

	Year 10	Year 11
<p>Autumn half term 1+2 Sequential knowledge and skills</p>	<p><b>Home &amp; Local Area – GCSE (Unit 5)</b></p> <p><b>VOCABULARY</b> (see GCSE vocab booklet for exact words)</p> <ul style="list-style-type: none"> <li>To describe your home/town/region ☺</li> <li>To express opinions about your home/town/region and justify them ☺</li> <li>To say what there is/isn't in your town and what we can/can't do there ☺</li> <li>To say what you do/did/are going to do in your town ☺</li> <li>To say what your home/town/region used to be like</li> <li>To say what your ideal home/town/region would be like</li> <li>To say what problems there are in your home/town/region</li> <li>To say what we could/should do to improve your town</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Agreement and position of adjectives ☺</li> <li>Negative sentences followed by <i>de</i> (<i>il n'y a pas de</i>) ☺</li> <li>Modal verb "pouvoir" (present) ☺</li> <li>Past, present and future of regular verbs ☺</li> <li>Imperfect ("avoir" and "être")</li> <li>Conditional ("avoir", "être", "pouvoir", "devoir")</li> </ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>Pronunciation rules.</li> <li>How accents affect pronunciation</li> <li>a / é-er-es-ez-et / an-am-en-em / oi / gn / ez</li> <li><b>Letters will be underlined to show students that we don't pronounce them.</b></li> <li><b>Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.</b></li> </ul> <p><b>PHONICS – some potential pitfalls</b></p>	<p><b>My Studies – GCSE (Unit 9 and 10)</b></p> <p><b>VOCABULARY</b> (see GCSE vocab booklet for exact words)</p> <ul style="list-style-type: none"> <li>Describing your school and subjects ☺</li> <li>Describing a day in school ☺</li> <li>Describing school life in different countries</li> <li>Comparing school life in France and Great Britain</li> <li>Talking about school rules and uniform ☺</li> <li>Talking about your ideal school</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Using adverbs ☺</li> <li>Using <i>de</i> after quantities</li> <li>Revision of using the perfect tense of regular <i>-er</i> verbs ☺</li> <li>Emphatic pronouns</li> <li>Adverbs of time and place ☺</li> <li>Revision of the perfect tense of <i>-ir</i> and <i>-re</i> verbs ☺</li> <li>Revision of the perfect tense of irregular verbs ☺</li> <li>Revision of the perfect tense with <i>être</i></li> <li>Using the comparative of adverbs</li> <li>Superlative adverbs</li> <li>Revision of using <i>pouvoir</i>, <i>vouloir</i> and <i>devoir</i> ☺</li> <li>Revision of <i>il faut</i></li> <li>Revision of the conditional ☺</li> <li>Time phrases ☺</li> </ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>Pronunciation rules.</li> <li>How accents affect pronunciation</li> <li>-oi, -au, -ais, -ez</li> <li><b>Letters will be underlined to show students that we don't pronounce them.</b></li> <li><b>Some words / parts of words will be displayed in a</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ Rez-de-chaussée</li> <li>○ Bruit / bruyant</li> <li>○ Douillet</li> <li>○ Trop de</li> <li>○ Embouteillage</li> <li>○ Choix / chose</li> <li>○ Avoir besoin de</li> </ul>	<p><b>different colour to show students that they are pronounced differently from expected.</b></p> <p><b>PHONICS – some potential pitfalls</b></p> <ul style="list-style-type: none"> <li>○ Emploi du temps</li> <li>○ Élève</li> <li>○ Chaussures / chaussettes</li> <li>○ Améliorer</li> <li>○ Coiffure</li> </ul>
Autumn assessment	<p><b>Summative Assessment made up of some or all the following:</b></p> <p><b>GCSE PAST PAPER PRACTICE</b></p> <p><b>VOCABULARY</b> listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p><b>GRAMMAR</b> Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p><b>PHONICS</b> Transcription, prepared speaking, identifying sounds and silent letters.</p>	<p><b>Summative Assessment made up of some or all the following:</b></p> <p><b>GCSE PAST PAPER PRACTICE</b></p> <p><b>VOCABULARY</b> listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p><b>GRAMMAR</b> Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p><b>PHONICS</b> Transcription, prepared speaking, identifying sounds and silent letters.</p>
Autumn half term 2 Sequential knowledge and skills	<p><b>Home &amp; Local Area – GCSE (Unit 5) (CONTINUED)</b></p> <p><b>VOCABULARY</b> <b>(see GCSE vocab booklet for exact words)</b></p> <ul style="list-style-type: none"> <li>• To describe your home/town/region ↻</li> <li>• To express opinions about your home/town/region and justify them ↻</li> <li>• To say what there is/isn't in your town and what we can/can't do there ↻</li> <li>• To say what you do/did/are going to do in your town ↻</li> <li>• To say what your home/town/region used to be like</li> <li>• To say what your ideal home/town/region would be like</li> <li>• To say what problems there are in your home/town/region</li> <li>• To say what we could/should do to improve your town</li> </ul> <p><b>GRAMMAR</b></p>	<p><b>Education Post-16 – GCSE (Unit 11 and 12)</b></p> <p><b>VOCABULARY</b> <b>(see GCSE vocab booklet for exact words)</b></p> <ul style="list-style-type: none"> <li>• Talking about future studies ↻</li> <li>• Talking about future options</li> <li>• Discussing university and apprenticeships</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Using the pronouns <i>ce qui</i> and <i>ce que</i> ↻</li> <li>• Using intensifiers</li> <li>• Revision of <i>si</i> clauses in the present tense</li> <li>• <i>Si</i> clauses with the future tense</li> <li>• Using <i>quand</i> clauses with the future tense</li> <li>• Two-verb structures ↻</li> </ul> <p><b>PHONICS</b></p>

	<ul style="list-style-type: none"> <li>• Agreement and position of adjectives ↻</li> <li>• Negative sentences followed by de (il n’y a pas de) ↻</li> <li>• Modal verb “pouvoir” (present) ↻</li> <li>• Past, present and future of regular verbs ↻</li> <li>• Imperfect (“avoir” and “être”)</li> <li>• Conditional (“avoir”, “être”, “pouvoir”, “devoir”)</li> </ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>○ Pronunciation rules.</li> <li>○ How accents affect pronunciation</li> <li>○ a / é-er-es-ez-et / an-am-en-em / oi / gn / ez</li> <li>○ <b>Letters will be underlined to show students that we don’t pronounce them.</b></li> <li>○ <b>Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.</b></li> </ul> <p><b>PHONICS – some potential pitfalls</b></p> <ul style="list-style-type: none"> <li>○ Rez-de-chaussée</li> <li>○ Bruit / bruyant</li> <li>○ Douillet</li> <li>○ Trop de</li> <li>○ Embouteillage</li> <li>○ Choix / chose</li> <li>○ Avoir besoin de</li> </ul>	<ul style="list-style-type: none"> <li>○ Pronunciation rules.</li> <li>○ How accents affect pronunciation</li> <li>○ -oi, -au, -ais, -ez</li> <li>○ <b>Letters will be underlined to show students that we don’t pronounce them.</b></li> <li>○ <b>Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.</b></li> </ul> <p><b>PHONICS – some potential pitfalls</b></p> <ul style="list-style-type: none"> <li>○ Les renseignements</li> <li>○ Ancient</li> <li>○ Décevant</li> <li>○ Un stage</li> <li>○ Les horaires</li> </ul>
Continuous assessment	<p><b>Formative Assessment made up of the following:</b></p> <p>Key writing tasks (2 per half term)</p> <p>Knowledge organiser (1 per half term)</p> <p>Key homework tasks practicing <b>vocabulary</b>, <b>grammar</b> and <b>phonics</b> (at least 2 per half term)</p>	<p><b>GCSE MOCK EXAM – November</b></p> <p>This will consist of a full GCSE exam (reading, writing, speaking and listening) conducted under exam conditions.</p>
Spring half term 3 Sequential knowledge and skills	<p><b>Social issues – GCSE (Unit 6)</b></p> <p><b>VOCABULARY</b> (see <b>GCSE vocab booklet for exact words</b>)</p> <ul style="list-style-type: none"> <li>○ Talking about charities</li> <li>○ Describing charity work</li> <li>○ Understanding the importance of charities</li> <li>○ Comparing past with present ↻</li> <li>○ My school day ↻</li> </ul>	<p><b>Career Choices and Ambition – GCSE (Unit 11 and 12)</b></p> <p><b>VOCABULARY</b> (see <b>GCSE vocab booklet for exact words</b>)</p> <ul style="list-style-type: none"> <li>○ Talking about job preferences and part-time work</li> <li>○ Discussing how to get a job</li> <li>○ Talking about the advantages and disadvantages of jobs</li> </ul> <p><b>GRAMMAR</b></p>

	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Indefinite pronouns</li> <li>• The conditional of <i>vouloir</i> and <i>aimer</i> ↻</li> <li>• <i>En</i> + present participle</li> <li>• <i>Vouloir que</i> + subjunctive</li> <li>• Using <i>ce que</i></li> </ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>○ Pronunciation rules.</li> <li>○ How accents affect pronunciation</li> <li>○ ueil / é-er-es-ez-et / an-am-en-em / oi / -ais / gn / è ↻</li> <li>○ <b>Letters will be underlined to show students that we don't pronounce them.</b></li> <li>○ <b>Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.</b></li> </ul> <p><b>PHONICS – some potential pitfalls</b></p> <ul style="list-style-type: none"> <li>○ J'aimerais</li> <li>○ Accueillir</li> <li>○ Soigner</li> <li>○ Pauvre / la pauvreté</li> <li>○ Le tabagisme</li> <li>○ Caritative</li> <li>○ Perdre du poids</li> </ul>	<ul style="list-style-type: none"> <li>○ Using verbs of liking and disliking ↻</li> <li>○ Using verbs of liking and disliking in the conditional ↻</li> <li>○ The passive voice in the present tense</li> <li>○ Revision of comparatives and superlatives ↻</li> <li>○ Avoiding the passive</li> <li>○ Recognising the passive in the past and the future</li> </ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>○ Pronunciation rules.</li> <li>○ How accents affect pronunciation</li> <li>○ ueil / é-er-es-ez-et / an-am-en-em / oi / -ais / gn / è ↻</li> <li>○ <b>Letters will be underlined to show students that we don't pronounce them.</b></li> <li>○ <b>Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.</b></li> </ul> <p><b>PHONICS – some potential pitfalls</b></p> <ul style="list-style-type: none"> <li>○ Céréales, déjeuner, dîner</li> <li>○ Augmentation</li> <li>○ Coiffeur / coiffeuse</li> <li>○ Mécanicien</li> <li>○ Magasin</li> <li>○ Les clients</li> </ul>
Spring assessment	<p><b>Summative Assessment made up of some or all the following:</b></p> <p><b>GCSE PAST PAPER PRACTICE</b></p> <p><b>VOCABULARY</b> listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p><b>GRAMMAR</b> Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p>	<p><b>Summative Assessment made up of some or all the following:</b></p> <p><b>GCSE PAST PAPER PRACTICE</b></p> <p><b>VOCABULARY</b> listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p><b>GRAMMAR</b> Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p>

	<b>PHONICS</b> Transcription, prepared speaking, identifying sounds and silent letters.	<b>PHONICS</b> Transcription, prepared speaking, identifying sounds and silent letters.
Spring half term 4 Sequential knowledge and skills	<p><b>Global issues– GCSE (Unit 7)</b></p> <p><b>VOCABULARY</b> (see GCSE vocab booklet for exact words)</p> <ul style="list-style-type: none"> <li>• Discussing social issues</li> <li>• Discussing inequality</li> <li>• Discussing poverty in the world</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• The imperative (<i>vous</i> form) ↻</li> <li>• The imperative (<i>tu</i> form)</li> <li>• Verbs of possibility ↻</li> <li>• <i>Permettre de</i> + infinitive</li> <li>• The subjunctive</li> <li>• Present-tense forms of the subjunctive</li> </ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>○ Pronunciation rules.</li> <li>○ How accents affect pronunciation</li> <li>○ a / é-er-es-ez-et / an-am-en-em / oi / -ment / gn / è ↻</li> <li>○ <b>Letters will be underlined to show students that we don't pronounce them.</b></li> <li>○ <b>Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.</b></li> </ul> <p><b>PHONICS – some potential pitfalls</b></p> <ul style="list-style-type: none"> <li>○ L'environnement</li> <li>○ Inquiétant</li> <li>○ Organisation caritative</li> <li>○ Réchauffement</li> <li>○ Réduire</li> </ul>	<p><b>GCSE Revision</b></p> <p>Spring half term 4 and Summer half term 5 will be used for exam preparation and revision of topics.</p> <p><b>Me, my family and friends (Unit 1) + Technology in everyday life (Unit 2)</b></p> <p><b>VOCABULARY</b> (see GCSE vocab booklet for exact words)</p> <ul style="list-style-type: none"> <li>• To talk about yourself and your family ↻</li> <li>• To say who you get on/argue with in your family and why ↻</li> <li>• To describe your friends and family members</li> <li>• To discuss different types of families ↻</li> <li>• Talking about personal relationships</li> <li>• Talking about future relationships</li> <li>• Discussing future relationship choices</li> <li>• Answering unprepared questions</li> <li>• Talking about communicating online</li> <li>• Talking about the uses of social media ↻</li> <li>• Advantages and disadvantages of mobile technology ↻</li> <li>• Discussing the uses of mobile technology</li> <li>• Discussing pros and cons of social media</li> <li>• Discussing the benefits and dangers of mobile technology</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Present tense of irregular verbs (“Avoir” and “Etre”) ↻</li> <li>• Possessive pronouns (all)</li> <li>• Reflexive pronouns (present) ↻</li> <li>• Direct object pronouns</li> <li>• Comparative and Superlative ↻</li> <li>• The immediate future and the future tense ↻</li> <li>• Direct and indirect object pronouns</li> <li>• The future tense ↻</li> <li>• The present tense of common irregular verbs</li> <li>• Using grâce à</li> <li>• Aller, faire and other common irregular verbs ↻</li> </ul>

		<ul style="list-style-type: none"> <li>• The pronouns moi, toi, lui and elle</li> <li>• The present tense of regular <i>-ir</i> and <i>-re</i> verbs ↻</li> <li>• Using <i>on</i> ↻</li> </ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>○ Pronunciation rules.</li> <li>○ How accents affect pronunciation</li> <li>○ a / é-er-es-ez-et / an-am-en-em / oi / -ment / gn / è ↻</li> <li>○ <b>Letters will be underlined to show students that we don't pronounce them.</b></li> <li>○ <b>Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.</b></li> </ul> <p><b>PHONICS – some potential pitfalls</b></p> <ul style="list-style-type: none"> <li>○ Beauté</li> <li>○ Fils / fille</li> <li>○ Epoux / épouse</li> <li>○ Reseaux sociaux</li> <li>○ Vieux / vieille</li> <li>○ Ancien</li> </ul>
Continuous assessment	<p><b>Formative Assessment made up of the following:</b></p> <p>Key writing tasks (2 per half term)  Knowledge organiser (1 per half term)  Key homework tasks practicing <b>vocabulary</b>, <b>grammar</b> and <b>phonics</b> (at least 2 per half term)</p>	<p><b>Formative Assessment made up of the following:</b></p> <p>Key writing tasks (2 per half term)  Knowledge organiser (1 per half term)  Key homework tasks practicing <b>vocabulary</b>, <b>grammar</b> and <b>phonics</b> (at least 2 per half term)</p>
<p>Summer half term 5</p> <p>Sequential knowledge and skills</p>	<p><b>Travel and Tourism– GCSE (Unit 8)</b></p> <p><b>VOCABULARY</b>  (see <b>GCSE vocab booklet for exact words</b>)</p> <ul style="list-style-type: none"> <li>• Describing holiday destinations ↻</li> <li>• Talking about holiday preferences ↻</li> <li>• Describing holidays in detail ↻</li> <li>• Talking about holiday activities ↻</li> <li>• Talking about visiting different places in France ↻</li> </ul>	<p><b>Freetime activities (Unit 3) + Customs and festivals (unit 4)</b></p> <p><b>VOCABULARY</b>  (see <b>GCSE vocab booklet for exact words</b>)</p> <ul style="list-style-type: none"> <li>• Talking about television, music and films ↻</li> <li>• Talking about leisure activities / food ↻</li> <li>• Discussing world food and eating habits</li> <li>• Talking about celebrations</li> </ul>

	<ul style="list-style-type: none"> <li>• Talking about visiting French towns and cities ↻</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Using prepositions for countries and modes of transport ↻</li> <li>• Using negatives ↻</li> <li>• Sequencing words and phrases</li> <li>• <i>Depuis</i> + the present tense</li> <li>• The pronoun <i>y</i></li> <li>• Revision of the perfect tense with <i>avoir</i> ↻</li> <li>• Revision of the perfect tense with <i>être</i> ↻</li> <li>• Revision of the imperfect tense of <i>-er</i> verbs ↻</li> <li>• Revision of the imperfect tense of <i>avoir, être</i> and <i>faire</i></li> <li>• Using three-time frames : past, present and future</li> <li>• Revision of the imperfect tense</li> <li>• Revision of using the imperfect and perfect tenses together</li> <li>• <i>Après avoir / être</i> + past participle</li> <li>• <i>Venir de</i> + infinitive. ↻</li> </ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>○ Pronunciation rules.</li> <li>○ How accents affect pronunciation é è ↻</li> <li>○ <b>Letters will be underlined to show students that we don't pronounce them.</b></li> <li>○ <b>Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.</b></li> </ul> <p><b>PHONICS – some potential pitfalls</b></p> <ul style="list-style-type: none"> <li>○ Loger</li> <li>○ Trop de</li> <li>○ Heureusement / malheureusement</li> <li>○ Plusieurs</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about festivals</li> <li>• Describing international festivals</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Quantities ↻</li> <li>• Adverbs of frequency ↻</li> <li>• Verb + infinitive ↻</li> <li>• The pronoun <i>en</i></li> <li>• Demonstrative pronouns (<i>celui / celle</i>)</li> <li>• Revision of the perfect tense with <i>être</i> ↻</li> <li>• The rules of agreement in the perfect tense</li> <li>• Using common expressions in the imperfect tense ↻</li> <li>• The imperfect tense of common verbs ↻</li> <li>• Deciding between the perfect and imperfect tenses ↻</li> </ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>○ Pronunciation rules.</li> <li>○ How accents affect pronunciation é è ↻</li> <li>○ <b>Letters will be underlined to show students that we don't pronounce them.</b></li> <li>○ <b>Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.</b></li> </ul> <p><b>PHONICS – some potential pitfalls</b></p> <ul style="list-style-type: none"> <li>○ feuilleton</li> <li>○ avoir peur</li> <li>○ jeu télévisé</li> <li>○ végétarien</li> <li>○ defile</li> <li>○ muguet</li> <li>○ rire</li> <li>○ se déguiser</li> </ul>
Continuous assessment	<p><b>Formative Assessment made up of the following:</b></p> <p>Key writing tasks (2 per half term)</p> <p>Knowledge organiser (1 per half term)</p> <p>Key homework tasks practicing <b>vocabulary</b>, <b>grammar</b> and <b>phonics</b> (at least 2 per half term)</p>	<p><b>Formative Assessment made up of the following:</b></p> <p>Key writing tasks (2 per half term)</p> <p>Knowledge organiser (1 per half term)</p> <p>Key homework tasks practicing <b>vocabulary</b>, <b>grammar</b> and <b>phonics</b> (at least 2 per half term)writing, translation into TL.</p>

Summer half term 6  
Sequential knowledge and skills

## Travel and Tourism– GCSE (Unit 8) (CONTINUED)

### VOCABULARY

(see GCSE vocab booklet for exact words)

- Describing holiday destinations ☺
- Talking about holiday preferences ☺
- Describing holidays in detail ☺
- Talking about holiday activities ☺
- Talking about visiting different places in France ☺
- Talking about visiting French towns and cities ☺

### GRAMMAR

- Using prepositions for countries and modes of transport ☺
- Using negatives ☺
- Sequencing words and phrases
- *Depuis* + the present tense
- The pronoun *y*
- Revision of the perfect tense with *avoir* ☺
- Revision of the perfect tense with *être* ☺
- Revision of the imperfect tense of *-er* verbs ☺
- Revision of the imperfect tense of *avoir, être* and *faire*
- Using three-time frames : past, present and future
- Revision of the imperfect tense
- Revision of using the imperfect and perfect tenses together
- *Après avoir / être* + past participle
- *Venir de* + infinitive. ☺

### PHONICS

- Pronunciation rules.
- How accents affect pronunciation é è ☺
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

N/A



	<ul style="list-style-type: none"><li>○ Loger</li><li>○ Trop de</li><li>○ Heureusement / malheureusement</li><li>○ Plusieurs</li></ul>	
Summer Exam	<p><b>Summative Assessment made up of some or all the following:</b></p> <p><b>GCSE PAST PAPER PRACTICE</b> This will consist of a part of a GCSE exam (reading, writing, speaking and listening) conducted under exam conditions.</p>	<b>FINAL GCSE EXAM</b>