

Year 10 Curriculum Implementation: French						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge &amp; Skills</b>	<p><b><i>Mon clan, ma tribu- My People, My World</i></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Different families and routines</li> <li>Describing people</li> <li>Who you admire</li> <li>Friendships</li> <li>Celebrations</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using emphatic pronouns</li> <li>Using reflexive verbs in the present tense</li> <li>Making adjectives agree and position</li> <li>Using direct object pronouns</li> <li>Using the present, perfect and near future tense</li> <li>Recognising adverbs</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>é, oi, è, ai, ê, oeu, eu, eur, euse; au, lle; eu, ille, ch</li> </ul>	<p><b><i>Ma vie scolaire- My School Life</i></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>School life in francophone countries</li> <li>A typical day at school</li> <li>School subjects &amp; opinions</li> <li>School rules</li> <li>Expressing opinions; agreeing and disagreeing</li> <li>Discussing making progress at school</li> <li>School life when younger</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using comparative adjectives</li> <li>Using impersonal verb structures followed by the infinitive</li> <li>Using verbs in the imperfect tense</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>Silent –ent, oy, s</li> </ul>	<p><b><i>Ma vie scolaire- My School Life (cont...)</i></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Talking about learning languages</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using the imperfect, present and near future tenses</li> <li>Recognising a wider range of negative structures</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>ien</li> </ul> <p><b><i>En plein forme- In Good Health</i></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Talking about food (healthy or unhealthy), meals, mealtimes</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Understanding and giving advice in the vous-form imperative</li> <li>using the partitive article (du, de la, de l', des) and en</li> </ul> <p><u>Phonics</u></p> <p>é, ient, oû, ain, eux en, an, em, am, ain, in, aim, im</p>	<p><b><i>En plein forme- In Good Health (cont...)</i></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Talking about good mental health</li> <li>Describing illness and accidents</li> <li>Booking a doctor's appointment</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using modal verbs (devoir, vouloir, pouvoir)</li> </ul> <p><u>Phonics</u></p> <p>eu, au, ai</p>	<p><b>[Mock Exams and Feedback]</b></p> <p><b><i>En plein forme- In Good Health (continued)</i></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Saying what you will do to improve your life</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>using more complex sentence structures</li> </ul> <p><b><i>Numéro vacances: Holidays</i></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Talking about ideal holidays</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using the conditional mood</li> </ul> <p><u>Phonics</u></p> <p>eau, au, o, ô</p>	<p><b><i>Numéro vacances- Holidays</i></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Talking about ideal holidays</li> <li>Discussing what you can see and do on holiday</li> <li>Talking about festivals</li> <li>Reviewing and booking holiday accommodation</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using the conditional tense</li> <li>Giving advice with 'il vaut la peine de/mieux'</li> <li>Forming different types of questions</li> <li>Using the perfect and imperfect tenses together</li> <li>Creating more complex sentences using relative pronouns</li> </ul> <p><u>Phonics</u></p> <p>eau, au, o, ô, gn, on, om, qui, que, un, en, an, em, am</p>
<b>Links to prior learning</b>	<ul style="list-style-type: none"> <li>Personal details</li> <li>Family members</li> <li>Free time activities</li> <li>Personal characteristics and descriptions</li> <li>Frequency phrases</li> <li>Possessive adjectives</li> <li>Present tense</li> <li>Perfect tense</li> <li>Near future tenses</li> </ul>	<ul style="list-style-type: none"> <li>Picture description</li> <li>School uniform, opinions, school subjects, means of transport, activities during and after the school day</li> <li>Present and perfect tense</li> <li>Adjectives, comparative adjectives, intensifiers</li> <li>Il faut + infinitives</li> <li>Negatives structures</li> </ul>	<ul style="list-style-type: none"> <li>Food items, opinions.</li> <li>Talking about mealtimes, eating and drinking</li> <li>Spotting small words that can change meaning</li> <li>Present tense and perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe states, how you are, family relationships</li> <li>How you are feeling</li> <li>Revision and exam skills – preparation for the mock exams</li> <li>Present tense and perfect tense.</li> <li>Modal verbs; devoir</li> <li>Simple future tense</li> </ul>	<ul style="list-style-type: none"> <li>Holiday places</li> <li>Means of transport</li> <li>Time</li> <li>Present, imperfect and simple future tenses</li> <li>Negative structures</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Holiday places,</li> <li>Means of transport</li> <li>Time</li> <li>Questions</li> <li>Numbers/prices</li> <li>Weather</li> <li>Conditional mood + infinitives</li> <li>Verb pouvoir (on peut)</li> <li>Impersonal verbs</li> <li>Forming questions</li> <li>Present, perfect and imperfect tenses</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Assessed writing: Family and friends</li> </ul>	<ul style="list-style-type: none"> <li>End of Module 2 listening and writing assessments</li> </ul>	<ul style="list-style-type: none"> <li>End of Module 3 reading and speaking assessments</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Mock Exams: speaking</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Mock Exams: listening, reading &amp; writing</li> </ul>	<ul style="list-style-type: none"> <li>Assessed writing: Holidays</li> </ul>
<b>Home learning</b>	<ul style="list-style-type: none"> <li>Vocabulary learning and recall</li> <li>Grammar-based tasks</li> <li>Comprehension and translation tasks</li> <li>Writing / speaking preparation: paragraph following each unit of work</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning and recall</li> <li>Grammar-based tasks</li> <li>Comprehension and translation tasks</li> <li>Writing / speaking preparation: paragraph following each unit of work</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning and recall</li> <li>Grammar-based tasks</li> <li>Comprehension and translation tasks</li> <li>Writing / speaking preparation: paragraph following each unit of work</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning and recall</li> <li>Grammar-based tasks</li> <li>Comprehension and translation tasks</li> <li>Writing / speaking preparation: paragraph following each unit of work</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning and recall</li> <li>Grammar-based tasks</li> <li>Comprehension and translation tasks</li> <li>Writing / speaking preparation: paragraph following each unit of work</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning and recall</li> <li>Grammar-based tasks</li> <li>Comprehension and translation tasks</li> <li>Writing / speaking preparation: paragraph following each unit of work</li> </ul>
<b>Cultural Capital and extra-curricular opportunities</b>	<ul style="list-style-type: none"> <li>French values</li> <li>French speaking celebrities</li> <li>Francophone countries</li> <li>Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Celebrations: Cultural knowledge about Christmas in France.</li> </ul>	<ul style="list-style-type: none"> <li>French food and mealtimes</li> </ul>	<ul style="list-style-type: none"> <li>Translation Competition</li> </ul>	<ul style="list-style-type: none"> <li>Different types of holiday accommodation and types of holiday activities in francophone tourist destinations</li> </ul>	<ul style="list-style-type: none"> <li>Corsica; geographically, historically and culturally</li> <li>Festivals in francophone countries</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions</li> </ul>
<b>Numeracy</b>	French numbers and ages	Times/clocks	Time/clocks	Time /clocks	Time /clocks	Money/currency/prices
<b>Careers Information, Education, Advice and Guidance (CEIAG)</b>	Careers connected to the entertainment world	Jobs connected to the world of education & careers	University visit: Languages	Jobs connected to the world of health	Careers connected to the hospitality and tourist industry	Careers connected to the hospitality and tourist industry

<b>Spirituality</b>	<ul style="list-style-type: none"><li>• Self-awareness &amp; reflection on beliefs and on their place in a multilingual world</li><li>• Understanding &amp; showing respect for others</li><li>• Appreciation for diverse cultures and beliefs</li><li>• Promoting resilience &amp; empathy</li></ul>	<ul style="list-style-type: none"><li>• Self-awareness &amp; reflection on beliefs and on their place in a multilingual world</li><li>• Understanding &amp; showing respect for others</li><li>• Appreciation for diverse cultures and beliefs</li><li>• Promoting resilience &amp; empathy</li></ul>	<ul style="list-style-type: none"><li>• Self-awareness &amp; reflection on beliefs and on their place in a multilingual world</li><li>• Understanding &amp; showing respect for others</li><li>• Appreciation for diverse cultures and beliefs</li><li>• Promoting resilience &amp; empathy</li></ul>	<ul style="list-style-type: none"><li>• Self-awareness &amp; reflection on beliefs and on their place in a multilingual world</li><li>• Understanding &amp; showing respect for others</li><li>• Appreciation for diverse cultures and beliefs</li><li>• Promoting resilience &amp; empathy</li></ul>	<ul style="list-style-type: none"><li>• Self-awareness &amp; reflection on beliefs and on their place in a multilingual world</li><li>• Understanding &amp; showing respect for others</li><li>• Appreciation for diverse cultures and beliefs</li><li>• Promoting resilience &amp; empathy</li></ul>	<ul style="list-style-type: none"><li>• Self-awareness &amp; reflection on beliefs and on their place in a multilingual world</li><li>• Understanding &amp; showing respect for others</li><li>• Appreciation for diverse cultures and beliefs</li><li>• Promoting resilience &amp; empathy</li></ul>
<b>How can parents support the curriculum?</b>	<ul style="list-style-type: none"><li>• Encourage practice and participation</li><li>• Engage in / monitor home learning</li><li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li><li>• Increase exposure to the language through apps, films, music etc.</li><li>• Support knowledge of key grammatical terms</li><li>• Show interest in cultural differences and similarities</li></ul>	<ul style="list-style-type: none"><li>• Encourage practice and participation</li><li>• Engage in / monitor home learning</li><li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li><li>• Increase exposure to the language through apps, films, music etc.</li><li>• Support knowledge of key grammatical terms</li><li>• Show interest in cultural differences and similarities</li></ul>	<ul style="list-style-type: none"><li>• Encourage practice and participation</li><li>• Engage in / monitor home learning</li><li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li><li>• Increase exposure to the language through apps, films, music etc.</li><li>• Support knowledge of key grammatical terms</li><li>• Show interest in cultural differences and similarities</li></ul>	<ul style="list-style-type: none"><li>• Encourage practice and participation</li><li>• Engage in / monitor home learning</li><li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li><li>• Increase exposure to the language through apps, films, music etc.</li><li>• Support knowledge of key grammatical terms</li><li>• Show interest in cultural differences and similarities</li></ul>	<ul style="list-style-type: none"><li>• Encourage practice and participation</li><li>• Engage in / monitor home learning</li><li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li><li>• Increase exposure to the language through apps, films, music etc.</li><li>• Support knowledge of key grammatical terms</li><li>• Show interest in cultural differences and similarities</li></ul>	<ul style="list-style-type: none"><li>• Encourage practice and participation</li><li>• Engage in / monitor home learning</li><li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li><li>• Increase exposure to the language through apps, films, music etc.</li><li>• Support knowledge of key grammatical terms</li><li>• Show interest in cultural differences and similarities</li></ul>