

Subject: **French Year 9**

### Long Term Curriculum Plan

#### **Subject Vision**

The aim of the MFL curriculum at Ratton School is for pupils to develop respect, understanding and appreciation of the foreign language-speaking culture through study of its language. This will involve the ability to communicate confidently in the language through both writing and speaking. The ability to also understand the written and aural form of the language will be integral to learning. Through these learning experiences pupils will develop a greater appreciation of internationalism and the value of understanding the world beyond their own country. Through increased confidence in communicating with people from a diverse range of backgrounds, it is hoped that pupils possess the open-mindedness and bravery to seek out new life experiences and friendships around the world. In addition, the meta-cognitive problem-solving skills that are enhanced through learning languages should place pupils in a strong position to be competitive in the world of work.

#### **Subject End Points**

EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation

EP2 Write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language

EP3 Read understand and to be able to respond to a variety of authentic texts

EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately

EP5 Develop an appreciation for French speaking culture

Subject Domains of Knowledge	Subject Key Concepts		
D1 Myself D2 Family D3 Home D4 Area D5 Free time D6 Sports D7 School D8 Holidays and travel D9 Future plans D10 Festivals and celebrations D11 Environment D12 Life online D12 Tourism D13 Food and Drink D14 Daily Life	C1 Nouns <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> C2 Articles <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> C3 Adjectives <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul>	C4 Adverbs <ul style="list-style-type: none"> <li>• Comparative</li> <li>• Superlative</li> <li>• Regular</li> <li>• Interrogative</li> <li>• Adverbs of time and place</li> </ul> C5 Quantifiers/intensifiers C6 Conjunctions (coordinating conjunctions and subordinate conjunctions) C7 Pronouns <ul style="list-style-type: none"> <li>• Personal</li> <li>• Reflexive</li> <li>• Relative</li> <li>• Direct and indirect object</li> <li>• Demonstrative</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> C8 Verbs	<ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Negatives</li> <li>• Tenses</li> <li>• Present</li> <li>• Perfect</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> C9 Idiomatic expressions C10 Opinion expressions

### Medium Term Curriculum Plan

#### Year 9 French

Term	Term 1: Ma vie social d'ado	Term 2: Bien dans sa peau
<b>Unit Overview</b>	<i>In this unit pupils will learn to talk about their use of the internet and give opinions about other people.</i>	<i>In this unit pupils will learn to describe parts of the body, talk about sport, healthy eating and how to stay fit.</i>
<b>Sequence of lessons</b>	1. <b>Planète Facebook</b> In this lesson students will learn to talk about Facebook and use present tense verbs	1. <b>Touché</b> In this lesson students will learn the words for parts of the body and use à + the definite article 2. <b>Le sport et le fitness</b> In this lesson students will learn to talk about sport and use il faut

	<ol style="list-style-type: none"> <li>2. <b>Comment tu trouves?</b> In this lesson students will learn to talk about their opinion on someone and use direct object pronoun</li> <li>3. <b>Tu viens aussi?</b> In this lesson students will learn to talk about going out and use the near future tense</li> <li>4. <b>Ça c'est bien passé?</b> In this lesson students will learn to describe a date and use the perfect tense</li> <li>5. <b>Fou de musique</b> In this lesson students will learn to describe a music event and use three tenses</li> </ol>	<ol style="list-style-type: none"> <li>3. <b>Mes résolutions pour manger sain</b> In this lesson students will learn to talk about healthy eating and use the future tense</li> <li>4. <b>Je serai en forme</b> In this lesson students will learn to make plans to keep fit and use the future tense</li> <li>5. <b>Es tu en forme?</b> In this lesson students will learn to describe levels of fitness and use three tenses together</li> </ol>
<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p><b>D1 Myself</b>  D2 Family  D3 Home  D4 Area  D5 Free time  D6 Sports  D7 School  D8 Holidays and travel  D9 Future plans  D10 Festivals and celebrations  D11 Environment  <b>D12 Life online</b>  D12 Tourism  D13 Food and Drink  <b>D14 Daily Life</b></p> <p>C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> </ul>	<p><b>D1 Myself</b>  D2 Family  D3 Home  D4 Area  D5 Free time  <b>D6 Sports</b>  D7 School  D8 Holidays and travel  D9 Future plans  D10 Festivals and celebrations  D11 Environment  D12 Life online  D12 Tourism  D13 Food and Drink  <b>D14 Daily Life</b></p> <p>C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> </ul>

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<p><b>KS4 End Points</b></p>	<p>• EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for French speaking culture</p>

	EP5 develop an appreciation for French speaking culture	
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>Using present tense verbs</li> <li>Using direct object pronouns</li> <li>Using the near future tense</li> <li>Using the perfect tense</li> <li>Using three tenses together</li> </ul>	<ul style="list-style-type: none"> <li>Labelling the parts of the body</li> <li>Using à + the definite article</li> <li>Using il faut</li> <li>Using the future tense</li> <li>Consolidating the future tense</li> <li>Using three tenses together</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>Talking about Facebook</li> <li>Giving your opinion about someone</li> <li>Arranging to go out</li> <li>Describing a date</li> <li>Describing a music event</li> </ul>	<ul style="list-style-type: none"> <li>Describing the parts of the body</li> <li>Talking about sport</li> <li>Learning about healthy eating</li> <li>Making plans to get fit</li> <li>Describing levels of fitness</li> </ul>
<b>Developing T3 Literacy</b>	<ul style="list-style-type: none"> <li>Use of higher numbers</li> <li>Refer to Year 9 student handbook</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging reading through talking about favourite books.</li> <li>Refer to Year 9 student handbook</li> </ul>
<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>Plenaries, Q&amp;A, tests as starters in lesson, a variety of starters and plenaries, use of mini whiteboards, Afl techniques</li> <li>Formative and summative assessment.</li> <li>Starter activities that review and consolidate prior learning. Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>Regular PP FIRST targeted questioning throughout the lesson. Afl techniques to assess depth of understanding of new concepts.</li> <li>Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Plenaries, Q&amp;A, tests as starters in lesson, a variety of starters and plenaries, use of mini whiteboards, Afl techniques</li> <li>Formative and summative assessment.</li> <li>Starter activities that review and consolidate prior learning. Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>Regular PP FIRST targeted questioning throughout the lesson. Afl techniques to assess depth of understanding of new concepts.</li> <li>Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>Fortnightly low-stakes vocabulary testing.</li> </ul>

	<ul style="list-style-type: none"> <li>Fortnightly low-stakes vocabulary testing.</li> <li>Tick time on vocabulary tests and one other piece of written work per term.</li> <li>End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Tick time on vocabulary tests and one other piece of written work per term.</li> <li>End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	<p>Use of opinion phrases to develop answers when speaking and writing in Year 7 Term 5 (je pense que c'est...)</p> <p>Use of irregular verb (aller) in the present in Year 7 Term 5. Helps with understanding between regular and irregular forms.</p> <p>Use of tu veux in Year 7 Term 5 to use different subject in the sentence. This will help with understanding the nous form.</p>	<p>Covering nous allons / nous faisons in Year 8 Term 1 gives the students an idea of the irregular tense in the present. This permits them to build on their understanding of the regular tense for -ir / -re regular tenses and irregular tenses (aller / faire). Talking about holidays gives the students confidence in covering subjects related to them, such as: reading, films and the internet.</p>
<b>Next steps in learning</b>	<ul style="list-style-type: none"> <li>Recognition of key vocabulary, cognates and scanning for key words and annotating the text when improving reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students can recognise cognates, understand simple words, the main points used in the conversation, understand gist of new words, and some can understand high level vocabulary when improving listening skills</li> </ul>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>Use of the nous form in the present tense.</li> <li>Use of conditional "je voudrais" when ordering</li> <li>Recognising when someone is talking in the present or the future</li> <li>Use of correct preposition for cities/countries (in/at) (à/en/aux)</li> </ul>	<ul style="list-style-type: none"> <li>Use different subject pronouns</li> <li>Differences between etre and avoir in the present tense</li> <li>Regular ending for -ir and -er verbs in the present tense</li> <li>Forming the perfect tense of -er verbs</li> </ul>

<b>Term</b>	<b>Term 3: À l'horizon</b>	<b>Term 4: Spécial vacances</b>
<b>Unit Overview</b>	<i>In this unit pupils will learn to describe jobs, the importance of learning languages and discuss their future and their past.</i>	<i>In this unit pupils will learn to describe holiday plans, book accommodation and discuss the weather</i>

<p><b>Sequence of lessons</b></p>	<ol style="list-style-type: none"> <li>1. <b>Es –tu fait pour ce métier?</b> In this lesson students will learn to describe jobs and use masculine and feminine nouns</li> <li>2. <b>Le monde est un village</b> In this lesson students will learn to talk about learning languages and use modal verbs</li> <li>3. <b>Quand j'étais plus jeune</b> In this lesson students will learn to talk about what they used to do and use the imperfect tense</li> <li>4. <b>Ta vie sera comment?</b> In this lesson students will learn to talk about their future and past life and use the future and imperfect tense</li> <li>5. <b>Mon boulot</b> In this lesson students will learn to talk about their job and use three tenses together</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Question de vacances</b> In this lesson students will learn to talk about holidays and ask questions using inversion</li> <li>2. <b>J'adore les sensations fortes</b> In this lesson students will learn to imagine adventure holidays and use the conditional</li> <li>3. <b>C'est indispensable</b> In this lesson students will learn to talk about what to take with them on holiday and use reflexive verbs</li> <li>4. <b>Mes vidéos de vacances</b> In this lesson students will learn to describe what happened on holiday and to combine different tenses</li> <li>5. <b>A la base de loisirs</b> In this lesson students will learn to talk about visiting a tourist attraction and use emphatic pronouns</li> </ol>
<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p><b>D1 Myself</b>  D2 Family  D3 Home  D4 Area  D5 Free time  D6 Sports  D7 School  D8 Holidays and travel  <b>D9 Future plans</b>  D10 Festivals and celebrations  D11 Environment  D12 Life online  D12 Tourism  D13 Food and Drink  <b>D14 Daily Life</b></p>	<p>D1 Myself  D2 Family  D3 Home  D4 Area  <b>D5 Free time</b>  D6 Sports  D7 School  <b>D8 Holidays and travel</b>  <b>D9 Future plans</b>  D10 Festivals and celebrations  D11 Environment  D12 Life online  <b>D12 Tourism</b>  D13 Food and Drink  D14 Daily Life</p>



	<p>C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C4 Adverbs</p> <ul style="list-style-type: none"> <li>• Comparative</li> <li>• Superlative</li> <li>• Regular</li> <li>• Interrogative</li> <li>• Adverbs of time and place</li> </ul> <p>C5 Quantifiers/intensifiers</p> <p>C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)</p> <p>C7 Pronouns</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Reflexive</li> <li>• Relative</li> </ul>	<p>C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C4 Adverbs</p> <ul style="list-style-type: none"> <li>• Comparative</li> <li>• Superlative</li> <li>• Regular</li> <li>• Interrogative</li> <li>• Adverbs of time and place</li> </ul> <p>C5 Quantifiers/intensifiers</p> <p>C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)</p> <p>C7 Pronouns</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Reflexive</li> <li>• Relative</li> </ul>
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<p><b>KS4 End Points</b></p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p>

	<p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for French speaking culture</p>	<p>EP5 develop an appreciation for French speaking culture</p>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>Using masculine and feminine nouns</li> <li>Using modal verbs</li> <li>Using the imperfect tense</li> <li>Consolidating use of the future and imperfect tenses</li> <li>Using different tenses together</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions using inversion</li> <li>Using reflexive verbs</li> <li>Using the conditional tense</li> <li>Combining different tenses</li> <li>Using emphatic pronouns</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>Describing jobs</li> <li>Talk about learning languages</li> <li>Saying what you used to do</li> <li>Discussing your future and your past</li> <li>Talking about your job</li> </ul>	<ul style="list-style-type: none"> <li>Discuss holidays</li> <li>Imagine adventure holidays</li> <li>Talk about what it's necessary to take on holiday</li> <li>Describe what happened on holiday</li> <li>Plan to visit a tourist attraction</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>Refer to Year 8 student handbook</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Year 8 student handbook</li> </ul>
<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>Starter activities that review and consolidate prior learning.</li> <li>Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>Regular PP FIRST targeted questioning throughout the lesson.</li> <li>Afl techniques to assess depth of understanding of new concepts.</li> <li>Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>Fortnightly low-stakes vocabulary testing.</li> </ul>	<ul style="list-style-type: none"> <li>Starter activities that review and consolidate prior learning.</li> <li>Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>Regular PP FIRST targeted questioning throughout the lesson.</li> <li>Afl techniques to assess depth of understanding of new concepts.</li> <li>Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>Fortnightly low-stakes vocabulary testing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	<p>Questions words would have been seen before since Year 7 in the teacher's slides. The time was covered in Year 7.</p>	<p>Talking in the first person about character and relationships links in well with having had to expressions in oneself in the first person in Term 2. Music was covered in the song of the month was all students in Year 7 and 8. Student will be familiar with some of the vocabulary for the music section.</p>
<b>Next steps in learning</b>	<p>Students can write simple words without guidance, express opinions, use different tenses accurately, use higher level vocabulary, vary the verb subject agreement, and conjugate accurately when improving writing skills (Term 3)</p>	<p>Students can pronounce familiar words correctly, use a range of familiar phrases, express opinions, use negatives, employ simple conjunctions in their sentences, use a variety of adjectives and nouns, justify opinions, and use different tenses when improving speaking skills. (Term 4)</p>
<b>Common Barriers to learning in this unit</b>	<p>The students will need to have the difference between the perfect and the imperfect tense explained to them. The student will have to distinguish between using the perfect tense to talk in the first person and the third person.</p>	<p>Reflexive verbs would be a relatively new concept to the Year 8s. We will be able to base our teaching around the reflexive verbs in English. Student may struggle with the use of the near future.</p>

<b>Term</b>	<b>Term 5: Moi dans le monde</b>	<b>Term 6:</b>
<b>Unit Overview</b>	<i>In this unit pupils will learn to describe their rights and what is important to them.</i>	<i>In this unit pupils will consolidate the vocabulary and grammar that they have learnt in units 1 to 5 and gain a deeper insight into the culture and traditions associated with French speaking countries.</i>

<p><b>Sequence of lessons</b></p>	<ol style="list-style-type: none"> <li>1. <b>Mes droits</b> In this lesson students will learn to talk about their rights and what they are allowed to do and use expressions with avoir</li> <li>2. <b>Mes priorités</b> In this lesson students will learn to talk about what is important to them and use direct object pronouns</li> <li>3. <b>Tu vas l'acheter?</b> In this lesson students will learn to talk about things they buy and use si in a complex sentence</li> <li>4. <b>Le bonheur c'est?</b> In this lesson students will learn to say what makes them happy and use complex structures</li> </ol>	<p><i>The structure of these lessons will depend on the class, and assessment from the teacher as to how well they have done in previous units, and what needs working on</i></p>
<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p><b>D1 Myself</b>  D2 Family  D3 Home  D4 Area  D5 Free time  D6 Sports  D7 School  D8 Holidays and travel  D9 Future plans  D10 Festivals and celebrations  D11 Environment  D12 Life online  D12 Tourism  D13 Food and Drink  <b>D14 Daily Life</b>  C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul>	<p><b>D1 Myself</b>  <b>D2 Family</b>  <b>D3 Home</b>  <b>D4 Area</b>  <b>D5 Free time</b>  <b>D6 Sports</b>  D7 School  <b>D8 Holidays and travel</b>  <b>D9 Future plans</b>  D10 Festivals and celebrations  D11 Environment  <b>D12 Life online</b>  <b>D12 Tourism</b>  <b>D13 Food and Drink</b>  <b>D14 Daily Life</b>  C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul>

### C2 Articles

- definite
- Indefinite
- partitive

### C3 Adjectives

- Agreements
- Position
- Comparative
- Superlative
- Demonstrative
- Possessive
- Indefinite
- interrogative

### C4 Adverbs

- Comparative
- Superlative
- Regular
- Interrogative
- Adverbs of time and place

### C5 Quantifiers/intensifiers

### C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)

### C7 Pronouns

- Personal
- Reflexive
- Relative
- Direct and indirect object
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	<ul style="list-style-type: none"> <li>• interrogative</li> </ul> <p>C8 Verbs</p> <ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Negatives</li> <li>• Tenses</li> <li>• Present</li> <li>• Perfect</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C8 Verbs</p> <ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Negatives</li> <li>• Tenses</li> <li>• Present</li> <li>• Perfect</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>
<p><b>KS4 End Points</b></p>	<p>• EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p>

	<p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for French speaking culture</p>	<p>EP5 develop an appreciation for French speaking culture</p>
<p><b>Declarative Knowledge (Students should know)</b></p>	<ul style="list-style-type: none"> <li>• Use expressions with 'avoir'</li> <li>• Use direct object pronouns</li> <li>• Use 'si' in complex sentences</li> <li>• Use complex structures/</li> </ul>	<ul style="list-style-type: none"> <li>• Labelling the parts of the body</li> <li>• Using à + the definite article</li> <li>• Using il faut</li> <li>• Using the future tense</li> <li>• Consolidating the future tense</li> <li>• Using three tenses together</li> <li>• Using present tense verbs</li> <li>• Using direct object pronouns</li> <li>• Using the near future tense</li> <li>• Using the perfect tense</li> <li>• Using three tenses together</li> <li>• Using masculine and feminine nouns</li> <li>• Using modal verbs</li> <li>• Using the imperfect tense</li> <li>• Consolidating use of the future and imperfect tenses</li> <li>• Using different tenses together Asking questions using inversion</li> <li>• Using reflexive verbs</li> <li>• Using the conditional tense</li> <li>• Combining different tenses</li> <li>• Using emphatic pronouns</li> <li>• Use expressions with 'avoir'</li> <li>• Use direct object pronouns</li> <li>• Use 'si' in complex sentences</li> <li>• Use complex structures/</li> </ul>



<p><b>Procedural Knowledge (Students should be able to do)</b></p>	<ul style="list-style-type: none"> <li>• Discuss what you are allowed to do.</li> <li>• Explain what's important to you.</li> <li>• Talk about things you will buy in future.</li> <li>• Describe what makes you happy</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about Facebook</li> <li>• Giving your opinion about someone</li> <li>• Arranging to go out</li> <li>• Describing a date</li> <li>• Describing a music event</li> <li>• Describing the parts of the body</li> <li>• Talking about sport</li> <li>• Learning about healthy eating</li> <li>• Making plans to get fit</li> <li>• Describing levels of fitness</li> <li>• Describing jobs</li> <li>• Talk about learning languages</li> <li>• Saying what you used to do</li> <li>• Discussing your future and your past</li> <li>• Talking about your job</li> <li>• Discuss holidays</li> <li>• Imagine adventure holidays</li> <li>• Talk about what it's necessary to take on holiday</li> <li>• Describe what happened on holiday</li> <li>• Plan to visit a tourist attraction</li> <li>• Discuss what you are allowed to do.</li> <li>• Explain what's important to you.</li> <li>• Talk about things you will buy in future.</li> <li>• Describe what makes you happy</li> </ul>
<p><b>Developing T3 Literacy and Numeracy</b></p>	<ul style="list-style-type: none"> <li>• Refer to Year 9 student handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Year 9 student handbook</li> </ul>

<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>• Plenaries, Q&amp;A, tests as starters in lesson, a variety of starters and plenaries, use of mini whiteboards, Afl techniques</li> <li>• Formative and summative assessment.</li> <li>• Starter activities that review and consolidate prior learning. Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson. Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Plenaries, Q&amp;A, tests as starters in lesson, a variety of starters and plenaries, use of mini whiteboards, Afl techniques</li> <li>• Formative and summative assessment.</li> <li>• Starter activities that review and consolidate prior learning. Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson. Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	<p>Students would have seen adjectives such as gros / beau / belle / cool / joli in Year 7.</p> <p>Students would have seen il y a / il n'y a pas in Year 7.</p> <p>Students would be familiar with the concept of different pronouns from Year 7.</p>	<p>Students would have been shown the common verbs such as chanter, danser and faire before. They are either familiar or near-cognates.</p> <p>Students would have seen time expressions in Year 7.</p> <p>Students would have seen the use of comparatives during Year 8. They will know come to terms with the concept of superlatives.</p>
<b>Next steps in learning</b>	<p>Students can pronounce familiar words correctly, use a range of familiar phrases, express opinions, use negatives, employ simple conjunctions in their sentences, use a variety of adjectives and nouns, justify opinions, and use different tenses when improving speaking skills. (Term 5)</p>	<p>Students can pronounce familiar words correctly, use a range of familiar phrases, express opinions, use negatives, employ simple conjunctions in their sentences, use a variety of adjectives and nouns, justify opinions, and use different tenses when improving speaking skills. (Term 6)</p>



SOUTH DOWNS

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## French Year 9

<b>Common Barriers to learning in this unit</b>	<p>Students would need the concept of comparative explained to them. Fortunately, it is close to the English equivalent.</p> <p>Students won't have been exposed to prepositions of place before.</p> <p>Students will need the concept of three different tenses explained them and will need to know the importance of using all three in writing and speaking.</p> <p>The irregular of forms of the perfect won't be familiar to the students.</p>	<p>Modals verbs such as vouloir, pouvoir and devoir will need to be explained to students. Students will have to be aware of always following them with the infinitive of a verb.</p> <p>Students will need to be aware of the different subjects / pronouns for the modal verbs.</p>
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