

### **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



SOUTH DOWNS

LEARNING TRUST

## French Year 7

<u>Subject Domains of Knowledge</u>	<u>Subject Key Concepts</u>	
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>• Simple Future</li><li>• Near 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 7 French

Terms	Term 1 : Accès Chapter 1-6	Term 2 Accès Chapters 7-12
Unit overview	<i>In this unit, pupils will learn to describe themselves and their family</i>	<i>In this unit, pupils will learn how to talk about animals, food and describe where they live.</i>
Sequence of lessons	<ol style="list-style-type: none"> <li><b>Bonjour</b> In this lesson students will learn to meet and greet people and spell in French</li> <li><b>Quel âge as-tu?</b> In this lesson students will learn to count to 21 and to say how old they are</li> <li><b>Joyeux Anniversaire</b> In this lesson students will learn to talk about days of the week, months of the year and say when their birthday is</li> <li><b>Dans mon sac</b> In this lesson students will learn to say what is in their bag, use un,une and des and use plurals</li> <li><b>Ma salle de classe</b> In this lesson students will learn to describe their classroom,use the definite article “the” le/la/les</li> <li><b>J’adore le judo</b> in this lesson students will learn to talk about what they like and dislike and talk about their hobbies</li> </ol>	<ol style="list-style-type: none"> <li><b>Les goûts et les couleurs</b> In this lesson students will learn to say what colour things are and use adjectives</li> <li><b>Tu as un animal?</b> In this lesson students will learn to talk about animals and use a dictionary</li> <li><b>Ma grand-mère est une hippie</b> In this lesson students will learn to talk about their family and use mon, ma ,mes</li> <li><b>J’habite dans un château</b> In this lesson students will learn to say where they live and use petit and grand</li> <li><b>À table</b> In this lesson students will learn to say what they eat and drink and order in a café</li> <li><b>Mon pays</b> In this lesson students will learn to talk about nationalities and use the verb to be -être</li> </ol>
Key Domains and Concepts taught in this Unit / Term	D1 Myself D2 Family 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> </ul>	D1 Myself D2 Family D4 Area 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> </ul>

	<p><b>C3 Adjectives</b></p> <ul style="list-style-type: none"> <li>• Agreements</li> </ul> <p><b>C8 Verbs</b></p> <ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Tenses</li> <li>• Present</li> </ul>	<ul style="list-style-type: none"> <li>• Indefinite</li> </ul> <p><b>C3 Adjectives</b></p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> </ul> <p><b>C7 Pronouns</b></p> <ul style="list-style-type: none"> <li>• Personal</li> </ul> <p><b>C8 Verbs</b></p> <ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Negatives</li> <li>• Tenses</li> <li>• Present</li> </ul> <p><b>C10 Opinion expressions</b></p>
<p><b>KS4 End Points</b></p>	<p><b>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</b></p> <p><b>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</b></p> <p><b>EP3 read understand and to be able to respond to a variety of authentic texts</b></p> <p><b>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</b></p> <p><b>EP5 develop an appreciation for French speaking culture</b></p>	<p><b>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</b></p> <p><b>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</b></p> <p><b>EP3 read understand and to be able to respond to a variety of authentic texts</b></p> <p><b>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</b></p> <p><b>EP5 develop an appreciation for French speaking culture</b></p>

<p><b>Declarative Knowledge (Students should know)</b></p>	<ul style="list-style-type: none"> <li>• Meeting and greeting people</li> <li>• Spelling in French</li> <li>• Counting to 21</li> <li>• Say how old you are</li> <li>• Learning the days of the week and months of the year</li> <li>• Saying what there is in your school bag</li> <li>• Using: un/une/des</li> <li>• Describing your classroom</li> <li>• Using le/la/les</li> <li>• Saying what you like and dislike</li> <li>• Talking about hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• Learning colours; using adjectives</li> <li>• Talking about animals; using a dictionary</li> <li>• Talking about family; using mon, ma, mes</li> <li>• Saying where you live; using petit and grand;</li> <li>• Saying what you eat and drink; ordering in a café</li> <li>• Talking about nationalities and countries; using the verb être (to be)</li> <li>• Talking about the weather; exploring rhyming and syllables</li> </ul>
<p><b>Procedural Knowledge (Students should be able to do)</b></p>	<ul style="list-style-type: none"> <li>• Put the sentences given in the correct order</li> <li>• Write down the sums in French according to the calculations</li> <li>• Match the pictures with the sentences given</li> <li>• Listen to an extract and write down the objects in order and describe them</li> <li>• Write a description about their classroom</li> <li>• Look at a graph with opinions and activities and understand when each activity took place</li> </ul>	<ul style="list-style-type: none"> <li>• Use adjective agreements correctly</li> <li>• Extract information from a longer text and use a dictionary to look up nouns</li> <li>• Describe their family and use mon, ma, mes and il/elle s'appelle(nt)</li> <li>• Write a short text about who they are, where they live and who with, how old they are.</li> <li>• Use adjectives correctly with support.</li> <li>• Take part in a conversation in a café and talk about prices.</li> <li>• Understand and extract key information from short texts.</li> <li>• Understand a shorter text and conjugate être and habiter with support</li> <li>• Understand a weather forecast and time phrases</li> </ul>
<p><b>Developing T3 Literacy and Numeracy</b></p>	<ul style="list-style-type: none"> <li>• French numbers-simple sums</li> <li>• Spellings/use of the alphabet</li> <li>• Refer to Year 7 Student Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Use of larger numbers 20-100</li> <li>• Self and peer assessment to review longer piece of writing/speaking</li> <li>• Refer to Year 7 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> <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>• 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> <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>This may be the first time students are accessing French – we assume no prior learning</p>	<ul style="list-style-type: none"> <li>• Articles</li> <li>• Gender</li> <li>• Numbers</li> <li>• opinions</li> </ul>
<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 <b>reading</b> 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 <b>listening</b> skills</li> </ul>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Understanding phonics in French</li> <li>• Genders</li> </ul>	<ul style="list-style-type: none"> <li>• using correct verb for age (avoir not etre)</li> <li>• remembering etre is irregular</li> </ul>
<b>Term</b>	<b>Term 3 : C'est Perso (All about me)</b>	<b>Term 4 Mon college (My school)</b>
<b>Unit Overview</b>	<i>In this unit, pupils will learn about sports, free time and their likes and dislikes.</i>	<i>In this unit, pupils will learn to talk about their school subjects, the time, food and how to ask questions.</i>

<p><b>Sequence of lessons</b></p>	<ol style="list-style-type: none"> <li>1. <b>Mon autoportrait</b> In this lesson students will learn to talk about likes and dislikes and use regular –er verbs in the singular</li> <li>2. <b>Mon kit de survie</b> In this lesson students will learn to talk about their survival kit and use “avoir” in the singular</li> <li>3. <b>Comment je me voie</b> In this lesson students will learn to describe themselves and use adjective agreements in the singular</li> <li>4. <b>Et les autres?</b> In this lesson students will learn to talk about other people and understand adjective agreements in the plural</li> <li>5. <b>Il est hypercool</b> In this lesson students will learn to describe a musician and use the present tense in the singular</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Mes matières</b> In this lesson students will learn to talk about school subjects and ask questions</li> <li>2. <b>C’est génial</b> In this lesson students will learn to give opinions and reasons and agree and disagree</li> <li>3. <b>J’ai cours</b> In this lesson students will learn to talk about their timetable and use the 12 hour clock</li> <li>4. <b>Au college en France</b> In this lesson students will learn to describe their school day and use “on” to say “we”</li> <li>5. <b>Miam miam</b> In this lesson students will learn to talk about food and use the partitive article, du, de la, des</li> </ol>
<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p>D1 Myself D3 Home D5 Free time D6 Sports</p> <p><b>C1 Nouns</b></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>• <b>definite</b></li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• <b>Agreements</b></li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> </ul>	<p>D1 Myself D7 School D14 Daily Life</p> <p><b>C1 Nouns</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• <b>Singular and plural</b></li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• <b>partitive</b></li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• <b>Position</b></li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> </ul>

- 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
  - Demonstrative
  - Indefinite
  - interrogative
- C8 Verbs
  - **Regular and irregular**
  - Negatives
  - **Tenses**
  - **Present**
  - Perfect
  - Imperfect
  - **Future**
  - Conditional
  - Pluperfect

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  - Perfect
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  - Future
  - Conditional
  - Pluperfect
  - Subjunctive



	<ul style="list-style-type: none"> <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>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>
<b>KS4 End Points</b>	<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>	<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>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• Talking about likes and dislikes;</li> <li>• using regular -er verbs (singular);</li> <li>• Talking about your survival kit;</li> <li>• using avoir;</li> <li>• Describing yourself;</li> <li>• understanding adjective agreement (singular);</li> <li>• Talking about other people;</li> <li>• using adjective agreement (plural);</li> <li>• Describing a musician;</li> <li>• using the present tense (singular)</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about school subjects;</li> <li>• asking questions;</li> <li>• Giving opinions and reasons;</li> <li>• agreeing and disagreeing;</li> <li>• Describing your timetable;</li> <li>• using the 12-hour clock;</li> <li>• Describing your school day;</li> <li>• using 'on' to say we;</li> <li>• Talking about food;</li> <li>• using the partitive article (du, de la, de l', des)</li> </ul>

<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>• Understand familiar spoken phrases</li> <li>• Recognise familiar words</li> <li>• Say a few phrases about what they do in their free-time and sports</li> <li>• Listen and respond</li> <li>• Express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Express ideas</li> <li>• Apply grammatical knowledge</li> <li>• Conversation in the target language, giving opinions about school, subjects and the food at the canteen.</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Word order in French</li> <li>• Writing simple sentences using correct word order</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of larger numbers 20-100</li> <li>• 24-hour clock</li> <li>• Self and peer assessment to review longer piece of writing/speaking</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.</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> <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.</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> <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>	<ul style="list-style-type: none"> <li>• Definite articles</li> <li>• Adjective agreements</li> <li>• Tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Use of definite articles</li> <li>• Partitive article</li> <li>• Vocabulary</li> <li>• Tenses</li> <li>• Likes + dislikes</li> </ul>
<b>Next steps in learning</b>	<ul style="list-style-type: none"> <li>• 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 <b>writing</b> skills</li> </ul>	<ul style="list-style-type: none"> <li>• 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 <b>speaking</b> skills. (Term 4)</li> </ul>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• How to form a negative correctly (ne ... pas)</li> <li>• Remembering avoir is irregular (doesn't follow a pattern)</li> <li>• Gender of possessive articles</li> </ul>	<ul style="list-style-type: none"> <li>• use of accents</li> <li>• saying time correctly (moins le quart)</li> <li>• partitive article and how to use it</li> <li>• pronunciation of cognates</li> <li>• word order</li> </ul>

Term	Term 5 : Mes Passetemps (My Freetime)	Term 6 Ma Zone (Where I live)
<b>Unit Overview</b>	<i>In this unit, pupils will learn how to describe what they do in their life online, their free time and their daily life.</i>	<i>In this unit, pupils will learn to talk about their town/village, what they can do in their areas and ask/give directions.</i>
<b>Sequence of lessons</b>	1. <b>Mon ordi et mon portable</b> In this lesson students will learn to talk about computers and mobiles and use regular er verbs	1. <b>Là où j'habite</b> In this lesson students will learn to talk about their town/village and use il y a or il n'ya pas de 2. <b>Perdu dans le parc d,attractions</b> In this lesson students will learn to give directions and understand when to use tu and vous

	<ol style="list-style-type: none"> <li>2. <b>Tu es sportif/sportive?</b>In this lesson students will learn to talk about which sports they play and use jouer à</li> <li>3. <b>Qu'est ce que tu fais?</b> In this lesson students will learn to talk about activities and use the verb faire</li> <li>4. <b>J'aime faire ça</b> In this lesson students will learn to talk about what they like doing and use aimer+infinitive</li> <li>5. <b>Ils sont actifs</b> In this lesson students will learn to talk about what other people do and use ils and elles</li> </ol>	<ol style="list-style-type: none"> <li>3. <b>Le weekend</b> In this lesson students will learn to talk about where they go and use à+indefinite article</li> <li>4. <b>coucou!</b>In this lesson students will learn to ask someone to go somewhere and use je veux,tu veus +infinitive</li> <li>5. <b>Qu'est-ce qu'on peut faire à</b> In this lesson students will learn to say what they can do in town and use on peut +infinitive</li> </ol>
<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p>D5 Free time D6 Sports D12 Life online 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>D1 Myself D3 Home D4 Area D12 Tourism</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>



C4 Adverbs

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

C5 Quantifiers/intensifiers

C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)

C7 Pronouns

- **Personal**
- Reflexive
- Relative
- Direct and indirect object
- Demonstrative
- Indefinite
- interrogative

C8 Verbs

- **Regular and irregular**
- **Negatives**
- Reflexive
- Tenses
- **Present**
- Perfect
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- Pluperfect
- Subjunctive
- Passive

C4 Adverbs

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

C5 Quantifiers/intensifiers

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

C7 Pronouns

- Personal
- Reflexive
- Relative
- Direct and indirect object
- Demonstrative
- Indefinite
- interrogative

C8 Verbs

- **Regular and irregular**
- **Negatives**
- Reflexive
- Tenses
- **Present**
- Perfect
- Imperfect
- **Future**
- Conditional
- Pluperfect
- Subjunctive
- Passive

	<ul style="list-style-type: none"> <li>• Imperative</li> <li>• Modal</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> <li>• Imperative</li> <li>• <b>Modal</b></li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 <b>Opinion expressions</b></p>
<b>KS4 End Points</b>	<p>EP1 <b>Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</b></p> <p>EP2 <b>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</b></p> <p>EP3 <b>read understand and to be able to respond to a variety of authentic texts</b></p> <p>EP4 <b>Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</b></p> <p>EP5 <b>develop an appreciation for French speaking culture</b></p>	<p>EP1 <b>Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</b></p> <p>EP2 <b>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</b></p> <p>EP3 <b>read understand and to be able to respond to a variety of authentic texts</b></p> <p>EP4 <b>Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</b></p> <p>EP5 <b>develop an appreciation for French speaking culture</b></p>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• Talking about computer and mobiles</li> <li>• using regular verbs</li> <li>• Talking about which sports you play</li> <li>• using jouer à</li> <li>• Talking about activities</li> <li>• using the verb faire</li> <li>• Saying what you like doing</li> <li>• using aimer + the infinitive</li> <li>• Describing what other people do</li> <li>• using ils and elles</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about your town/village</li> <li>• using il y a/il n'y a pas de...</li> <li>• Giving directions</li> <li>• understanding when to use tu and vous</li> <li>• Talking about where you go</li> <li>• using à + the definite article</li> <li>• Asking someone to go somewhere</li> <li>• using je peux/tu veux + infinitive</li> <li>• Saying what you can do in town</li> <li>• using on peut + infinitive</li> </ul>
<b>Procedural Knowledge (Students</b>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Express ideas</li> <li>• Accurate pronunciation + intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Write a description of my town/ village saying what they like and dislike about my town/village and justify my opinion</li> </ul>

<p><b>should be able to do)</b></p>	<ul style="list-style-type: none"> <li>• Be able to converse</li> <li>• Ask questions</li> <li>• Use grammatical structures</li> </ul>	<ul style="list-style-type: none"> <li>• Create a set of instructions to direct somebody to somewhere</li> <li>• Create my own game and play it using the target language and different verb forms without support</li> <li>• Write a poem/song about asking someone to go somewhere using agree/disagree phrases, opinions</li> </ul>
<p><b>Developing T3 Literacy and Numeracy</b></p>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Cognates</li> <li>• Dual coding</li> <li>• Vocab tests</li> <li>• Scores in French</li> <li>• Use of numbers and prices</li> <li>• Word order with forming future tense</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Cognates</li> <li>• dual coding</li> <li>• vocab tests</li> <li>• scores in French</li> </ul>
<p><b>Assessment (Summative and Formative)</b></p>	<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.</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>• 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.</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> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>



SOUTH DOWNS

— LEARNING TRUST

## French Year 7

	<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>	<ul style="list-style-type: none"><li>• Revision of numbers</li><li>• Giving opinions (j'aime, je déteste...) + reasons with 'parce que'</li><li>• Using negatives</li><li>• Asking questions</li><li>• Present tense with regular + irregular verbs</li><li>• Vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Asking questions</li><li>• Negatives</li><li>• Vocabulary</li><li>• Present tense + regular + irregular verbs</li><li>• Giving opinions</li></ul>
<b>Next steps in learning</b>	<ul style="list-style-type: none"><li>• To begin to write creatively</li><li>• More spontaneous speaking ie role plays</li><li>• Focus on high frequency words</li></ul>	Giving more complex sentences,
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"><li>• Verb faire – irregular</li><li>• Pronunciation</li><li>• Word order</li></ul>	<ul style="list-style-type: none"><li>• How to use à + definite article</li><li>• How to form negatives correctly</li></ul>