

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge &amp; Skills</b>	<p><b><u>Ma vie de famille- My Family Life</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Review of descriptions</li> <li>Describing where you live</li> <li>Describing your house</li> <li>Talking about breakfast</li> <li>Describing an imaginary family</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Grammar review of the present tense</li> <li>Nouns, definite articles; il y a</li> <li>habiter with en/au</li> <li>Opinion verbs + infinitive</li> <li>Verbs: manger/ boire with partitive articles</li> <li>3rd person singular and adjectival agreement</li> </ul> <p><u>Phonics</u></p> <p>Review of Year 7 phonics; liaison; h muet; em/am; om/on; a,i,aim/im;</p>	<p><b><u>En ville- In town</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Places in a town</li> <li>Where you go at the weekend</li> <li>Inviting someone out</li> <li>Saying what you are going to do</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>il y a/ il n'y a pas de</li> <li>verb aller</li> <li>à + definite articles</li> <li>verb vouloir</li> <li>je voudrais/ vous désirez</li> <li>tu/vous forms of the verb</li> <li>Near future tense</li> </ul> <p><u>Phonics</u></p> <p>Syllables and stress; r; closed o; open and closed eu/oeu; open o versus closed o; s; eill/eil/euill;</p>	<p><b><u>En ville- In town (cont...)</u></b></p> <p><b><u>Vive les vacances!- Long live the holidays!</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Plans for a special weekend (using 2 tenses)</li> <li>Talking about holidays: where you are, how long you have</li> <li>Saying what you did in the holidays</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Present and future tenses</li> <li>Verbs être/ avoir</li> <li>Perfect tense- -er verbs</li> </ul> <p><u>Phonics</u></p> <p>ill/ille; aille/ail/a; y, oy, h liaison</p>	<p><b><u>Vive les vacances!- Long live the holidays! (cont...)</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Describing a visit to a theme park</li> <li>Talking about a disastrous tip</li> <li>Describing what you usually do and what you did on holiday (using two tenses)</li> <li>Asking &amp; answering questions in 2 tenses</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Perfect tense- irregular verbs</li> <li>Negatives in perfect tense</li> <li>Perfect tense of -er, -ir, -re verbs</li> <li>Using the present and perfect tenses together</li> </ul> <p><u>Phonics</u></p> <p>Stress syllabification; em/an, en/an recap; aim/in; ain/in before vowels; om/on recap;</p>	<p><b><u>A loisir- Leisure time</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Talking about celebrities</li> <li>TV programmes</li> <li>Digital technology</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Questions in the present and perfect tenses</li> <li>Singular and plural adjective agreement</li> <li>Forming and answering questions</li> </ul> <p><u>Phonics</u></p> <p>un/un recap; r ; -ill/-ille- recap ; -ail/-aill/-eill, -eil, -euill, ouill, ouil ; oy + y- recap</p>	<p><b><u>A loisir- Leisure time (cont...)</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Arranging a visit to the cinema</li> <li>Using the 24 hour clock</li> <li>Buying cinema tickets</li> <li>Leisure activities</li> <li>Shopping</li> <li>Using three tenses</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Questions, present, past, near future tenses, opinions and adjectival agreement</li> <li>Present tense; negatives; the irregular present tense verb: lire; possessive adjectives</li> <li>Past, present and future tenses</li> </ul> <p><u>Phonics</u></p> <p>SSC recap ; eu/oeu- recap ; th, ch, qu- recap; soft c, ç, s, tion- recap; gn, j, soft g- recap; open and closed o- recap</p>
<b>Links to prior learning</b>	<ul style="list-style-type: none"> <li>Verb avoir</li> <li>Colours and numbers</li> <li>Regular -er verbs</li> <li>Adjectival agreement</li> <li>Intensifiers &amp; time phrases</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions</li> <li>Places in town</li> <li>Picture descriptions</li> <li>Family members</li> <li>Present tense</li> <li>Weather</li> <li>Christmas vocabulary</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Present tense</li> <li>Sports, food</li> <li>Aller + infinitive</li> <li>Verbs avoir and être</li> <li>Months, countries</li> <li>Conjunctions</li> <li>Translation skills</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Sequencers</li> <li>Perfect tense</li> <li>Days of the week</li> <li>Regular er verbs</li> <li>Opinions</li> <li>Countries</li> <li>Regular &amp; irregular verbs</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Present tense</li> <li>Adjectives</li> <li>Question words</li> <li>Conjunctions</li> <li>Present tense</li> <li>Near future tense</li> <li>Picture description</li> <li>Negatives</li> <li>Phonics</li> </ul>	<ul style="list-style-type: none"> <li>Time phrases</li> <li>Perfect tense</li> <li>Conjunctions</li> <li>Roleplay and picture description</li> <li>Present tense</li> <li>Future tense</li> <li>Phonics</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>End of Module 4 listening and writing assessments</li> </ul>	<ul style="list-style-type: none"> <li>Assessed writing- weekend activities</li> </ul>	<ul style="list-style-type: none"> <li>End of Module 5 reading and speaking tests</li> </ul>	<ul style="list-style-type: none"> <li>Assessed writing- a past holiday</li> </ul>	<ul style="list-style-type: none"> <li>End of Module 1 listening and writing tests</li> </ul>	<ul style="list-style-type: none"> <li>End of Year assessment</li> </ul>
<b>Home learning In what ways will home learning support the students' progress</b>	<ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>
<b>Cultural Capital and extra-curricular opportunities</b>	<ul style="list-style-type: none"> <li>European Day of Languages: Treasure Hunt, Bake Off, in-lesson activities on importance of language learning</li> <li>Halloween in France</li> <li>A French breakfast</li> </ul>	<ul style="list-style-type: none"> <li>French formal &amp; informal forms of address</li> <li>Christmas in France</li> </ul>	<ul style="list-style-type: none"> <li>French tourist destinations</li> <li>French campsites/ gites</li> <li>Translation competition</li> </ul>	<ul style="list-style-type: none"> <li>Easter in France</li> </ul>	<ul style="list-style-type: none"> <li>French TV programmes</li> <li>French TV channels</li> </ul>	<ul style="list-style-type: none"> <li>Bastille Day</li> <li>La Tour de France</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, conjunctions, tenses</li> <li>Poetry</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, conjunctions, tenses</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, conjunctions, tenses</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, conjunctions, tenses</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, conjunctions, tenses</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, conjunctions, tenses</li> </ul>
<b>Numeracy</b>	<p><b><u>What opportunities are there to refer to numeracy skills?</u></b></p> <ul style="list-style-type: none"> <li>Ages</li> <li>Times</li> </ul>	Costs- money	Costs	Costs	Use of 24 hour clock	Use of 24 hour clock
<b>Careers Information, Education, Advice and Guidance (CEIAG)</b>	<p><b><u>What careers links are flagged up in these units of work and how?</u></b></p> <p>European Day of Languages: Careers in languages</p>	Jobs of family members	Holiday posts	Holiday posts		

<b>Spirituality</b>	<b>In what ways will students be able to reflect upon the outward and upward looking elements of their 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><li>• Comparing religious festivals around the world</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><li>• Comparing religious festivals around the world</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>	<b>How can parents support learning during this ½ term?</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>