

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge &amp; Skills</b>	<p><b><u>Número Vacances: Holidays</u></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Festivals</li> <li>Holiday accommodation</li> <li>Staycation activities</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using the perfect and imperfect tenses together</li> <li>Using the perfect tense of modal verbs</li> <li>Using relative pronouns</li> <li>Using si + present tense+ simple future tense</li> <li>Recognising adverbs</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>qui, que ; un, e, an, em, am ; ai</li> </ul>	<p><b><u>Notre planète: Our Planet</u></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Infographics about the environment, numbers</li> <li>Geography and the climate</li> <li>Environmental problems</li> <li>Protecting the environment</li> <li>Day-to-day actions to help the environment</li> <li>Green technologies</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using comparative and superlative adjectives</li> <li>Using the present tense of the passive voice</li> <li>Using the nous form of the imperative</li> <li>Using en + the present participle</li> <li>Using être en train de and venir de</li> <li>Using the imperfect and perfect tenses</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>tion ; open o ; au, ons; ant, ais ; oi</li> </ul>	<p><b><u>Mon petit monde à moi : My Little World</u></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Adverts</li> <li>Describing town or village</li> <li>Asking for and understanding directions</li> <li>Shopping for clothes</li> <li>Describing your ideal home</li> <li>Talking about visiting another town or city</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using a range of tenses</li> <li>Demonstrative adjectives</li> <li>Using y/ depuis</li> <li>Using à and de with the definite article</li> <li>Possession using de</li> <li>Si clauses</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>y, i; r; e, es (final consonant); oi, ien/ienne; é, ai, ais</li> </ul>	<p><b><u>Mes projets d'avenir: My Future Projects</u></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Talking about summer plans</li> <li>Talking about future plans and hopes</li> <li>Talking about travelling and earning money</li> <li>Buying train tickets</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using three different tenses to express the future</li> <li>Using après avoir + a past participle</li> <li>Using verbs that take être in the perfect tense</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>ail/aille, ill/il/ille</li> </ul>	<p><b><u>Mes projets d'avenir: My Future Projects- Continued</u></b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Talking about possible future career paths</li> <li>Discussing the advantages and disadvantages of different jobs</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using infinitives as nouns</li> <li>Using verbs followed by à or de</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>eur/ euse; en/enne</li> </ul> <p><b>Preparation for GCSE Speaking Exams</b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>All vocabulary from course</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>All grammar from course</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>All phonics from course</li> </ul>	<p><b>Preparation for GCSE Exams</b></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>All vocabulary from course</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>All grammar from course</li> </ul> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>All phonics from course</li> </ul>
<b>Links to prior learning</b>	<ul style="list-style-type: none"> <li>Holiday vocabulary</li> <li>Opinions</li> <li>Weather</li> <li>Free time activities</li> <li>Frequency phrases</li> <li>Present tense</li> <li>Perfect tense</li> <li>Imperfect tense</li> <li>Simple future tense</li> <li>Conditional mood</li> <li>Il y a/ il n'y a pas de</li> </ul>	<ul style="list-style-type: none"> <li>Numbers</li> <li>Weather and seasons</li> <li>Geographical features</li> <li>Present, perfect, imperfect and simple future tenses</li> <li>Adjectives, comparative adjectives, intensifiers</li> <li>Il faut + infinitives,</li> <li>Negatives structures</li> </ul>	<ul style="list-style-type: none"> <li>Town, places</li> <li>Transcription of unfamiliar words</li> <li>Using verb endings to spot tenses</li> <li>Decoding words</li> <li>Present, perfect, imperfect, simple future, conditional tenses</li> <li>Using à and de with the definite article</li> <li>Si clauses</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>Places to work</li> <li>Personal characteristics</li> <li>Vocab about earning money</li> <li>Future plans</li> <li>Prices</li> <li>Present, perfect, imperfect, near and simple future tenses, conditional</li> <li>Être verbs in the perfect tense</li> <li>Modal verbs: je veux</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>All prior learning</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>End of Module 5 listening and writing assessments</li> </ul>	<ul style="list-style-type: none"> <li>Mock Exams: speaking, listening, reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>Assessed writing: Ideal home</li> </ul>	<ul style="list-style-type: none"> <li>End of Module 7 reading and speaking assessments</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Speaking Exams: 05 – 7/5/26, GCSE Listening exam 20/05</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Exams: Reading (04/06) and Writing (08/06)</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>Revision of all content</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>Revision</li> </ul>
<b>Cultural Capital and extra-curricular opportunities</b>	<ul style="list-style-type: none"> <li>Francophone festivals</li> <li>French holiday destinations</li> </ul>	<ul style="list-style-type: none"> <li>Madagascar</li> <li>Francophone countries</li> <li>French map/cities</li> <li>Climate activism</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>	
<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>	Prices	Figures and percentages	Numbers/prices on adverts or in shops	Time /clocks	Time /clocks	French numbers in different contexts
<b>Careers Information, Education, Advice and</b>	Careers connected to the tourist industry	Jobs connected to engineering/ green technologies	Jobs connected to the world of retail	Jobs connected to the world of health	Part time jobs, possible career paths, personal strengths, looking at a range of jobs	

<b>Guidance (CEIAG)</b>						
<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/ monitor independent revision</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>