

ASHTON COMMUNITY SCIENCE COLLEGE: FRENCH CURRICULUM

Year 8					
	Weeks 1-8	Weeks 9-15	Weeks 16-23	Weeks 24-35	Week 36-40
	<u>Topic:</u> Long live the holidays!	<u>Topic:</u> How are we celebrating?	<u>Topic:</u> How do I fill my time?	<u>Topic:</u> My world or their world?	<u>Topic:</u> How healthy are you?
Knowledge Phonics	the silent final consonant, a, l, eu, e, o, au/ eau, u, ou, the silent final e, é (-er/-et), en/ an, on, ain/ in, ê/ è, ai, oi, ch, ç/ c, qu, j (and soft g), tion, ien, ion/ ien				
Knowledge grammar	<p><u>Context :</u></p> <ul style="list-style-type: none"> Saying what you did during the school holidays Opinions with c''était Say where you went, how and who with <p>Saying what you didn't do</p> <p><u>Verbs</u></p> <ul style="list-style-type: none"> Avoir and être Perfect tense; regular -er verbs Perfect tense: irregular verbs Perfect tense: verbs with être including verb-subject agreement Perfect tense: negatives <p><u>Pronouns</u></p> <p>Je tu il elle nous vous ils elles</p> <p><u>Negatives</u></p> <p>Je n'ai pas fait, je ne suis pas allé(e)</p> <p>Ne...pas</p> <p><u>Nouns</u></p> <p>Identifying gender (+ e)</p> <p>Regular plural marking (+s)</p> <p><u>Determiners</u></p> <p>Indefinite article</p> <p>Definite article</p> <p>Possessive adjectives (mon, ma, mes)</p> <p><u>Adjectives</u></p> <p>Regular agreement of verbs using être as auxiliary verb</p> <p>Adjectives - post nominal position & agreement</p> <p><u>Questions</u></p> <p>Asking with raised intonation</p> <p>Qui</p> <p>Es-tu allé ? As-tu joué ?</p> <p><u>Connectives</u></p> <p>Et mais aussi car</p> <p><u>Intensifiers</u></p> <p>Très trop assez un peu</p>	<p><u>Context:</u></p> <ul style="list-style-type: none"> Festivals Sharing opinions of festivals/ celebrations Describe festivals/ special days Buying food at a market/ transactional language Dishes from Francophone countries A future trip to a Christmas market Describing New Year and resolutions <p><u>Verbs</u></p> <p>Regular -er verbs – all pronouns</p> <p>Present Simple and present continuous</p> <p>Aimer + infinitive</p> <p>Perfect tense</p> <p>Using two tenses together</p> <p><u>Pronouns</u></p> <p>all pronouns</p> <p><u>Negatives</u></p> <p>Il n'y a pas de, Jamais, ne plus</p> <p><u>Nouns</u></p> <p><u>Determiners</u></p> <p>Partitive article</p> <p><u>Adjectives</u></p> <p>Irregular gender agreement</p> <p><u>Questions</u></p> <p>Questions in two tenses</p> <p><u>Connectives</u></p> <p>Parce que</p> <p><u>Intensifiers</u></p> <p>Vraiment</p> <p><u>Adverbs</u></p> <p>En ce moment</p> <p>Chaque semaine</p> <p><u>Sequencers</u></p> <p>D'abord</p>	<p><u>Context:</u></p> <ul style="list-style-type: none"> TV programmes & preferences Using digital technology Saying what you do online Saying what you don't do Leisure activities Synonyms Saying what you have done Leisure: past, present and future <p><u>Verbs</u></p> <p>Faire with English equivalents other than do/ make</p> <p>Jouer à + definite article</p> <p>Faire – irregular verb – all parts</p> <p>Faire de + definite article</p> <p>Aimer/ adorer/ detester + infinitive</p> <p>Infinitives = to do/ doing</p> <p><u>Pronouns</u></p> <p>all pronouns</p> <p><u>Negatives</u></p> <p><u>Nouns</u></p> <p><u>Determiners</u></p> <p><u>Adjectives</u></p> <p>Est-ce que</p> <p>Qu'est-ce que</p> <p><u>Connectives</u></p> <p><u>Time phrases</u></p> <p>Souvent</p> <p>Tous les jours</p> <p>Tous les weekends</p> <p>Tout le temps</p> <p>Parfois</p>	<p><u>Context:</u></p> <ul style="list-style-type: none"> Saying where you live weather Asking the way and giving directions Describing location Describe your region & what you can do there Saying what you must do to help at home Daily routine Moving house <p><u>Verbs</u></p> <p>Aller à</p> <p>Near future tense</p> <p><u>Pronouns</u></p> <p>all pronouns</p> <p><u>Negatives</u></p> <p><u>Nouns</u></p> <p><u>Determiners</u></p> <p>partitive article</p> <p><u>Adjectives</u></p> <p>Demonstrative adjectives: ce, cet, cette, ces</p> <p>pre-nominal adjectives: grand/ petit</p> <p><u>prepositions</u></p> <p>à = in (town)</p> <p>au/ en – in (countries)</p> <p><u>Questions</u></p> <p>Que = what</p> <p><u>Connectives</u></p> <p>Où</p> <p>Ou</p> <p>Si</p> <p><u>Sequencers:</u></p> <p>Enfin</p>	<p><u>Context:</u></p> <ul style="list-style-type: none"> Sports and activities What one can do in town Using opinion phrases Giving opinions with trouver Making comparisons Using 'il faut' to say what one must do to be a champion Parts of the body Illness & injury Conversations with the doctor <p><u>Verbs</u> – j'ai when talking about illness + à and articles</p> <p><u>Pronouns</u> – je , tu , ill elle.</p> <p><u>Nouns</u> – body parts (+ article)</p> <p><u>Determiners</u></p> <p><u>Adjectives</u></p> <p><u>Questions</u></p> <p>Verb inversion questions – eg 'As-tu ?'</p> <p><u>Connectives</u></p> <p><u>Time phrases</u></p>

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		Puis/ ensuite Après			
Skills/ application of knowledge	<p>Developing good pronunciation Asking questions with raised intonation Developing translation/ transcription skills at word level Listening for specific detail Expressing opinions with aimer + noun</p> <ul style="list-style-type: none"> Using two tenses: present and perfect To + countries Translation using the perfect tense LOVEIT to support writing TRAPS to support response to listening/ reading tasks Decoding meaning (context, logic.) Making writing more interesting 	<p>Expressing opinions: adorer, detester + noun Using connectives to extend sentences Developing translation skills (E>F) – short phrases Manipulating regular -er verbs to talk about what other people do Opinion phrase : je pense que c'est</p>	<p>Manipulating the irregular verb 'faire' to talk about what other people do Using cognates/ context to work out meaning Translating into French Expressing opinions using aimer + infinitive Asking questions with est-ce que/ qu'est-ce que</p>	<p>Translating skills Learning skills (prep for exams) Using two tenses (present/ near future) Using prediction in L&R tasks to help work out answers</p>	<p>Being able to react to spoken French Building independence and fluency</p>
Links to prior learning	<p>builds on yr 7 work</p> <ul style="list-style-type: none"> Using avoir/ être with the perfect tense Asking questions (but) in the past tense <p>Using sequencers, connectives & intensifiers</p>	<p>Expressing opinions using other verbs Giving opinions and justifications about different festivals</p>	<p>Using the verb 'aimer' expressing and justifying opinions using adjectives for descriptions</p>	<p>using verbs with increased independence talking about what we do using a wider variety of adjectives using il y a / il n'y a pas de aimer + infinitive</p>	<p>Using the à + article rule in a different context Building on adjectives</p>
assessment	<p>Baseline assessment Prove it 1, 2 CAP1: spoken description of a holiday, LGRT</p>	<p>Prove it 4, 5, 6 CAP2: phonics, writing CAP3: listening and reading, writing CAP4: phonics, vocabulary and grammar</p>	<p>Prove it 7, 8 CAP5: grammar, translation, listening, reading, speaking</p>	<p>Prove it 9, 10 CAP6: End of year assessment – all skills</p>	<p>Informal assessment</p>