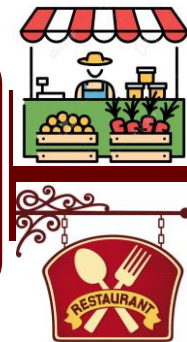


9

DESCRIBING CLOTHES AND UNIFORM
SHOPPING FOR CLOTHES AND
SOUVENIRS
DESCRIBING HOLIDAYS
DESIGNING A TOURIST BOOKLET



FOOD
SHOPPING AND MARKETS
EATING IN A RESTAURANT
HEALTHY EATING
PERFECT TENSE



REVISION OF SELF AND OTHERS
DESCRIPTIONS
SPORTS AND FREETIME
MAKING PLANS
PREPARING A PRESENTATION
REVISION OF PRESENT TENSE



7

PHONICS/PRONUNCIATION
COUNTRIES/NATIONALITIES
WHERE YOU LIVE
DESCRIBING PLACES
FESTIVALS



FAMILY AND PETS
SCHOOL
TELLING THE TIME
FOOD



MODES OF TRANSPORT
FUTURE PLANS
SPORTS AND FREETIME
WEATHER



8



Saying what I and others
do

Saying what I and others
have

Describing me and others

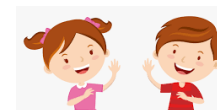
6

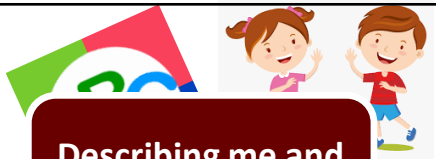



5






Describing me and
others





Saying what I and
others have

Saying what I and others do






















<p>Scheme of Learning</p>	 <p>Describing me and others</p>	 <p>Saying what I and others have</p>	 <p>Saying what I and others do</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z] Vocabulary: adjectives to describe mood today and character generally, days of the week Grammar: estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), WH-questions with dónde, cómo, qué 	<ul style="list-style-type: none"> Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z] Vocabulary: Days of the week, nouns for possessions, 'I have a present for' story Grammar: Tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué 	<ul style="list-style-type: none"> Phonics: the SSC (sound-symbol correspondences) taught this term are: [l] [ll] [ga] [go] [gu] revisit [ca] [co] [cu] [ce] Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, Grammar: -AR and -ER present tense (singular)
<p>Sequencing Statements/ Cross Curricular Learning</p>	<p>Links to Year 6 "Describing Me and Others"</p>	<ul style="list-style-type: none"> Links to Year 6 "Saying what I and Others have" 	<ul style="list-style-type: none"> Links to Year 6 "Saying what I and others do" Maths practising numbers, doing calculations with numbers in Spanish. English – Understanding verbs and infinitives
<p>Enrichment Opportunities and British Values</p>	 <p>MUTUAL RESPECT</p>		






<h2>Scheme of Learning</h2>	 <div data-bbox="461 164 835 321" style="background-color: #800000; color: white; padding: 10px; text-align: center;"> Describing me and others </div>	 <div data-bbox="1141 164 1516 321" style="background-color: #800000; color: white; padding: 10px; text-align: center;"> Saying what I and others have </div>	  <div data-bbox="1913 164 2288 321" style="background-color: #800000; color: white; padding: 10px; text-align: center;"> Saying what I and others do </div>
<h2>Knowledge</h2>	<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u], Silent Final Consonant [SFC] -t, -s, -d, Silent Final E [SFe], [an/en], open and closed [eu], [ch] [au/eau/o/ô], [on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under,</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e</p>	<ul style="list-style-type: none"> Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u], Silent Final Consonant [SFC] -t, -s, -d, Silent Final E [SFe], [an/en], open and closed [eu], [ch] [au/eau/o/ô], [on] [ou] Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story Grammar: avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où) 	<p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]</p> <p>Vocabulary: verbs and nouns to describe a range of activities,</p> <p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des)</p>
<h2>Sequencing Statements/ Cross Curricular Learning</h2>	<p>Links to Year 6 "Describing Me and Others"</p>	<ul style="list-style-type: none"> Links to Year 6 "Saying what I and Others have" 	<ul style="list-style-type: none"> Links to Year 6 "Saying what I and others do" Maths practising numbers, doing calculations with numbers in French. English – Understanding verbs and infinitives
<h2>Enrichment Opportunities and British Values</h2>	 <p>MUTUAL RESPECT</p>		

<p>Scheme of Learning</p>	 <p>Describing me and others</p>	 <p>Saying what I and others have</p>	 <p>Saying what I and others do</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z] Vocabulary: adjectives to describe mood today and character generally, days of the week Grammar: estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), WH-questions with dónde, cómo, qué 	<ul style="list-style-type: none"> Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z] Vocabulary: Days of the week, nouns for possessions, 'I have a present for' story Grammar: Tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué 	<ul style="list-style-type: none"> Recap of Year 5 "Saying what I and others do" Maths practising numbers, doing calculations with numbers in Spanish. English – Understanding verbs and infinitives
<p>Sequencing Statements/ Cross Curricular Learning</p>	<p>Recap of Year 5 "Describing Me and Others"</p>	<ul style="list-style-type: none"> Recap of Year 5 "Saying what I and Others have" 	<ul style="list-style-type: none"> Recap of Year 5 "Saying what I and others do" Maths practising numbers, doing calculations with numbers in Spanish. English – Understanding verbs and infinitives
<p>Enrichment Opportunities and British Values</p>	 <p>MUTUAL RESPECT</p>	 <p>MUTUAL RESPECT</p>	 <p>MUTUAL RESPECT</p>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>








<h2>Scheme of Learning</h2>	 <p style="text-align: center;">Describing me and others</p>	 <p style="text-align: center;">Saying what I and others have</p>	 <p style="text-align: center;">Saying what I and others do</p>
<h2>Knowledge</h2>	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or introduced this term are: Silent Final Consonant [SFC] Silent Final E [SFe], [a] [an/am/en/em], [i] [in/im] [qu], [u] [ou] [on] [au/eau/o/ô], open and closed [eu], We also revisit liaison.</p> <p>Vocabulary: greetings, adjectives to describe mood and character, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quel ? quelle ?</p> <p>Grammar: être (plural) regular plural adjective agreement (-s)</p>	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or introduced this term are: Silent Final Consonant [SFC] Silent Final E [SFe], [a] [an/am/en/em], [i] [in/im] [qu], [u] [ou] [on] [au/eau/o/ô], open and closed [eu], We also revisit liaison.</p> <p>Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quel ? quelle ?</p> <p>Grammar: avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p>	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]</p> <p>We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys</p> <p>Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular)</p>
<h2>Sequencing Statements/ Cross Curricular Learning</h2>	<p>Recap of Year 5 “Describing Me and Others”</p>	<ul style="list-style-type: none"> • Recap of Year 5 “Saying what I and Others have” • Maths practising numbers, doing calculations with numbers in French. Practising higher numbers. 	<ul style="list-style-type: none"> • Recap of Year 5 “Saying what I and others do” • English – Understanding verbs and infinitives
<h2>Enrichment Opportunities and British Values</h2>	 <p>MUTUAL RESPECT</p>	 <p>MUTUAL RESPECT</p>	 <p>MUTUAL RESPECT</p>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>

<h2>Scheme of Learning</h2>	<p>PHONICS/PRONUNCIATION COUNTRIES/NATIONALITIES WHERE YOU LIVE DESCRIBING PLACES FESTIVALS</p> 	<p>FAMILY AND PETS SCHOOL TELLING THE TIME FOOD</p> 	<p>MODES OF TRANSPORT FUTURE PLANS SPORTS AND FREETIME WEATHER</p> 
<h2>Knowledge</h2>	<ul style="list-style-type: none"> • Phonics: the SSC (sound-symbol correspondences) taught this term are: [ca] [i] [co] [cu] • Vocabulary: Countries and nationalities. Adjectives and agreements. Where I live • Grammar: singular definite articles (el, la), present tense hablar, vivir. Use of ser vs estar • Use of hay + noun to describe places • Revision of personal ID from years 5 and 6. • Writing assessment – All about me 	<ul style="list-style-type: none"> • Phonics: the SSC (sound-symbol correspondences) taught this term are: [r] [rr] [z] [co] [me] [ce] • Vocabulary: Vocabulary for pets, animals and family. Colours and vocabulary used for describing a photo. Vocabulary related to physical description. • Study of school subjects and daily routine • Food • Telling the time • Grammar: Present tense irregular verb tener, recap of hay to describe what is in a photo. • Practise of adjectival endings for people and things • Introduction to radical changing verbs - preferir. 	<ul style="list-style-type: none"> • Phonics: the SSC (sound-symbol correspondences) taught this term are: [v] [a] [ar] [er] [ir] [o] • Vocabulary: Modes of transport • Vocabulary related to opinions • Sports and free time • Grammar: Present tense of regular ar, er, ir verbs. Practise regular tense endings. Use ir to form future tenses, voy a + infinitive • The verb gustar to express likes/dislikes • Introduction to impersonal verbs.
<h2>Sequencing Statements/ Cross Curricular Learning</h2>	<p>Links to Geography /tourism</p> <p>Links to English and phonics comparison</p> <p>Careers – Working in tourism</p>	<p>Recap of KS2 work what I and others have years 5 and 6.</p> <p>Careers – Working in schools</p>	<p>Careers – Develop an understanding of other cultures and opportunities for working abroad.</p>
<h2>Enrichment Opportunities and British Values</h2>	 <p>MUTUAL RESPECT</p>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p>DEMOCRACY</p>	 <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p>DEMOCRACY</p>	 <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p>MUTUAL RESPECT</p>

<h2>Scheme of Learning</h2>	<p>PHONICS/PRONUNCIATION COUNTRIES/NATIONALITIES WHERE YOU LIVE DESCRIBING PLACES FESTIVALS</p> 	<p>FAMILY AND PETS SCHOOL TELLING THE TIME FOOD</p> 	<p>MODES OF TRANSPORT FUTURE PLANS SPORTS AND FREETIME WEATHER</p> 
<h2>Knowledge</h2>	<ul style="list-style-type: none"> • Phonics: Silent Final Consonant [SFC] Silent Final E [SFe], [a] [en/enne/ais], [i] [in/im] [qu], [u] [ou] [on] [au/eau/o/ô], open and closed [eu], • Vocabulary: Countries and nationalities. Adjectives and agreements. Where I live • Grammar: singular definite articles (le), present tense habiter/vivre. Use être • Use of il y a + noun to describe places • Revision of personal ID from years 5 and 6. • Writing assessment – All about me 	<ul style="list-style-type: none"> • Phonics: Silent Final Consonant [SFC] Silent Final E [SFe], [a] [an/am/en/em], [i] [in/im] [qu], [u] [ou] [on] [au/eau/o/ô], open and closed [eu], We also revisit liaison. Vocabulary: Vocabulary for pets, animals and family. Colours and vocabulary used for describing a photo. Vocabulary related to physical description. • Study of school subjects and daily routine • Food • Telling the time • Grammar: Present tense irregular verb avoir, recap of il y a to describe what is in a photo. • Practise of adjectival endings for people and things 	<p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] We also revisit liaison.</p> <ul style="list-style-type: none"> • Vocabulary: Modes of transport • Vocabulary related to opinions • Sports and free time • Grammar: Present tense of regular er, ir, re verbs. Practise regular tense endings. Use aller to form future tenses, je vais+ infinitive • The verb aimer to express likes/dislikes
<h2>Sequencing Statements/ Cross Curricular Learning</h2>	<p>Links to Geography /tourism</p> <p>Links to English and phonics comparison</p> <p>Careers – Working in tourism</p>	<p>Recap of KS2 work what I and others have years 5 and 6.</p> <p>Careers – Working in schools</p>	<ul style="list-style-type: none"> • Careers – Develop an understanding of other cultures and opportunities for working abroad.
<h2>Enrichment Opportunities and British Values</h2>	 <p>MUTUAL RESPECT</p>  <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p>DEMOCRACY</p>	 <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>  <p>DEMOCRACY</p>	 <p>TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</p>

<h2>Scheme of Learning</h2>	<p>REVISION OF SELF AND OTHERS DESCRIPTIONS SPORTS AND FREETIME MAKING PLANS PREPARING A PRESENTATION REVISION OF PRESENT TENSE</p> 	<p>FOOD SHOPPING AND MARKETS EATING IN A RESTAURANT HEALTHY EATING PERFECT TENSE</p> 	<p>DESCRIBING CLOTHS AND UNIFORMS SHOPPING FOR CLOTHES AND SOUVENIRS DESCRIBING HOLIDAYS DESIGNING A TOURIST BOOKLET</p> 
<h2>Knowledge</h2>	<ul style="list-style-type: none"> • Phonics: the SSC (sound-symbol correspondences) taught this term are: [u] [i] [é] revisit [ci] [ce] [cu], [o] [a] [e] • Vocabulary: Revision of personal ID • Sports and freetime • Food, healthy eating • Ordering food • Writing assessment – healthy eating • Grammar: Revision of estar vs ser • Revision of irregular verb hacer • Jugar/radical changing verbs • Revision of comer and use of 3 tenses 	<ul style="list-style-type: none"> • Phonics: the SSC (sound-symbol correspondences) taught this term are: ll] [v] [me] revisit [ci] [ce] [cu] • Vocabulary: verbs and nouns to describe places • Vocabulary used to describe regions and countries • Descriptions of things in the past • Description of a past holiday • Grammar: use of hay to describe places • Use of estar and set in imperfect tense • Use of hacer for weather • Use of preterite to describe past holidays/actions 	<ul style="list-style-type: none"> • Phonics: the SSC (sound-symbol correspondences) taught this term are: lm] [g] [me] revisit [ci] [ce] [cu] • Vocabulary: Clothes vocabulary • Shopping vocabulary • Vocabulary for describing clothes • Shopping dialogues • Grammar: Grammar: Present tense of regular ar, er, ir verbs. Practise regular tense endings. Me gusta + plural form. • Introduction to superlatives
<h2>Sequencing Statements/ Cross Curricular Learning</h2>	<p>Recap of using past, present and future. Recap of Year 5/6/7 work on description of self.</p> <p>Careers – Working in hospitality</p> <p>Links to healthy living</p>	<ul style="list-style-type: none"> • Recap of past tenses seen in year 7 • Careers – Working in the fashion industry 	<ul style="list-style-type: none"> • Recap of expressing opinions from years 5, 6, 7 • Careers – Working in the fashion industry
<h2>Enrichment Opportunities and British Values</h2>		 <p>MUTUAL RESPECT INDIVIDUAL LIBERTY</p>	<p>Trip to France/Spain</p>  <p>MUTUAL RESPECT INDIVIDUAL LIBERTY</p>

Year 8 French

<h2>Scheme of Learning</h2>	<p>REVISION OF SELF AND OTHERS DESCRIPTIONS SPORTS AND FREETIME MAKING PLANS PREPARING A PRESENTATION REVISION OF PRESENT TENSE NEAR FUTURE TENSE</p> 	<p>FOOD SHOPPING AND MARKETS EATING IN A RESTAURANT HEALTHY EATING PERFECT TENSE</p> 	<p>DESCRIBING CLOTHS AND UNIFORM SHOPPING FOR CLOTHES AND SOUVENIRS DESCRIBING HOLIDAYS DESIGNING A TOURIST BOOKLET</p> 
<h2>Knowledge</h2>	<ul style="list-style-type: none"> Phonics: the SSC (sound-symbol correspondences) taught this term are: [ai] [oi] [é] [er] [ir] [re] Vocabulary: verbs and nouns to describe planets, revision of higher numbers, express opinions, manger, boire, faire foods and healthy living, daily routine Grammar: singular definite articles (le, la), present tense manger, boire, irregular verb faire. Past tense forms. Reflexive verbs, future tense using aller + simple future 	<ul style="list-style-type: none"> Phonics: the SSC (sound-symbol correspondences) taught this term are: [e] [me] [é] [i] [u] Vocabulary: verbs and nouns to describe clothes, colours and materials, work clothes, costumes, express opinions, fashion and brands, daily routine + times Grammar: singular indefinite articles (un, unae, des), present tense porter, 1st and 3rd person verbs, reflexive verbs, adjectival agreements, revision of past and future tense 	<ul style="list-style-type: none"> Phonics: the SSC (sound-symbol correspondences) taught this term are: [silent e] [s] [s+liaison] revisit [er] [ir] [re] Vocabulary: Technology telephones, computers. Film and television. Opinion verbs penser, aimer, croire, détester. Revision of key regular and irregular verbs Grammar: Present tense of regular er, ir, re verbs. Practise regular tense endings. Like/dislike verbs + definite article /infinitive.
<h2>Sequencing Statements/ Cross Curricular Learning</h2>	<p>Recap of using past, present and future. Recap of Year 7 work on Olympics and healthy eating. Careers – Working in Science and Technology</p>	<ul style="list-style-type: none"> Recap of present tense from years 5, 6, 7. Recap of adjectival endings. Recap of KS2 work on numbers. Careers – Working in the fashion industry 	<ul style="list-style-type: none"> Recap of expressing opinions from years 5, 6, 7 Links to Year 7 and 8 Computing Online Safety Careers – Working in technology, social media firms and the film industry
<h2>Enrichment Opportunities and British Values</h2>		  <p>MUTUAL RESPECT INDIVIDUAL LIBERTY</p>	<p>Trip to France/Spain</p>   <p>MUTUAL RESPECT INDIVIDUAL LIBERTY</p>



MUTUAL RESPECT



**INDIVIDUAL
LIBERTY**



DEMOCRACY



THE RULE OF LAW



**TOLERANCE
OF THOSE WITH DIFFERENT
FAITHS AND BELIEFS**