items to buy/eat out or at home<br>Introduce partitive<br>Interleaving: ER verbs in present and past<br>Healthy eating | Healthy eating continued<br>Faire & sports, interleaving: jouer | il faut/il ne faut pas<br>Body & ailments<br>Aller, places in town<br>A/Au/Aux | Directions<br>Prepositions<br>Weather<br>Aller + infinitive<br>Interleaving: free time, healthy lifestyle | Transport<br>Countries<br>Consolidate near future & revise past tense |
| <b>Key Vocabulary/Concepts/Ideas</b>  | <b>Key Vocabulary/Concepts/Ideas</b>  | <b>Key Vocabulary/Concepts/Ideas</b>                            | <b>Key Vocabulary/Concepts/Ideas</b>   | <b>Key Vocabulary/Concepts/Ideas</b>  | <b>Key Vocabulary/Concepts/Ideas</b>                                  |
| My school day and what I wear   | Food & health   | Healthy lifestyle   | Healthy lifestyle/My region  | Near future   | Travel  |
| <b>CIAG</b>   | <b>CIAG</b>   | <b>CIAG</b>   | <b>CIAG</b>  | <b>CIAG</b>   | <b>CIAG</b>   |
| European Week of Languages – range of events to think about the importance of MFL<br>Creative writing national competition<br>All Year - French Drama Club: develop language knowledge, confidence, teamwork and performance skills |   | Oxford University Flash Fiction competition                     |  |   |   |
| <b>Assessment</b>   | <b>Assessment</b>   | <b>Assessment</b>   | <b>Assessment</b>  | <b>Assessment</b>   | <b>Assessment</b>   |
| Banded listening assessment   | Vocabulary & grammar assessment (NB)  | Reading assessment (B)<br>Speaking assessment (B)               | Vocabulary & grammar assessment (NB)<br>)                                      | Listening assessment (B)<br>End of Year exams: listening, reading, writing                                | Speaking assessment (NB)  |

## Key Stage 3: Year 9 French

| Overall Curriculum Goals   |  |  |   |  |   |
|--|--|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Enable pupils to exchange and broaden ideas about their lives and those of others, in a wider francophone context</li> <li>• Understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy and using a range of tenses</li> </ul> |  |  |   |  |   |
| Half Term 1  | Half Term 2  | Half Term 3  | Half Term 4   | Half Term 5  | Half Term 6   |
| Talking about festivals and celebrations. Activities and food at festivals and talking about your favourite festival with reasons.<br>Interleaving: 'er', 're' and 'ir' verbs in the present tense and the near future tense   | Introduce vocabulary to talk about digital technology and mobile phones.<br>Talking about films, TV and arranging a trip to the cinema.<br>Adjective endings and forming questions<br>Interleaving: Telling the time | Interleaving: Sports<br>Introduce a wider range of leisure activities and sport.<br>Interleaving: The rules after the verbs 'jouer' and 'faire'<br><br>Using the structure 'depuis'                      | Talking about music and reading.<br>Using the past tense to describe a night out with friends.  | Interleaving: family, descriptions of appearance and personality/mood<br>Introduce comparisons<br>Introduce reflexive verbs to describe relationships<br>Importance/Qualities of friends | End of Year Exam and MIB activities<br>Interleaving: School subjects and increase vocabulary, give opinions.<br>Discuss facilities, uniform and school rules. |
| Key Vocabulary/Concepts/Ideas  | Key Vocabulary/Concepts/Ideas  | Key Vocabulary/Concepts/Ideas  | Key Vocabulary/Concepts/Ideas   | Key Vocabulary/Concepts/Ideas  | Key Vocabulary/Concepts/Ideas   |
| Festivals and celebrations   | Digital technology   | Leisure, sports and free time  | Free time continued   | Family relationships and friendships   | School life   |
| CIAG   | CIAG   | CIAG   | CIAG  | CIAG   | CIAG  |
| European Week of Languages – range of events to think about the importance of MFL<br>Creative writing national competition   | Translation bee with all classes – develop translation skills, ability to use 3 tenses with key verbs, extend vocabulary, increase confidence and fluency  | Translation bee with all classes – develop translation skills, ability to use 3 tenses with key verbs, extend vocabulary, increase confidence and fluency<br>Oxford University Flash Fiction competition | Translation bee with most able – develop translation skills, ability to use 3 tenses with key verbs, extend vocabulary, increase confidence and fluency |  |   |
| Assessment   | Assessment   | Assessment   | Assessment  | Assessment   | Assessment  |
| Vocabulary & grammar assessment (NB)<br>Writing assessment (B)   | Vocabulary & grammar assessment (NB)   | Reading & translation assessment (B)   | Listening Assessment (NB)<br>Speaking assessment (B)  | End of Year exams: reading, writing  | Listening assessment (B)  |