

Year group	Term 1	Term 2	Term 3
7 (KS3)	<p>Tout sur moi</p> <ul style="list-style-type: none"> • Introduce oneself • French alphabet • Dates • Age • Physical appearance & personality • Friends -how long you've known them • Animals (pets and wild) • Colours <p>Grammar: <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 : <i>un/une/des</i>; Recognise and use <i>c'est, il est, c'est quoi?</i> <i>Depuis + present tense</i> SKILLS/STRATEGIES Read aloud confidently in French Memorisation strategies Ask and answer questions Descriptions Translation PRONUNCIATION French sound patterns CULTURE Develop cultural awareness Key piece/assessment: Reading & Translation test– Tout Sur Moi Literacy foci: Speaking Careers: Presentation / Interview Skills Enrichment opportunities: Research famous French people</p> <p>European Languages Week External speakers</p> <p>Cinema Rewards Evening</p>	<p>Mon monde perso – mon école, là où j'habite et ce que j'aime</p> <ul style="list-style-type: none"> • School and where you live; different places to live • Opinions of school subjects • Leisure activities and personal possessions • Places in a town; describe a town • What you can do at different places <p>Grammar: <i>Il y a un/une/des ...</i>, <i>il n'y a pas de/ ' ...</i> Present tense of regular er verbs (1st/2nd/3rd person singular) Irregular verbs: <i>aller, faire</i> PANDA Comparisons using <i>plus/moins</i> <i>Pouvoir</i> SKILLS/STRATEGIES Use connectives to extend sentences (<i>donc</i>) Structure a paragraph Cognates and 'false friends' Use a bilingual dictionary Convert miles to kilometres PRONUNCIATION Sound patterns Accents: <i>é</i> and <i>è</i> CULTURE Experiences of French teenagers School life for travellers and asylum seekers in France Key piece/assessment: Speaking Test. Role Play, General conversation task on <i>Mon monde perso</i>, Literacy foci: Reading Careers: Different subjects Enrichment opportunities: SKYPE School in France & A traditional folk tale from Burkina Faso</p> <p>Rewards</p>	<p>A table</p> <ul style="list-style-type: none"> • What you eat and drink at different mealtimes • Opinions of food and drink; what you can and can't eat • Where you like to eat out; order food in a café • Quantities and recipes; numbers above 40 • Food specialities and art <p>Grammar: The partitive: <i>du, de la, de l', des</i> Present tense of <i>manger and boire</i> (1st/2nd/3rd person singular) Negatives: <i>ne ... pas, ne ... jamais</i> Use of <i>de</i> after a negative <i>Pouvoir + infinitive</i> <i>J'aime/J'adore/je préfère/je déteste + infinitive</i> <i>Je voudrais + noun/infinitive</i> <i>Il faut + noun/infinitive</i> SKILLS/STRATEGIES Memorisation Identify and apply patterns PRONUNCIATION Silent letters at the end of words (<i>s, t, d, x</i>) CULTURE French eating habits and food specialities Recipes for French dishes Key piece/assessment: Writing 40 word task – translation into French about food and drink Literacy foci: Listening Careers: Restaurant business Enrichment opportunities: French restaurant / cuisine</p> <p>Trip to <i>Bistro Pierre</i> or other French Restaurant Rewards</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.