**FRENCH IMPLEMENTATION PLAN**

In KS3, students follow the Pearson Dynamo Course. They develop language and skills following the principles laid out in the National Curriculum (2014)

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| **Year 7: Dynamo 1** | | | | |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 1. La Rentrée  2. En Classe | alphabet  dates and numbers to 31  brothers and sisters  names and age  classroom objects, location  opinions and reasons  personality  leisure  time – 24 hour  school subjects | present tense singular 1st + 2nd person (avoir / être)  articles  negatives  connectives and qualifiers  asking questions  adjectives, agreement and word order  infinitives  possessive adjectives | homework tasks – Active Learn  homework tasks – Forms quizzes  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |
| Autumn Term 2 | 2. En Classe  3. Mon Temps Libre | uniform  colours  daily routine  seasons  menu items  school facilities  weather  sport | ‘on’  nouns – English pl : French sg  present tense –er verbs  sequencers  agreeing and disagreeing  questions  à + definite article |
| Spring Term 1 | 3. Mon Temps Libre | leisure  technology  opinions and reasons | faire – present tense  de + definite article  est-ce que / qu’est-ce que ?  forming questions  opinions + infinitive |
| Spring Term 2 | 4. Ma Vie de Famille | animals  numbers to 100  family members  physical description  countries  dwelling + rooms  food + drink  national holidays  celebrations  personality | plural nouns –s –x  complex numbers  possessive adjectives 1st + 2nd person  agreement aof adjectives  -er verbs, nous form  partitive article  manger, boire – irregular verbs  negatives (rien)  -er verbs 3rd person s + pl |

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| **Year 7** | | | | |
| When | Module | Language Content | Grammar | Assessment |
| Summer Term 1 | 5. En Ville | buying ice cream  places in town  times of the day  invitations  arranging a meeting  ordering drinks and snacks  places in Paris  tourist activities  weather  time phrases | il y a / il n’y a pas de  aller à (present tense) + definite article  le + days of the week, aujourd’hui  ou / où  vouloir – irregular verb  questions – intonation  tu / vous  near future | homework tasks – Active Learn  homework tasks – Forms quizzes  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |
| **Year 7 : Dynamo 2V / 2R** | | | | |
| When | Module | Language Content | Grammar | Assessment |
| Summer Term 2 | 1. Vive les Vacances | school holidays  festivals  length of time  holiday location + dwellings  tourist sites + activities  days of the week  theme park / rides  negatives  countries  transport  problems | avoir / être – present tense  perfect tense –er verbs  c’est / c’était  ‘on’  perfect tense – irregular verbs  negative perfect tense verbs  perfect tense être verbs  to / in + country  asking questions  perfect tense –ir and –re verbs | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |

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| **Year 8 : Dynamo 2V / 2R** | | | | | | | |
| When | Module | | Language Content | | | Grammar | Assessment |
| Autumn Term 1 | 2. J’adore les fêtes | | festivals / carnival  dates  activities  times of day  buying food  special meals  regional specialities  countries, geographical area  opinions + preferences  reasons  clothes + descriptions  making resolutions | | | j’aime + infinitive  forming questions  question words + word order  quelle?  present tense - -er -ir -re verbs  vouloir – present tense  quantity + de / d’  je suis allé, j’ai acheté  formal register  partitive article  near future, future questions  qualifiers | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |
| Autumn Term 2 | 2. J’adore les fêtes  3. A Loisir! | | Christmas market  transport  tv programmes + films  actors and actresses  digital technology  opinions and reasons –present and past  invitations  buying tickets  leisure – present and past  frequency  describing a photo | | | near future  sequencers  questions – present and past and future  adjectival agreement  24-hour clock  negatives – pas / jamais / rien  possessive adjectives – 3rd person singular  perfect tense – regular –er verbs, irregular verbs, être verbs  lire, present tense  c’était / ce n’était pas  prendre – 3 tenses |
| Spring Term 1 | 4. Le monde est petit | | weather, la saison sèche / des pluies  habiter+continent/country/town  geographical features  tourist attractions  tourist activities – past and present  household chores  daily routine  time – 12-hour clock  house and home  qualifiers - très / trop / peu  opinions and reasons | | | how to say ‘in’  ‘on’ – you, we  on peut / on ne peut pas + infinitive  devoir + infinitive  reflexive verbs – 1st and 2nd persons singular, present tense all persons  irregular adjectives  ne…rien  à mon avis / pour moi, je pense que  qu’est-ce que ? + present / past tense questions  quand ? |
| Year 8: Dynamo 2Vert / **Rouge** | | | | | | | |
| When | | Module | | Language Content | Grammar | | Assessment |
| Spring Term 2 | 4. Le monde est petit  5. Le sport en direct | | question words – 3 tenses  jouer à / faire de + sport  mon héros sportif  il a gagné / marqué  aller à  sports facilities/places in town  opinions and reasons  frequency adverbs  opinions – je trouve (que)  directions  asking the way | | | two / three tenses together  negatives – pas / jamais  à / de + masculine article / all articles -  present tense –er verbs  faire – present tense  adjectival agreement  comparatives  imperatives – tu + vous form  pour aller à ?  trouver  s’entraîner  je suis membre de | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |
| Summer Term 1 | 5. Le sport en direct | | healthy diet  healthy lifestyle  exercise activities  il faut / il ne faut pas  parts of the body + illness  illness + remedies  conversation with the doctor asking questions – past, present and future tense | | | il faut / il ne faut pas + infinitive  cognates  j’ai mal / avoir mal à + definite article  je me suis blessé à + definite article  depuis (for)  present, perfect and near future tense  formal register  using two / three tenses together |
| **Year 8: Studio Vert / Rouge** | | | | | | | |
| When | | Module | | Language Content | Grammar | | Assessment |
| Summer Term 2 | 1. Qui suis-je? | | family members  friends / friendship  physical description  personality  behaviours (good friends)  places in town  prepositions (simple)  les qualités importantes  il semble / il a l’air | | | possessive adjectives – singular  adjectival agreement – regular and irregular  tu / vous. on / nous  articles  à / de + article  present tense regular + irregular verbs  qui – relative pronoun  abstract nouns  idioms  qualifiers  reflexive verbs – present tense  emphatic pronouns | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |

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| **Year 9: Studio Vert / Rouge** | | | | |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 1. Qui suis-je?  2. Le temps des loisirs | Activities  places in town  transport  invitations and outings  opinions and reasons  describing your hero  jouer / faire + sport  frequency  going to the cinema  buying tickets  childhood activities  dwellings  clothes  ambitions  music  technology | near future  asking questions – question words and different formations  perfect tense – 1st/3rd persons – avoir  combining two/ three tenses  ça va être  imperfect tense  emphatic pronouns  jouer à / de | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |
| Autumn Term 2 | 2. Le temps des loisirs | Sports  how long + how often  internet and technology  advantages and dangers  reading  music  television  eating out  opinions and reasons  cinema, actors and actresses | depuis + time expression + present tense  faire, present tense  jouer à / faire de  present tense irregular verbs  negatives – pas / plus  adjectival agreement  perfect tense  comparatives  relative pronoun – qui  direct object pronouns  near future  superlatives |
| Spring Term1 | 3. Jours ordinaires et jours de fête | buying food and drink  buying clothes  preferences and reasons  daily routine  special occasions and meals | de + article  irregular verbs, present tense  quantity + de  near future  modal verbs – devoir, pouvoir  que / quelles / quels / quelles  ce / cet / cette / ces  en  possessive adjectives |
| **Year 9: Studio Vert / Rouge** | | | | |
| When | Module | Language Content | Grammar | Assessment |
| Spring Term 2 | 3. Jours ordinaires et jours de fête  4. De la ville à la campagne | festivals + celebrations  special dates / meals  buying food  making, accepting, refusing invitations  opinions and reasons  dwelling place  countries + compass points  activities  daily routine  abode, compass  weather  transport | ‘on’  asking questions  near future  à + article  imperfect tense  perfect tense  combining tenses  il y a + time  on peut + infinitive  how to say ‘in’  venir de  present tense  tu / vous | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |
| Summer Term 1 | 4. De la ville à la campagne | places in town  directions and asking the way  geographical features  tourist activities  24-hour clock  opening and closing times  entrance fee and accessibility  location / compass  local area + problems  seasons + activity  prepositions | irregular adjectives  imperatives  superlatives  conditional – je voudrais / j’aimerais + inf  ta / votre  y / on peut y  de+ article  negatives |
| Summer Term 2 | 4. De la ville à la campagne  5. Le grand large | future weather  geographical location  future activities  describing your town  opinions  transport  booking holiday accommodation  room facilities and location  community projects | si + present weather + future activity  on va + infinitive  negatives – jamais, rien  adjectival agreement  in / to + country  present tense  vouloir – nous, present  notre / nos, votre / vos  quel / quelle / quels / quelles?  future tense  à + article  reflexive verbs – present tense  ce/ cet |
| **Year 10 : Studio Vert / Rouge** | | | | |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 5. Le grand large | buying tickets  road and air travel  time  opinions and reasons  holiday accommodation  describing a recent stay / problems  holiday activities  a recent restaurant visit  booking a table | Comparatives  ‘y’ , ‘en’  reflexive verbs, present tense  perfect tense - aller  combining present and perfect tenses  avoir faim / soif / besoin de / envie de  conditional  reflexivve verbs – perfect tense  imperfect tense  en + present participle  avant de + infinitive  si + imperfect + conditional | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |
| Autumn Term 2 | 5. Le grand large  6. Au collège | buying travel tickets  countries  transport  holiday problems and solutions  avoiding future holidays  school subjects, teachers  opinions and reasons  12-hour / 24-hour clock + timetable  school facilities  je suis doué pour ça | present, perfect, near future tenses  negatives – rien  on + perfect tense  direct object pronouns |
| Spring Term 1 | 6. Au collège | 24-hour clock + timetable  describing and comparing schools and school systems  school rules + opinions  uniform + opinions  reasons  agreeing and disagreeing  redouble | present tense – 3rd person plural  tout / toute / tous / toutes  il faut + infinitive  il est interdit de + infinitive  making comparisons  in + country |

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| **Year 10 : Studio Vert / Rouge** | | | | |
| When | Module | Language Content | Grammar | Assessment |
| Spring Term 2 | 6. Au college | after-school activities  school success  opinions and reasons  school successes  good behaviour in school  school exchanges – reasons and advantages | present tense  imperfect tense  perfect tense  imperative | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks |
| Summer Term 1 | 8. Un oeil sur le monde | what makes you tick  what concerns you  future weather  national disasters  le plus grand problème est | il faut + infinitive  on peut + infinitive  qui / ce qui  superlatives |
| Summer Term 2 | 8. Un oeil sur le monde | environmental issues  ‘green’ behaviours  je pourrais / on devrait  protecting the environment  ethical shopping | on doit + infinitive  en + present participle  the passive (receptive use)  ceci dit  en ce qui concerne  conditional – modal verbs |

**WORK EXPERIENCE**

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| **Year 11 : Studio Vert / Rouge** | | | | |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 8. Un oeil sur le monde | volunteering activities  volunteering - reasons  faire du bénévolat  big events  advantages and disadvantages | emphatic pronouns  pluperfect tense  using three time frames  indirect object pronouns | homework tasks – Active Learn  homework tasks – Forms quizzes  homework – past paper booklets  assessment booklet tasks  formal end of module assessment (Dynamo)  self and peer assessment  questioning  KOs – self-quizzing and vocab tests  book looks  **mock speaking exams – October and February** |
| **MOCK EXAMS** | | | |
| Autumn Term 2 | 7. Bon travail | jobs and workplace  work ambitions  personal qualities  career choices and reasons  career choices – disadvantages  future ambitions  speaking another language | present tense – vouloir, être  conditional  relative pronoun – qui  near future  reflexive infinitives  pour + infinitive  job nouns – m+f  comparatives – meilleur / pire  superlatives – le mieux / pire  avant de  après avoir  subjunctive (receptive)  adverbs  en + present participle |
| Spring Term 1 | 7. Bon travail | household chores  part-time work and earnings  job applications  making a telephone call  work experience + skills  place of work + colleagues  opinions + reasons  job satisfaction | present tense  perfect tense  conditional  à + article  negatives – rien  depuis  direct object pronouns  y  si + present + future  lorsque / quand + future  verbs + à / de |
| **MOCK SPEAKING EXAM 2** | | | |
| Spring Term 2 | Exam practice – focus on speaking | | | **GCSE speaking April** |
| Summer Term 1 | Exam practice | | | **GCSE listening, reading, writing** |
| Summer Term 2 |  |  |  |

**Modern Languages Implementation Plan: French KS3**

**Equal opportunities**

Students are taught in setted groups. There are two ability groups, set 1 and set 2, along with two parallel lower ability groups which are taught as mixed sets. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of Target Language, use of technology, targeted support, withdrawal of support, LSAs and TAs

**Use of authentic materials**

Work with TA – LAM – use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with French culture in different time settings

**Skills coverage**

Development of literacy and oracy skills throughout Years 7 and 8; teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

**Assessment**

In KS3 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale

**National Curriculum**

In KS3, students follow the Pearson course for French which enables them to develop their language skills as set out in the National Curriculum (2014)

**National Curriculum for Modern Foreign Languages at Key Stage Three**

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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies  **GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate  **GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues  **GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately  **LC2:** transcribe words and short sentences that they hear with increasing accuracy  **LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address  **LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing  **LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation  **LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material  **LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture  **LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Autumn Term 1**

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| **DYNAMO 1 MODULE 1: La Rentrée** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | Alphabet, accents  Days of the week  Key dates and festivals |  | Year 7 students should have had a language learning experience in KS2 |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Writing – short message | **End of Module Assessment**  Listening – step 1-4  Speaking – step 1-4  Reading – step 1-4  Writing – step 1-4  Translation into English – step 2-4  Translation into French – step 1-4  Grammar |
| Point de départ | | Key sounds  Greetings  Numbers to 31  Comment? |  | GV3  LC5 |
| Unit 1 | As-tu des frères et soeurs? | Brothers and sisters  Names  Age | Avoir, present tense, singular  Indefinite article  Grave accent | GV3  LC2  LC3  LC6 |
| Unit 2 | Voici ma salle de classe | Classroom objects  Opinion  Position | Indefinite articles  Definite articles  Il y a | GV3  LC5  LC6 |
| Unit 3 | Tu aimes ça? | Likes and dislikes  Reasons  Nasal sounds | Aimer, present tense  Negatives  Connectives  Asking simple questions  Word order – aussi  Questions with intonation | GV2  GV3  LC4  LC5 |
| Unit 4 | Tu es comment? | Personality  Size  Cognates  Qualifiers | Adjectival agreement, (singular)  Etre, present tense, singular, negatives | LC2  LC4  LC6  LC8 |
| Unit 5 | Qu’est-ce que tu fais? | Leisure verbs – Infinitive | Infinitives, -er verbs  Posessive adjectives (first person singular)  English gerund | GV2  LC1  LC2  LC6 |
| Unit 6 | Mon interview par vidéo | Dates  Months  Birthday  Asking questions | Question words  Date conventions  Connectives  Qualifiers | LC3  LC4  LC5  LC6 |
| Skills: Listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task | | | | | | | | |

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| **DYNAMO 1 MODULE 2: En Classe** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | Famous French people  School names | Cognates |  |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing - blog | **End of Module Assessment**  Listening – step 1-5  Speaking – step 1-5  Reading – step 1-5  Writing – step 1-5  Translation into English – step 2-5  Translation into French – step 1-5  Grammar |
| Point de départ | | Colours  Shapes  12 hour clock | Questions (quel?)  Time conventions  Pronunciation  Il est / à + time |  | GV3  LC7  LC8 |
| Unit 1 | Qu’est-ce que tu penses de tes matières ? | School subjects  Opinions  Reasons | -er verbs, present tense, 1st + 2nd person  Qualifiers  Connectives | D1 M1 | GV3  LC5 |
| Skills: Listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) | | | | | | | | |

**Autumn Term 2**

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| **DYNAMO 1 MODULE 2: En Classe** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Unit 2 | Qu’est-ce que tu portes ? | Clothes  Colours  Descriptions | Articles  position of adjectives  agreement of adjectives  ‘on’  pronunciation  plural English/singular French nouns | D1 M1 | GV3  GV4  LC5  LC8 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing - blog | **End of Module Assessment**  Listening – step 1-5  Speaking – step 1-5  Reading – step 1-5  Writing – step 1-5  Translation into English – step 2-5  Translation into French – step 1-5  Grammar |
| Unit 3 | Ta journée scolaire est comment? | Daily routine verbs  A quelle heure ?  Qu’est-ce que tu fais à midi? | –er verbs, present tense  Sequencers | D1 M1 | GV1  LC5  LC8 |
| Unit 4 | C’est comment un collège français? | Seasons  Simple menu | Gist reading |  | LC1  LC6 |
| Unit 5 | Un collège super cool ! | Il y a  Il n’y a pas de  School facilities  Describing school | Agreeing and disagreeing  Questions (combien de?) |  | LC3  LC8 |
| Skills: listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) | | | | | | | | |

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| **DYNAMO 1 MODULE 3: Mon Temps Libre** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | Francophone Countries  Sport  Technology | Cognates |  |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing - blog | **End of Module Assessment**  Listening – step 1-5  Speaking – step 1-5  Reading – step 1-5  Writing – step 1-5  Translation into English – step 2-5  Translation into French – step 1-5  Grammar |
| Point de depart | | Key sounds  Weather  Seasons | En au + seasons  Il fait + weather  Il y a + weather | D1 M1 | GV3  LC5  LC7  LC8 |
| Unit 1 | Tu es sportif/ive ? | Sport  Opinions | Jouer à + article  Present tense –er verbs | D1 M1 | GV2  GV3  LC4  LC5 |
| Skills: Listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) | | | | | | | | |

**Spring Term 1**

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| **DYNAMO 1 MODULE 3** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar NC** | **Prior learning** | **NC** | **Assessment** | | |
| Unit 2 | Qu’est-ce que tu fais? | Leisure activities | Faire, present tense  De + article  Questions – est-ce que.. ? Qu’est-ce que.. ? |  | GV2  GV3  LC4  LC6 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing - blog | **End of Module Assessment**  Listening – step 1-5  Speaking – step 1-5  Reading – step 1-5  Writing – step 1-5  Translation into English – step 2-5  Translation into French – step 1-5  Grammar |
| Unit 3 | Le sport dans les pays francophones | Sport | Cognates |  | GV3  LC6  LC8 |
| Unit 4 | Tu aimes faire ça ? | Leisure activities  Technology  opinions  Reasons | Opinion verbs + infinitive | D1 M1  D1 M2 | GV2  GV3  LC3  LC8 |
| Unit 5 | Questions, questions, questions | Qu’est-ce que ?  Est-ce que ? | Forming questions  Answering questions |  | LC3  LC5 |
| Skills: Listening (negatives); decoding meaning; negotiating texts (including literary texts); translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) | | | | | | | | |

**Spring Term 2**

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| **DYNAMO 1 MODULE 4: Ma Vie de Famille** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | Animals  Countries  Breakfast  Hair / eyes | Pronunciation  Cognates | British towns |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Translation into French  Writing – respond to a message | **End of Module Assessment**  Listening – step 1-5  Speaking – step 1-5  Reading – step 1-5  Writing – step 1-5  Translation into English – step 2-5  Translation into French – step 1-5  Grammar |
| Point de depart | | Animals  Numbers to 100 | Plural nouns –s –x  Writing complex numbers |  | GV3  LC3  LC6 |
| Unit 1 | Décris-moi ta famille | Family members  Physical description | Possessive adjectives 1st + 2nd Person  Agreement of adjectives | D1 M1 | GV3  LC2  LC4  LC8 |
| Unit 2 | Où habites-tu ? | Countries  Dwelling  Rooms  Description | -er verbs, nous form | D1 M3 | GV2  GV4  LC4  LC8 |
| Unit 3 | Qu’est-ce que tu manges au petit déjeuner ? | Food  Drink  Ne…rien | Partitive article  Conjugation of manger  Boire – irregular verbs  Negatives |  | GV2  GV3  LC4  LC6 |
| Unit 4 | On fait la fête ! | National holidays  celebration activities | -er verbs, 3rd person plural |  | GV2  LC6 |
| Unit 5 | Une drôle de famille | Personality descriptions | -er verbs 3rd person s + pl |  | GV4  LC6  LC8 |
| Skills: Listening (identifying the subject); decoding meaning; negotiating texts; translation skills; forming answers; preparing a photo task; extended speaking (role play) | | | | | | | | |

**Summer Term 1**

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| **DYNAMO 1 MODULE 5: En Ville** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | Ice cream flavours  Paris  Café culture |  |  |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing – short text | **End of Module Assessment**  Listening – step 1-6  Speaking – step 1-6  Reading – step 1-6  Writing – step 1-6  Translation into English – step 2-6  Translation into French – step 1-6  Grammar |
| Point de depart | | Places in town  Prices | Il y a  Il n’y a pas de  Euros | D1 M2 | GV3  LC4 |
| Unit 1 | Où vas-tu le weekend ? | Places in town  Times of day | Aller à + definite article  ‘le’ + days of the week  Understanding ou/où | D1 M3 | GV2  LC6 |
| Unit 2 | Tu veux aller au café ? | Times of the day  Making invitations  Arranging a meeting | Vouloir – irregular verb  Pronunciation – silent –x, aujourd’hui  Intonation to ask questions |  | LC1  LC3  LC4  LC5 |
| Unit 3 | Vous désirez ? | Ordering snacks and drinks | Using tu and vous  Pronunciation – 3rd person Plural verbs |  | GV3  LC3  LC4  LC6 |
| Unit 4 | Qu’est-ce que tu vas faire ? | Aller + infinitive  Places in Paris  Tourist activities  Sequencers  Si + weather | Aller, present tense  Near future tense  Prediction when listening and reading |  | GV1  LC4  LC6 |
| Unit 5 | Je vais visiter Paris | Time phrases  Tourist activities | Using the present and near future tenses together  Pronunciation – verb endings that sound the same: -ais, -ait, -er, -é  pronunciation: liaison –s + vowel |  | GV1  LC3  LC4  LC5 |
| Skills: Listening (prediction, identifying the time frame); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) | | | | | | | | |

**Summer Term 2 (Foundation Groups)**

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| **DYNAMO 2V MODULE 1: Vive les Vacances** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | Seasons  Months |  |  |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Translation into French  Writing – short text | **End of Module Assessment**  Listening – step 1-5  Speaking – step 1-5  Reading – step 1-5  Writing – step 1-5  Translation into English – step 3-5  Translation into French – step 1-5  Grammar |
| Point de depart | | School holidays  Festivals  Location | Avoir  Etre  Pronunciation  Liaison | D1 M1 | LC1  LC3  LC5  LC6 |
| Unit 1 | Qu’est-ce que tu as visité ? | Tourist sites  Sequencers  Opinions  Qualifiers | Perfect tense : regular –er verbs  Pronunciation: -ai, -é  C’est / c’était + adjective |  | GC1  GV3  LC1  LC5  LC6 |
| Unit 2 | Qu’est-ce que tu as fait pendant les vacances ? | Activities  Opinions  Days of the week | Perfect tense regular –er verbs  Pronunciation: -ai, -é  Pronunciation: qu’est-ce que  ‘On’ | D1 M5 | GV1  GV3  LC3  LC8 |
| Unit 3 | Qu’est-ce que tu as fait ? | Tourist activities  Negatives | Perfect tense : irregular verbs  Negative perfect tense verbs |  | GV1  GV2  GV3  LC1  LC6 |
| Unit 4 | Tu es allé où ? | Countries  Transport  Activities  Opinions | Perfect tense: être verbs (aller)  To / in + country |  | GV1  GV3  LC1  LC3  LC5 |
| Skills: Decoding meaning; negotiating texts (including literary texts); TRAPS; translation skills; forming answers; extended speaking (role play) | | | | | | | | |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

**Summer Term 2 (Higher Groups)**

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| **DYNAMO 2R MODULE 1** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | Seasons  Months  French-speaking world |  |  |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into English  Translation into French  Writing – short text | **End of Module Assessment**  Listening – step 3-6  Speaking – step 3-6  Reading – step 3-6  Writing – step 3-6  Translation into English – step 3-6  Translation into French – step 3-6  Grammar |
| Point de depart | | Length of time  Dwelling place  Holiday location  Opinions | Avoir  Etre  Pronunciation: liaison; an/en /gn sounds | D1 M1 | LC1  LC3  LC5 |
| Unit 1 | Tu as passé de bonnes vacances ? | Holiday activities  Places | Perfect tense regular –er verbs  Asking questions  On | D1 M5 | GV1  GV3  LC5  LC8 |
| Unit 2 | Qu’est-ce que tu as fait ? | Theme park Activities  Sequencers | Perfect tense irregular verbs  C’était + adjective |  | GV1  GV3  LC1  LC6 |
| Unit 3 | Tu es allé où ? | Countries  Transport | Perfect tense être verbs (aller)  pronunciation : liaison |  | GV1  LC4  LC8 |
| Unit 4 | Quel désastre ! | Holiday activities  Negatives  Reasons  Problems | Perfect tense negative Sentences  Perfect tense –ir and –re verbs |  | LC1  LC2  LC6  LC8 |
| Unit 5 | Mon voyage extraordinaire | Holiday activities  Opinions  Exclamations  Sequencers | Present and perfect tense together  Connectives  Negatives  To/in + country |  | GV1  LC1  LC3  LC4 |
| Skills: Decoding meaning; negotiating texts; TRAPS; translation skills; understanding and forming questions; forming answers; extended speaking (role play) | | | | | | | | |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

**Modern Languages Implementation Plan : French**

**Equal opportunities**

Students are taught in setted groups. There are two ability groups, set 1 and set 2, along with two parallel lower ability groups which are taught as mixed sets. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of Target Language, use of technology, targeted support, withdrawal of support, LSAs and TAs

**Use of authentic materials**

Work with TA – LAM – use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with French culture in different time settings

S**kills coverage**

Development of literacy and oracy skills throughout Years 7 and 8; teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

**Assessment**

In KS3 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale

**National Curriculum**

In KS3, students follow the Pearson course for French which enables them to develop their language skills as set out in the National Curriculum (2014)

**National Curriculum for Modern Foreign Languages at Key Stage Three**

|  |  |
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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies  **GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate  **GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues  **GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately  **LC2:** transcribe words and short sentences that they hear with increasing accuracy  **LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address  **LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing  **LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation  **LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material  **LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture  **LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Autumn Term 1**

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| **DYNAMO 2V MODULE 2: J’ADORE LES FÊTES** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | Festivals |  |  |  | **Homework**  Active Learn  online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Translation into English  Future tense writing task | **End of Module Assessment**  Listening – step 1-5  Speaking – step 1-5  Reading – step 1-5  Translation into English – step 2  Writing – step 1-5  Translation into French – step 1-6  Grammar |
| Point de depart | | Dates  Festivals  Opinions | Opinion phrases  J’aime + infinitive  Quelle? |  | GV3  LC1  LC5  LC6 |
| Unit 1 | C’est carnaval ! | Activities  Times of day  Describing a photo | -er verbs present tense  Silent verb endings  Context  4 Ws | D1 M1 | GV3  LC1  LC4 |
| Unit 2 | La fête de musique | Understanding the Details of a festival | -ir verbs present tense  -re verbs present tense  Identifying the subject |  | LC1  LC6  LC8 |
| Unit 3 | Et avec ça ? | Buying food at a market  Quantities  Numbers  Rôle play tasks | Quantity + de / d’  Je suis allé / j’ai acheté  Price  Formal register  Unexpected questions |  | GV3  LC1  LC3  LC6 |
| Unit 4 | Qu’est-ce que tu vas manger ? | Festivals  Special meals / regional specialities  Food  Opinions | Partitive article – de  Near future  Reading skills  Qualifiers | D1 M4  D1 M5  D2 M1 | GV1  GV3  LC1  LC4  LC6 |

**Autumn Term 2**

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| **DYNAMO 2V MODULE 2: J’ADORE LES FÊTES** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Unit 5 | Le marché de Noël | Où est-ce que tu vas  Qu’est-ce que tu vas  Comment est-ce que tu vas  Je vais + activities  Future time phrases  Transport | Near future  Future tense questions  Sequencers  Reasons and opinions  Pronunciation: ch, ain, in, aine |  | GV1  GV2  LC6  LC8 | **Homework**  Active Learn  online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Translation into English  Future tense writing task | **End of Module Assessment**  Listening – step 1-5  Speaking – step 1-5  Reading – step 1-5  Translation into English – step 2  Writing – step 1-5  Translation into French – step 1-6  Grammar |
| Skills: Listening (prediction); decoding meaning; negotiating texts (including authentic texts); translation skills; forming answers; preparing a photo task; preparing a photo task; extended speaking (role play); TRAPS | | | | | | | | |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

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| **DYNAMO 2V MODULE 3: A LOISIR !** | | | | | | | | | |
| **Topic** | | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | | Tv programmes  Internet access |  |  |  | **Homework**  Active Learn  online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing task – present and perfect tenses | **End of Module Assessment**  Listening – step 1-6  Speaking – step 1-6  Reading – step 1-6  Translation into English – step 2  Writing – step 1-6  Translation into French – step 1-6  Grammar |
| Point de depart | | | Tv programmes  Actors and actresses  Opinions  Reasons | Adjectival agreement  Pronunciation – feminine Adjectives | D1 M2 | GV3  LC4  LC5  LC6 |
| Unit 1 | Ma vie numérique | | Watching television  Digital technology  Quand ? où ?  avec qui ?  Qu’est-ce que ?  Comment ?  Time phrases | Asking questions : question Word + est-ce que + tu  Asking questions : intonation  Pronunciation : qu’ | D2 M2 | GV2  LC1  LC4  LC5  LC6 |
| **DYNAMO 2V MODULE 3: A LOISIR !** | | | | | | | | | |
| **Topic** | | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Unit 2 | On va au ciné ? | | Types of film  Opinions  Time phrases  invitations Accepting and Refusing  Meeting place + time | The near future  The 24-hour clock | D1 M2  D1 M5 | GV1  GV3  LC1  LC3  LC5 | **Homework**  Active Learn  online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing task – present and perfect tenses | **End of Module Assessment**  Listening – step 1-6  Speaking – step 1-6  Reading – step 1-6  Translation into English – step 2  Writing – step 1-6  Translation into French – step 1-6  Grammar |
| Unit 3 | | Quels sont tes loisirs? | Leisure activities  Negatives  Describing a photo  Position in photo | Negatives ne… pas / jamais / rien  Possessive adjectives: 3rd Person singular | D1 M1  D1 M1  D1 M4 | GV2  LC1  LC4  LC8 |
| Unit 4 | | Tu as fait des achats? | Past tense activities  Past time phrase  Sequencers  Past opinions | Spotting verbs- perfect tense Regular –er verb, irregular verbs, être verbs  Alternative words  Synonyms | D2 M1 | GV1  LC1  LC6  LC8 |
| Unit 5 | Ça, c’est la question | | Quel  qu’est-ce que  present and past tense questions  frequency  sequencers | Recognising present and past tenses  Time expressions to indicate tense  Present and perfect tenses Together: regular –er verbs, irregular verbs, être verbs  Pronunciation in different tenses | D2 M2 | GV1  LC1  LC3  LC4  LC5  LC6 |
| Skills: Decoding meaning; negotiating texts (including literary texts); translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play); TRAPS | | | | | | | | | |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

**Spring Term 1**

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| **DYNAMO 2V MODULE 4: LE MONDE EST PETIT** | | | | | | | | | |
| **Topic** | | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | | Continents |  |  |  | **Homework**  Active Learn  online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing task – present and perfect tenses | **End of Module Assessment**  Listening – step 1-6  Speaking – step 1-6  Reading – step 1-6  Translation into English – step 4-6  Writing – step 1-6  Translation into French – step 1-6  Grammar |
| Point de depart | | | Weather  Where you live  Opinions | In: à la / au / dans / en  Pronunciation : silent consonants at the end of word  ‘little words’ – très / trop | D2 M1 | GV3  LC4  LC5  LC6 |
| Unit 1 | Elle est comment, ta région ? | | Habiter  Tourist attractions and activities  Questions: où  Qu’est-ce qu’  C’est comment? | ‘on’ – you  Pouvoir - on peut / on ne peut pas + infinitive |  | LC1  LC4  LC6 |
| Unit 2 | Qu’est-ce que tu dois faire à la maison ? | | Est-ce que tu dois.. ?  Je dois  Household chores | Devoir + infinitive  Pronunciation : oi  Spotting the subject |  | LC1  LC2  LC4  LC6 |
| Unit 3 | Ma routine, ta routine | | Daily routine verbs  A quelle heure ?  où?  Times of the day  Frequency adverbs | 12-hour clock  reflexive verbs, present tense 1st and 2nd persons |  | GV3  LC1  LC6  LC8 |
| Unit 4 | | J’ai déménagé! | J’ai déménagé  Description of new house / location  Très /trop  Opinions + reasons  le weekend dernier  past activities  Voici | Irregular adjectives : beau / Nouveau /vieux  Pronunciation of m / f / pl adjectives  Reading for overall meaning  Alternatives ways of saying the same thing |  | GV2  LC1  LC5  LC6  LC8 |

**Spring Term 2**

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| **DYNAMO 2V MODULE 4: LE MONDE EST PETIT** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Unit 5 | Bienvenue en Corse | Question words  Revision of all vocabulary from the module  Vraiment | Using two tenses together  In – dans le / à  Extending answers  Checking for accuracy | D2 M3  D2 M1 | GV1  GV4  LC1  LC4  LC6  LC8 | **Homework**  Active Learn  online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing task – present and perfect tenses | **End of Module Assessment**  Listening – step 1-6  Speaking – step 1-6  Reading – step 1-6  Translation into English – step 4-6  Writing – step 1-6  Translation into French – step 1-6  Grammar |
| Skills: Listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) | | | | | | | | |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

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| **DYNAMO 2V MODULE 5: LE SPORT EN DIRECT** | | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Quiz | | Sports |  |  |  | **Homework**  Active Learn  online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing task – present, perfect and future tenses | **End of Module Assessment**  Listening – step 1-6  Speaking – step 1-6  Reading – step 1-6  Translation into English – step 2-5  Writing – step 1-6  Translation into French – step 1-7  Grammar |
| Point de depart | | Jouer à  Faire de  Sports + facilities  Opinions  Frequency | Negatives : pas, jamais  A / de + masculine nouns  Jouer, present tense  Faire, present tense  Synonyms | D1 M3  D1 M3  D1 M5 | GV2  GV3  LC1  LC4  LC6 |
| Unit 1 | C’est plus amusant ! | Sport  Opinions  Je trouve | Adjectival agreement  Pronunciation :fem adjectives  Comparatives | D2 M3 | GV2 / 3  LC1 / 4  LC6 |
| Unit 2 | Pour aller au stade ? | Directions  Asking the way | Asking questions  Aller à + definite article  Imperatives – vous form | D1 M3  D1 M5 | GV2 / 3  LC1 / 3  LC5 / 6 |

**Summer Term 1**

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| **DYNAMO 2V MODULE 5: LE SPORT EN DIRECT** | | | | | | | | | |
| **Topic** | | | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** | | |
| Unit 3 | | Qu’est-ce qu’il faut faire? | Keeping fit –diet  Keeping fit – exercise  Il faut / il ne faut pas  Describing a photo | Il faut + infiniitive  Il ne faut pas + infinitive  Cognates  Making translations sound Natural |  | LC1  LC2  LC4  LC6 | **Homework**  Active Learn  online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklet**  Translation into French  Writing task – present, perfect and future tenses | **End of Module Assessment**  Listening – step 1-6  Speaking – step 1-6  Reading – step 1-6  Translation into English – step 2-5  Writing – step 1-6  Translation into French – step 1-7  Grammar |
| Unit 4 | | Vous allez bien? | Parts of the body  Illness  il faut + remedy  Conversation with the doctor | J’ai mal à + definite article  Near future tense  Formal register | D1 M3  D1 M5  D2 M2 | LC1  LC3  LC4  LC6  LC8 |
| Unit 5 | Allez les futurs champions ! | | Tu fais quel sport ?  Qu’est-ce que tu fais tous les jours ?  Qu’est-ce qu’il faut faire pour être ChampionD1  Qu’est-ce que tu as fait récemment ?  Qu’est-ce que tu vas faire à l’avenir  Review of vocab from the module | Recognising different tenses  Recognising key questions in Different tenses  identifying the tense for responding  Pronunciation – cognates  Using three tenses together | D2 M3 | GV1  LC1  LC3  LC5  LC6  LC8 |
| Skills: Listening (cognates); decoding meaning; negotiating texts (including literary texts); translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play); TRAPS | | | | | | | | | |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

**Summer Term 2**

Students begin the GCSE course in the second summer term. There is no National Curriculum for Modern Languages in Key Stage 4. Students continue to develop the linguistic skills acquired in Key Stage 3.

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| **STUDIO VERT MODULE 1: QUI SUIS-JE?** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning (year 7 + 8)** | **Assessment** | | |
| Point de depart 1 | | Family members  Physical descriptions  Personality | Possessive adjective – my  adjectival agreement  Tu / vous, on / nous  Avoir être – present tense | D1 M2 M4  D2 M1 M3 M5 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing | **Assessment Booklets** | **End of Module Assessment**  L – step 3-5  S – step 2-12  R- step 4-8  W- step 2-12 |
| Point de depart 2 | | Places in town  Simple prepositions  Time markers | definite and indefinite articles  prepositions  time – 24 hour  aller – present tense  à + definite article | D1 M2 M3 M5  D2 M5 |
| Unit 1 | A comme amitié | Friends / friendship  Leisure activities  opinions – je pense que  à mon avis  Pour moi un bon ami est  Qualities / behaviours | Present tense regular –er verbs  Different words for friend  Adjectival agreement – irregular adjectives | D1 M3 M4  D2 M1 M5 | **Exam Prep Booklet**  Edexcel role plays  General conversation preparation |
| Unit 2 | C’est de famille ! | Family relationships beau / belle (step…)  Personality + description  Il semble  Il a l’air  S’entendre avec  Se disputer avec | Reflexive verbs – 1st person present tense  Possessive adjectives - singular | D1 M2 M4  D2 M3 M4 |

**Modern Languages Implementation Plan : French KS4 Foundation**

**Equal opportunities**

Students are taught in 2 setted groups. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of Target Language, use of technology, targeted support, withdrawal of support, LSAs and TAs

**Use of authentic materials**

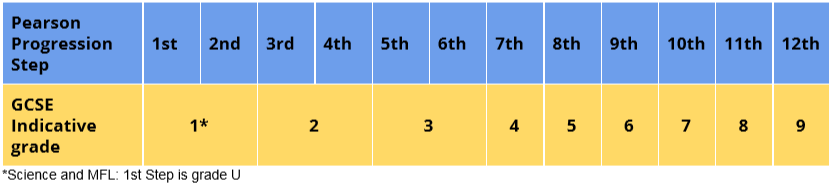
Work with TA – LAM – use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with French culture in different time settings

**Skills coverage**

Development of literacy and oracy skills throughout the Key Stage; building on the skills developed in Key Stage Three. Teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

**Assessment**

In KS4 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale



**National Curriculum**

In KS4, students follow the Pearson course for French There is no National Curriculum for Modern Languages in Key Stage Four but students continue to develop their language skills as set out in the National Curriculum for Key Stage Three (2014)

**National Curriculum for Modern Foreign Languages at Key Stage Three**

|  |  |
| --- | --- |
| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies  **GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate  **GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues  **GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately  **LC2:** transcribe words and short sentences that they hear with increasing accuracy  **LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address  **LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing  **LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation  **LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material  **LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture  **LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Year 9 Autumn Term 1**

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| **STUDIO VERT MODULE 1: QUI SUIS-JE?** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning (year 7 + 8)** | **Assessment** | | |
| Unit 3 | On va voir un spectacle ? | Je vais + future activity  Je vais aller à + place  Arranging to go out  Transport  Opinions | Near future  Asking questions  Ca va être + adjective | D1 M5  D2 M2 M3 M5 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer witing task  Translation | **End of Module Assessment**  L – step 3-5  S – step 2-12  R- step 4-8  W- step 2-12 |
| Unit 4 | Une sortie | Past tense activities  C’était + adjective  Time markers  Sequencers | Perfect tense – 1st Person singular, avoir  Using context to work out meaning  Using two tenses together | D2 M1 M3 |
| Unit 5 | La personne que j’admire | Mon héros / héroïne  Descriptions  Qualities / past actions | Perfect tense – avoir, 3rd Person singular  Combining tenses | D2 M1 M3 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

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| **STUDIO VERT MODULE 2 : LE TEMPS DES LOISIRS** | | | | | | |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | Je joue à + sport  Frequency  Je trouve ça + opinion | Jouer à  Jouer de  Negatives – pas/jamais  Aimer/adorer/préférer/ détester | Key stage 3 – sports, leisure, opinions  Module 1 - opinions | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing    Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 4-7  S – step 2-8  R- step 5-7  W- step 2-12 |
| Point de depart 2 | Types of film  Buying tickets  Price  time | Vouloir – present tense  asking questions  je voudrais | Year 7 – numbers, time  Year 8 – types of film, buying tickets |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | |

**Year 9 Autumn 2**

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| **STUDIO VERT MODULE 2 : LE TEMPS DES LOISIRS** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 1 | Tu es plutôt foot, tennis ou basket ? | Sports  dDepuis + time  Opinions + reasons | Faire – present tense  Depuis + present tense  Jouer à + article  Faire de + article | KS3 – sport + leisure  Module 1 - à | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 4-7  S – step 2-8  R- step 5-7  W- step 2-12 |
| Unit 2 | Ma vie d’internaute | Technology  Advantages and dangers  Opinions  Frequency | Present tense irregular verbs | Year 8 - technology |
| Unit 3 | Lecture et musique | Reading  Music  Opinions + reasons | Negatives – pas / plus Asking questions | Year 8 - reading and music |
| Unit 4 | Mes émissions préférées | Television  Opinons + preferences | Adjectival agreement  Les documentaires *sont*  Comparative adjectives | Year 8 – watching television | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Unit 5 | Une soirée entre amis | Past leisure activities  Restaurant  past tense opinions | Irregular verbs – aller, sortir  Perfect tense | Year 7 – leisure activities  Year 8 – perfect tense |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 9 Spring Term 1**

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| **STUDIO VERT MODULE 3 : JOURS ORDINAIRES, JOURS DE FÊTE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | | Food and drink  Meals  Times of the day  Quantities  Weights | De + article  Irregular verbs – boire, prendre  Quantity + de/d’ | Year 7 – meals  Year 8 – buying food | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-8  S – step 2-12  R- step 5-7  W- step 2-12  T – step 2-8 |
| Point de depart 2 | | Clothes  Adjectives of colour  Fabrics  patterns | Present tense – porter  Near future – porter | Year 7 – uniform, colour, present tense  Year 8 – clothes, near future |
| Unit 1 | C’est bientôt dimanche | Daily routine  days of the week | Modal verbs – devoir, pouvoir + infinitive | Year 7 – school day/routine |
| Unit 2 | Vous faites quelle taille | Buying clothes  Les cabines d’essayage  Problems + solutions  Preferences + reasons  Shopping conversation | Quel/quelle/quel/ quelles  Ce/cet/cette/ces | Year 7 – uniform  Year 7 + 8 – shopping conventions | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Spring Term 2**

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| **STUDIO VERT MODULE 3 : JOURS ORDINAIRES, JOURS DE FÊTE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 3 | C’est la fête | Festival dates  religions  Celebration activities  special food / meals | Using ‘on’  Questions: est-ce que/ Qu’est-ce que? | Year 8 – festivals  Year 7 + 8 – food, special meals | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-8  S – step 2-12  R- step 5-7  W- step 2-12 |
| Unit 4 | Qu’est-ce qu’on va manger ? | food / snacks  fruit + vegetables  food shops  shopping conventions  on va + invitation verbs | Near future  A + le = au  Using two tenses Together | Year 7+8 – food, meals  Year 8 – buying food at the market; near future |
| Unit 5 | Félicitations | important days / celebrations  descriptions of celebrations  opinions + reasons | Imperfect tense  Perfect tense  àA + article  Il y a + time phrase | Year 7 birthdays  Year 8 festivals  Year 8 – à + article; perfect tense | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

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| **STUDIO VERT MODULE 4 : DE LA VILLE A LA CAMPAGNE** | | | | | | |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | Dwelling location  Compass + countries  Activities | On peut + infinitive  ‘in’ – different words | Dwelling – Yr 8  Activities – Yr7+8 | **Homework** | **Assessment Booklets** | **End of Module Assessment** |

**Year 9 Summer Term 1**

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| **STUDIO VERT MODULE 4 : DE LA VILLE A LA CAMPAGNE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 2 | | Places in town  Directions  Asking the way | Imperative – tu and vous | Year 8 directions and imperatives (tu) | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-7  S – step 2-12  R- step 5-8  W- step 2-12 |
| Unit 1 | Ma région est top ! | Geographical features  Tourist features  Descriptions | irregular adjectives  Superlative  Le meilleur | Year 8 – on peut, irregular adjectives, comparatives  M1 – adjectival agreement  M2 comparative |
| Unit 2 | C’est pour un renseignement | Tourist activities  Opening times  24 hour time  Entrance fee  Accessibility | Je voudrais / j’aimerais + Infinitive  pour + infinitive | Year 8 - tourist information, buying tickets | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 9 Summer Term 2**

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| **STUDIO VERT MODULE 4 : DE LA VILLE A LA CAMPAGNE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 3 | S’il fait beau | Weather  Geographical location  activities | Si + present weather + Future activity  On va + infinitive | Year 8 – weather, geographical features, near future | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-7  S – step 2-12  R- step 5-8  W- step 2-12 |
| Unit 4 | Ville de rêve ou ville de cauchemar ? | Describing your town  Opinions | Trop / trop de  Negatives – jamais, rien  Adjectival agreement | Year 8 – describing town  Year 7+8 – negatives, adjectives | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

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| **STUDIO VERT MODULE 5 : LE GRAND LARGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | | Countries  Transport  Lodging places  Opinions | In/to + country  Inversion | Year 7 – in + country | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-8  S – step 2-12  R- step 5-8  W- step 2-12 |
| Unit 1 | Les hôtels, mode d’emploi | Lodging places  Room facilities  Room location  Booking accommodation  Paying | Vouloir – nous form Present tense  Notre/nos  Votre/vos | Year 7+ 8 ; Studio M1 - possessive adjectives singular |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 10 Autumn Term 1**

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| **STUDIO VERT MODULE 5 : LE GRAND LARGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 2 | En route ! | Airport vocabulary  Buying tickets  Time  Opinions and reasons | Comparative  pronoun ‘y’ | Year 8 + M2 - comparatives | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-8  S – step 2-12  R- step 5-8  W- step 2-12 |
| Unit 3 | Mes Vacances | Holiday activities | Reflexive verbs, present tense  Present and perfect tense together | à + article  de + article  reflexive verbs – Year 8 daily routine |
| Unit 4 | Bon appetit | Ordering from a menu  A recent visit to a restaurant | Avoir faim/soif/besoin de /envie de  En  Perfect tense – aller  Negatives – ne…pas | Year 7 + 8 – food, meals  M1 avoir idioms (age)  M perfect tense | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 10 Autumn term 2**

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| **STUDIO VERT MODULE 5 :LE GRAND LARGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 5 | C’était catastrophique | Holiday problems  Solutions  Plans to avoid future problems | Present tense  Perfect tense  Near future tense  Negatives ne…rien  on + perfect tense  On m’a volé | all tenses already covered in Years 7, 8 and 9  on – Year 8 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation | **End of Module Assessment**  L – step 5-8  S – step 2-12  R- step 5-8  W- step 2-12 |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

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| **STUDIO VERT MODULE 6: AU COLLÈGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | | School subjects  Timetable  Opinions  Time – 12 hour  Days of the week | Avoir – present tense  Opinion verbs – present tense | All verbs covered in Year 7, 8 + 9 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-7  S – step 2-12  R- step 7-8  W- step 2-8 |
| Unit 1 | Au bahut | Favourite subject  Opinions and reasons  Ability  school facilities  teachers – opinions | Direct object pronouns | Year 7 - school subjects + opinions ; 12 hour clock ; timetable |

**Year 10 Spring Term 1**

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| **STUDIO VERT MODULE 6: AU COLLÈGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 2 | L’école chez nous, l’école chez vous | Description of school  timetable – 24 hour clock  Typical school day  Teachers – opinions  Comparing English and French schools | Present tense – ils /elles | Present tense, negatives – Years 7, 8, 9  school day – Year 7  24 hour clock – Year 8 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-7  S – step 2-12  R- step 7-8  W- step 2-8 |
| Unit 3 | Liberté, égalité, fraternité ? | School rules + opinions  Reasons  Uniform + opinions | Tout s+pl  Il faut + infinitive  Il est interdit de + infinitive | Year 7 – uniform  Year 8 – je trouve | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 10 Spring Term 2**

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| **STUDIO VERT MODULE 6: AU COLLÈGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 4 | La vie extra-scolaire | After-school activities | Present tense  Imperfect tense | Year 7 –  present tense  Year 8 – imperfect tense  Year 7, 8 +9 – leisure activities | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-7  S – step 2-12  R- step 7-8  W- step 2-8 |
| Unit 5 | Je suis fier / fière de moi | School successes  Opinions and reasons | Opinions in different tenses  Present tense  Perfect tense | Year 7, 8, 9 – opinions and reasons; present tense  Year 8, 9 – perfect tense | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 10 Summer Term 1**

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| **STUDIO VERT MODULE 8 : UN ŒIL SUR LE MONDE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | | What makes you tick  What concerns you | Il faut + infinitive  Qui/ce qui  On peut + infinitive | On peut – Year 8 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-8  S – step 2-12  R- step 5-8  W- step 2-12 |
| Unit 1 | Notre planète | Future weather  Natural disasters | Il y aura/il fera/le temps sera  Le plus grand problème  Cognates |  | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 10 Summer Term 2**

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| **STUDIO VERT MODULE 8 :** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 2 | Protéger l’environnement | Environmental issues  Activities to protect the Environment  Being green | On doit / on peut + infinitive  En + present participle  linking ideas | On doit / on peut – Year 8 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-8  S – step 2-12  R- step 5-8  W- step 2-12 |
| Unit 3 | D’où vient ton tee-shirt | Ethical shopping | The passive (receptive use)  Il faut / on doit + infinitive  Ceci dit  en ce qui concerne | Il faut / on doit – year 8 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**WORK EXPERIENCE**

Year 11 Autumn Term 1

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| **STUDIO VERT MODULE 8 :** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 4 | Je suis solidaire | Volunteering activities  Faire du bénévolat  Tu peux / j’aimerais  Reasons for volunteering | Emphatic pronouns  Pluperfect tense |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 5-8  S – step 2-12  R- step 5-8  W- step 2-12 |
| Unit 5 | Les grands événements | Descriptions of big events  An event you attended last year  Il a lieu / ça se passe à  Plans for a future event | Using three time frames | All time frames introduced and reinforced throughout the course | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**MOCK EXAMS**

Year 11 Autumn Term 2

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| **STUDIO VERT MODULE 7 : BON TRAVAIL** | | | | | | | | |
| **Topic** | | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | | | Jobs – masculine and feminine  Ambitions  Place of work | Vouloir, present tense Etre – present tense  je veux être  je veux travailler comme | Year 9 M1 – parents’ jobs | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 6-7  S – step 2-12  R- step 6-8  W- step 2-8  T – step 2-8 |
| Unit 1 | | Qu’est-ce que tu voudrais faire? | Work ambitions  Personal qualities | Conditional  Relative pronouns – qui | Year 8 – je voudrais  Year 8 – qui  personal qualities – Years 7 / 9 |
| Unit 2 | Mon avenir | | Future ambitions  Sequencers | near future  infinitives  Reflexive infinitives | Near future – Years 8 / 9 / 10 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Unit 3 | Les langues sont un atout | | Different languages  Language abilities  Language use | Pour + infinitive | Pour – Year 7 Languages – Year 7 |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | | |

**Year 11 Spring Term 1**

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| **STUDIO VERT MODULE 7 :BON TRAVAIL** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 4 | Mon petit boulot | Household chores  Part-time work  Earnings  Job applications | present tense  perfect tense  conditional | Year 7, 8, 9 + 10 – present tense  Year 8, 9 + 10 – perfect tense  Year 10 M7 - conditional | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  Past paper questions booklet | **Assessment Booklets**  Picture-based task  Short writing task  Longer writing task  Translation | **End of Module Assessment**  L – step 6-7  S – step 2-12  R- step 6-8  W- step 2-8  T – step 2-8 |
| Unit 5 | C’était une bonne expérience ? | Work experience  Place of work  Colleagues  Opinions  Mon patron était | A’ + article  Perfect tense  Negatives – ne…rien | à + article – Year 7-10  perfect tense – Year 8, 9, 10  negatives – from Year 7 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**MOCK SPEAKING EXAM 2**

Year 11 Spring Term 2 exam practice – speaking exam before Easter

Year 11 Summer Term 1 final exam practice - GCSE L/R/W exam just after Easter break

**Modern Languages Implementation Plan : French KS4 Higher**

Equal opportunities

Students are taught in 2 setted groups. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of Target Language, use of technology, targeted support, withdrawal of support, LSAs and TAs

Use of authentic materials

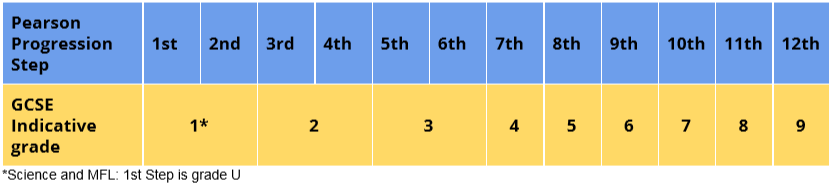
Work with TA – LAM – use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with French culture in different time settings

Skills coverage

Development of literacy and oracy skills throughout the Key Stage; building on the skills developed in Key Stage Three. Teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

Assessment

In KS4 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale



National Curriculum

In KS4, students follow the Pearson course for French There is no National Curriculum for Modern Languages in Key Stage Four but students continue to develop their language skills as set out in the National Curriculum for Key Stage Three (2014)

National Curriculum for Modern Foreign Languages at Key Stage Three

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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies  **GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate  **GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues  **GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately  **LC2:** transcribe words and short sentences that they hear with increasing accuracy  **LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address  **LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing  **LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation  **LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material  **LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture  **LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Year 9 Autumn Term 1**

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| **STUDIO ROUGE MODULE 1: QUI SUIS-JE?** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 3 | On va voir un spectacle ? | Je vais + future activity  Je vais aller à + place  Invitations  Arranging to meet  Transport  Opinions | Near future  Asking questions  Ca va être + adjective | D1 M5  D2 M2 M3 M5 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklet**  Translation into French  90-word writing task | **End of Module Assessment**  L – step 5-8  S – step 7-12  R - step 8-9  W- step 2-12 |
| Unit 4 | Quelle soirée ! | Past tense activities  c’était + adjective  Time markers  Sequencers | Perfect tense – avoir , être | D2 M1 M3 |
| Unit 5 | Il était une fois | Childhood activities  Descriptions  Dwelling  Opinions  Clothes  Ambitions | imperfect tense  Etre – irregular imperfect Stem  Negative imperfect tense Verbs  Translation skills |  | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Unit 6 | La personne que j’admire | Role models  Personal qualities  J’aimerais être comme lui | Using three tense Together – present, Perfect, imperfect  Emphatic pronouns | D2 M5  SR M1 |
| Skills: Listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) | | | | | | | |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

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| **STUDIO ROUGE MODULE 2: LE TEMPS DES LOISIRS** | | | | | | |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | Sport  Music  Opinions | Faire de  Jouer à  jouer de | Leisure – Year 8 | **Homework** | **Assessment Booklets** | **End of Module Assessment** |
| Point de depart 2 | Technology  Films and television  Opinions | Present tense  perfect tense  Avant de me coucher | Leisure – Year 8 |

**Year 9 Autumn 2**

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| **STUDIO ROUGE MODULE 2: LE TEMPS DES LOISIRS** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 1 | Tu es plutôt foot, tennis ou basket ? | Sport  Opinions and reasons | Depuis + present tense | Leisure – year 8 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  90-word task  Translation | **End of Module Assessment**  L – step 7-8  S – step 7-12  R- step 7-8  W- step 2-12 |
| Unit 2 | Ma Vie d’Internaute | Online activities  Technology | Comparatives  Relative pronoun – que  Rewriting a text in the 3rd person  near future | Technology – Year 8  Near future – Year 8 |
| Unit 3 | La lecture | Types of book  Reading habits  opinions | imperfect tense  Present tense  Regular and irregular verbs | Reading – Year 8  Tenses – Years 7+8 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Unit 4 | Mes émissions préférées | Television programmes  Frequency  opinions | Je le/la trouve  Direct object pronouns to answer questions | Leisure – Year 8 |
| Unit 5 | Zoom sur le cinema | Types of film  Actors and actresses  Opinions | Superlative  Chez lui/elle  J’ai vu le film de  Depuis + time + present tense  Je le recommande | Cinema – Year 8  Descriptions – Years 7+8 |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 9 Spring Term 1**

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| **STUDIO ROUGE MODULE 3: JOURS ORDINAIRES, JOURS DE FÊTE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | | Food and meals  Quantities  Shops | Partitive article  Boire, prendre, present  A + le = au | Food – Years 7+8  Partitive- Year 8 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  Extended writing  Translation | **End of Module Assessment**  L – step 8-10  S – step 2-12  R- step 7-9  W- step 2-12  T – step 2-8 |
| Point de depart 2 | | Buying clothes  Colour and patterns  Size  Material | Adjectives – position and agreement  Il elle est, ils/elles sont  Object pronouns  Porter, mettre - present  Near future | Uniform– Year 7  Near future – Year 8 |
| Unit 1 | C’est bientôt dimanche ? | Daily routine  Transport  Days of the week  Time of day | Modal verbs – pouvoir, Devoir, present tense  Chez moi/chez nous  Jusqu’à  Asking questions  En + transport  A pied | Routine – Year 7 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Unit 2 | Regarde ce que je mange ! | Special occasions  Special meals  Opinions  Sequencers | Pronoun ‘en’  C’est … qui prépare  Mon/ma/mes  Se donner des cadeaux | Celebrations – Year 8  Possessives – Years 7+8 |

**Spring Term 2**

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| **STUDIO ROUGE MODULE 3: JOURS ORDINAIRES, JOURS DE FÊTE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 3 | On peut se tutoyer ? | Questions in the tu and vous form  Daily routine  La moitié / un tiers / un quart / trois quarts de | Tu and vous  Fractions in French | Routine – Year 7 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  Extended writing  Translation | **End of Module Assessment**  L – step 8-10  S – step 2-12  R- step 7-9  W- step 2-12  T – step 2-8 |
| Unit 4 | Félicitations | Family celebrations  Opinons  Je suis né | Venir de  Il y a  Present tense  Imperfect tense  Perfect tense  Near future | Celebrations – Year 8  Tenses – Year 8 |
| Unit 5 | C’est la fête | Describing festivals and traditions  Time phrases and dates  Combining 3 time frames | Present tense  Imperfect tense  Perfect tense  Near future | Celebrations – Year 8  Tenses – Year 8 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

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| **STUDIO ROUGE MODULE 4: DE LA VILLE A LA CAMPAGNE** | | | | | | |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | Where you live  Compass points  weather  Transport  Opinions and reasons | Different words for ‘in’  Il ne fait pas + weather | Where you live – Year 7  weather – Years 7+8  Transport – Year 7 | **Homework** | **Assessment Booklets**  90-word task  Extended writing task  Translation | **End of Module Assessment** |

**Year 9 Summer Term 1**

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| **STUDIO ROUGE MODULE 4: DE LA VILLE A LA CAMPAGNE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 2 | | Tourist attractions  Asking the way  Directions  Location | Imperative – tu/vous  Il y a/il n’y a pas de  En face/à côté de + article  Sur ta/votre droi / gauche | Local area – Year 8  Directions – Year 8 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  90-word task  Extended writing task  Translation | **End of Module Assessment**  L – step 7-9  S – step 2-12  R- step 8-11  W- step 2-12 |
| Unit 1 | Ma région est top! | Dans le nord etc  Près de  Description of local area Non plus  En plus | Y  De + article  On peut y + infinitive | Local area – Year 8  De + article – Year 7  ‘y’ – Year 8 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Unit 2 | Ville de rêve ou de cauchemar? | Un ville/un village/un quartier  En ville/en banlieue  Ce qui me plaît, c’ est que  Problems  Il n’y a plus de  Je trouve ça  En été/hiver on peut | Negatives – plus/ aucun(e)/que/ rien/ ni…ni… personne/jamais /pas grand-chose | Local area – Year 8  Seasons + weather – Year 8  Negatives – Year 7 |

**Year 9 Summer Term 2**

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| **STUDIO ROUGE MODULE 4: DE LA VILLE A LA CAMPAGNE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 3 | C’est pour un renseignement | Asking questions  Quel… ?  Visiting tourist attractions  Saying what is and isn’t interesting for you  Entry price + numbers | Questions with quel/ Quelle/quels quelles  A + article | Questions – Year 7  Tourism – Year 8 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  90-word task  Extended writing task  Translation | **End of Module Assessment**  L – step 7-9  S – step 2-12  R- step 8-11  W- step 2-12 |
| Unit 4 | Il fera beau demain ? | Future weather  Future activities  Negatives  Weather adjectives  En baisse/en hausse  Opinions | Future tense  A + definite article | Present weather – Year 8  A+ article – Year 7+8 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Unit 5 | En pleine d’action ! | Community projects – Charity + environment | Present tense  Perfect tense  Future tense | Yenses – Years 7+8 |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

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| **STUDIO ROUGE MODULE 5: LE GRAND LARGE** | | | | | | |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | Countries  Holiday location  Transport  Accommodation  Holiday daily routine  On peut + activitiy  Opinions | En/à + country  Reflexive verbs, present tense  On peut + infinitive | Tourism, local area – Year 8  Daily routine – Year 7 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past papers | **Assessment Booklets**  90-word task  Translation | **End of Module Assessment**  L – step 8-11  S – step 2-12  R- step 8-12  W- step 2-12 |
| Point de depart 2 | Past present and future holidays  Times of the day | Combining three time frames  Ce/cet | Tenses – Year 8  Times – Year 7 |

**Year 10 Autumn Term 1**

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| **STUDIO VERT MODULE 5 : LE GRAND LARGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 1 | Des vacances de rêve | Holiday accommodation  With whom  Activities  Facilities  Opinions | Conditional tense | Year 8 – holidays | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  90-word task  Translation | **End of Module Assessment**  L – step 8-11  S – step 2-12  R- step 8-12  W- step 2-12 |
| Unit 2 | Les hôtels, mode d’emploi | Booking accommodation  Room location  Past descriptions – Facilities and services  Past opinions | Reflexive verbs – perfect tense  Imperfect tense | Year 7 – routine  Year 9 - imperfect |
| Unit 3 | Bon appétit | Booking a table  Table location  Choosing from the menu  Tableware  Describing a recent visit to a restaurant | En + present participle  Imperfect tense  Je n’y retournerai jamais! | Years 7+8 – food  Year 8 – eating out  Year 9 - imperfect | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Unit 4 | En route ! | Countries  Transport  Opinions + reasons  Buying tickets | Avant de + infinitive  Si + imperfect + conditional | Si + present – Years 8 & 9  Holidays – Year 8  Buying cinema tickets – Year 8 |

**Year 10 Autumn term 2**

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| **STUDIO VERT MODULE 5 : LE GRAND LARGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 5 | On négocie au souk | Buying souvenirs  Giving opinions on goods  J’aurais pu | Ce/cet/cette/ces  Celui-ci/celui-là, +f +pl  Conditional perfect (receptive) | Year 8 – shopping  year 9 – ce/cet | Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Booklet**  Role plays  Picture card  General conversation preparation | **End of Module Assessment**  L – step 8-11  S – step 2-12  R- step 8-12  W- step 2-12 |
| Skills development: listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

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| **STUDIO VERT MODULE 6 : AU COLLÈGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart | | School subjects  Timetable  Days of the week  Frequency  Opinions | The definite article  Trop de  ‘On a’ |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  Extended writing task  Translation | **End of Module Assessment**  L – step 7-9  S – step 2-12  R- step 8-11  W- step 2-12 |
| Unit 1 | Mon bahut | Describing your school  Time – 24-hour  Describing the timetable  Subjects and opinions  Je suis doué pour ça | Comparisons  Present tense – 3rd person singular | Year 7 – school  Year 8 – 24-hour time  Year 7 – present tense |  |

**Year 10 Spring Term 1**

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| **STUDIO VERT MODULE 6 : AU COLLÈGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 2 | L’école chez nous, l’école chez vous | Countries  Timetable  Uniform  Redoubler  Preferences and reasons | Present tense – 3rd person plural  Making comparisons  Inferring answers from a text  In + country | Year 7 – school and uniform  Year 8 – countries  Year 10 – countries  Year 9 - comparatives | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  Extended writing task  Translation | **End of Module Assessment**  L – step 7-9  S – step 2-12  R- step 8-11  W- step 2-12 |
| Unit 3 | Liberté, égalité, fraternité ? | School rules  Giving an opinion  Giving a reason  Agreeing and disagreeing | Il faut  Il ne faut pas  Il est interdit de  C’est / ce n’est pas important  Tu rigoles ! |  | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 10 Spring Term 2**

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| **STUDIO VERT MODULE 6 : AU COLLÈGE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 4 | Vive la scolarité | Good student behaviour  School successes  Je suis fier parce que | Imperative  Future tense  Perfect tense | Imperative – Year 9  Perfect tense – Year 8  Future tense – Year 9 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  Extended writing task  Translation | **End of Module Assessment**  L – step 7-9  S – step 2-12  R- step 8-11  W- step 2-12 |
| Unit 5 | En échange | School exchanges  Reasons and advantages | ‘On’  Using three time frames | tenses – Years 7 ,8 and 9 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 10 Summer Term 1**

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| **STUDIO ROUGE MODULE 8 : UN ŒIL SUR LE MONDE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | | What makes you tick  Ce qui (est important)  Ce que (j’aime)  Avoir besoin de  Le droit de + infinitive |  |  | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  90-word writing task  Extended writing task  Translation | **End of Module Assessment**  L – step 8-12  S – step 2-12  R- step 8-12  W- step 2-12 |
| Unit 1 | Notre planète | Environmental problems  Le plus grand problème est.. | Superlatives | Superlatives – Year 9 |

**Year 10 Summer Term 2**

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| **STUDIO ROUGE MODULE 8 : UN ŒIL SUR LE MONDE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 2 | Protéger l’environnement | ‘green’ behaviours  je pourrais  on devrait | Modal verbs in the Conditional – pouvoir, devoir  combining tenses | Conditional – Year 10 |  |  |  |
| Unit 3 | D’où vient ton tee-shirt ? | Ethical shopping | Passive voice |  |

**WORK EXPERIENCE**

Year 11 Autumn Term 1

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| **STUDIO ROUGE MODULE 8 : UN ŒIL SUR LE MONDE** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 4 | Je suis solidaire | Volunteering – tasks  Volunteering – reasons | Indirect object pronouns | Direct object pronouns (me) – Year 9 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  90-word writing task  Extended writing task  Translation | **End of Module Assessment**  L – step 8-12  S – step 2-12  R- step 8-12  W- step 2-12 |
| Unit 5 | Les grands | Big events  Advantages and disadvantages  J’estime que  Je suis persuade que |  |  | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**MOCK EXAMS**

**Year 11 Autumn Term 2**

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| **STUDIO VERT MODULE 7: BON TRAVAIL !** | | | | | | | |
| **Topic** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Point de depart 1 | | Jobs  Workplace  Work ambitions and reasons | Job nouns – m+f  Conditional | Conditional – Year 10 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  90-word writing task  Translation | **End of Module Assessment**  L – step 7-12  S – step 2-12  R- step 8-10  W- step 7-12  T - step 2-8 |
| Unit 1 | Quelle orientation t’attire ? | Career choices  Work ambitions  salary  La chose qui me plaît le plus  job disadvantages | Comparatives – meilleu/ pire que  Superlatives – le mieux/ le pire | Comparatives – Years 9 and 10  superlatives – Years 9 and 10 |
| Unit 2 | Il faut que je fasse ça ! | Future study  Future work plans  other aspirations | Avant de  Après avoir  Subjunctive (receptive) | Jobs – Year 9  Studying – Years 7 ,8 & 10  Avant de–year 9 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Unit 3 | Les langues sont un atout ! | Languages spoken  Language abilities  Language uses | Adverbs  En + present participle  Ne…aucun(e) | En + present participle – Year 10  Aucun - Year 9 |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**Year 11 Spring Term 1**

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| **STUDIO VERT MODULE 7: BON TRAVAIL !** | | | | | | | |
| **Grammar** | | **Language Content** | **Grammar** | **Prior learning** | **Assessment** | | |
| Unit 4 | Je voudrais postuler | Applying for a job  Making a telephone call  talking about your skills  past experience | Dont  Depuis + present tense  Direct object pronouns – perfect tense  Y | Depuis – Year 9  Direct object Pronouns – Year 9  Y – Year 9 | **Homework**  Active Learn online tasks  Vocab learning and testing  Grammar testing  KO – self-quizzing  Past paper questions booklet | **Assessment Booklets**  90-word writing task  Translation | **End of Module Assessment**  L – step 7-12  S – step 2-12  R- step 8-10  W- step 7-12  T - step 2-8 |
| Unit 5 | Mon boulot dans le tourisme | Talking about current job  Job satisfaction  Job disadvantages | verbs + à or de  Future tense  Si + present + future  Quand/lorsque + future | Future tense – Year 10  Si + present + future – Years 8 and 9 | **Exam Prep Booklet**  Role plays  Picture card  General conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS | | | | | | | |

**MOCK SPEAKING EXAM 2**

Year 11 Spring Term 2 exam practice – speaking exam before Easter

Year 11 Summer Term 2 exam practice - GCSE L/R/W exam just after Easter break