| **Our Lady Queen of Peace**Catholic Engineering College | Curriculum Overview |
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| **Year 10 French** |
| **Knowledge & Understanding** | **Subject Specific Literacy Development** | **Cultural Capital / Enrichment Opportunities** |
| **Composites Skill Development** **(Bigger Picture)** | **Components / Grammar** **(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Key Phonics** | **Key Vocabulary** |
| **Module 1: Tu as du temps à perdre?** | Speaking: To speak with increasingly more accurate and comprehensible language for a range of purposes within formal and informal contexts. To apply an understanding of sound symbol correspondences for clear pronunciation. To ask and answer questions and use an increasingly wider range of vocabulary and grammatical structures with reference to past, present and future events. Reading: To understand a range of written French across formal and informal contexts in order to identify and respond to key points, details and opinions. To recognise the relationship between past, present and future events whilst inferring meaning. Listening: To understand a range of Spoken French across formal and informal contexts in order to identify and respond to key points, details and opinions. To recognise the relationship between past, present and future events whilst inferring meaning. To recognise sound symbol correspondences to undertake a short dictation in the target language. Writing: To communicate effectively and with accuracy through writing in French for a variety of purposes in both formal and informal contexts. To produce clear and coherent texts of varying length to express ideas and opinions including a variety of vocabulary and grammatical structures to describe, narrate and explain with reference to past, present and future events, Translating: French – English/ English – French  | Opinion verbsDefinite artle + nounInfinitive verbs Present tense verbsTime Phrases C’est + adjective Qualifiers Irregular verbs – aller, avoir, etre, faire (present tense) On to mean we Sport + au/ a la  Aller + place Négatives – ne…pas, ne…rien, ne…jamais Quesiton word – est-ce que Quel / quelle/ quels/ quelles Des / de Near future Telling the time Perfect tense Négatives in the perfect tense C’est/ c’etait/ il y a / avait Past tense opinions – c’était Sequencers | Adjectival agreement Present tense Future Tense Past Tense Opinions  | The letter é Final consonants -n, -s, -t and -x are usually silentLiaison before a vowel Pronouncing *Est-ce que …?* / *Qu’est-ce que …?*Watching out for silent final ‘e’ and silent final consonants such as –*s*, -*t* and –*x* (e.g. *chose*, *jeux*); silent verb endings –*e*, -*es* and -*ent* *qu* pronounced as ‘k’ (quand, que, qui, quel)*c* pronounced as ‘k’ in front of letters *a*, *o*, *u* (*combien*, *comme*)Pronouncing *é*, *er*, *ez* correctly (*mangé*, *manger*, *mangez*) | Sports and free time vocabulary Adjectives Social media and technology  | Sporting events in Francophone countriesFrench sports stars Free time activities for French teenagers  |
| **Module 2: Mon Clan, mon tribu** | Speaking: To speak with increasingly more accurate and comprehensible language for a range of purposes within formal and informal contexts. To apply an understanding of sound symbol correspondences for clear pronunciation. To ask and answer questions and use an increasingly wider range of vocabulary and grammatical structures with reference to past, present and future events. Reading: To understand a range of written French across formal and informal contexts in order to identify and respond to key points, details and opinions. To recognise the relationship between past, present and future events whilst inferring meaning. Listening: To understand a range of Spoken French across formal and informal contexts in order to identify and respond to key points, details and opinions. To recognise the relationship between past, present and future events whilst inferring meaning. To recognise sound symbol correspondences to undertake a short dictation in the target language. Writing: To communicate effectively and with accuracy through writing in French for a variety of purposes in both formal and informal contexts. To produce clear and coherent texts of varying length to express ideas and opinions including a variety of vocabulary and grammatical structures to describe, narrate and explain with reference to past, present and future events, Translating: French – English/ English – French  | Possessive adjectives -mon, ma, mes, ton ta, tes, son, sa, ses Emphatic Pronouns – pour, avec, a, sans Non binary pronoun/ adjective agreement – ielReflexive verbs – present tense On / nous – we Sequencers Connectives adjectival agreeement Qualifiers and intensifiers Position of adjectives Present tense Direct object pronouns 3 tense combination Irregular past participles Adverb formation -ment | Present tense Past tense Future tense Possessive adjectives Infinitives Opinions  | *è* / *aî* / *ai* / *ê* (*père*, *j’aime*, *vêtements*)*œu* / open *eu* (*sœur*, *heure*)*ch* pronounced as ‘sh’ (*cheveux*, *châtains*, *chose*)Silent *-ent* at end of plural verbs; sounding*-ment* at end of adverbsPronouncing consonant before final ‘e’ in feminine adjectives ending in -*t*, -*d* (e.g. amusante)*ment* pronounced at the end of adverbs;-*ent* silent at the end of verbs;usually silent final consonants such as -*s*, -*t*, -*x*, -*p* and -*d* | Family Physical features Personality adjectives Social MediaTechnology Friendships and Relationships Problems and advice | Multilingual francophone countries |
| **Module 3: Ma via scolaire** | Speaking: To speak with increasingly more accurate and comprehensible language for a range of purposes within formal and informal contexts. To apply an understanding of sound symbol correspondences for clear pronunciation. To ask and answer questions and use an increasingly wider range of vocabulary and grammatical structures with reference to past, present and future events. Reading: To understand a range of written French across formal and informal contexts in order to identify and respond to key points, details and opinions. To recognise the relationship between past, present and future events whilst inferring meaning. Listening: To understand a range of Spoken French across formal and informal contexts in order to identify and respond to key points, details and opinions. To recognise the relationship between past, present and future events whilst inferring meaning. To recognise sound symbol correspondences to undertake a short dictation in the target language. Writing: To communicate effectively and with accuracy through writing in French for a variety of purposes in both formal and informal contexts. To produce clear and coherent texts of varying length to express ideas and opinions including a variety of vocabulary and grammatical structures to describe, narrate and explain with reference to past, present and future events, Translating: French – English/ English – French  | Definite articles -ieme endings for ordinal numbers Comparisons – plus/ moins + adjective + que Justifying opinions with reasons Il faut + infiitive Il est + adjective + de + infintive Irregular past particples Négatives in the perfect tense Superlatives – le/la/les plus/ moins + adjective / meilleir/ pireImperfect tense Indirect object pronouns me/m’Asking and answering questions 3 tense combination Negative phrases  | Present tense Past tense Future tense Possessive adjectives Infinitives Opinions Negative  | Pronouncing *oi* (*devoirs*, *histoire*, *trois fois*)Pronouncing *oy* (*incroyable*)-*s*- between vowels in the middle of a word is pronounced as ‘z’ (*fai****s****ais*, *maison*)*ien* (e.g. *bien*, *rien*, *italien*) | Clothing ColoursSchool facilities School subjects Extracurricular clubs School studies Ideal school Teachers A school trip  | Differences between the French schooling system and the British schooling system  |
| **Module 4: En Pleine Forme** | Speaking: To speak with increasingly more accurate and comprehensible language for a range of purposes within formal and informal contexts. To apply an understanding of sound symbol correspondences for clear pronunciation. To ask and answer questions and use an increasingly wider range of vocabulary and grammatical structures with reference to past, present and future events. Reading: To understand a range of written French across formal and informal contexts in order to identify and respond to key points, details and opinions. To recognise the relationship between past, present and future events whilst inferring meaning. Listening: To understand a range of Spoken French across formal and informal contexts in order to identify and respond to key points, details and opinions. To recognise the relationship between past, present and future events whilst inferring meaning. To recognise sound symbol correspondences to undertake a short dictation in the target language. Writing: To communicate effectively and with accuracy through writing in French for a variety of purposes in both formal and informal contexts. To produce clear and coherent texts of varying length to express ideas and opinions including a variety of vocabulary and grammatical structures to describe, narrate and explain with reference to past, present and future events, Translating: French – English/ English – French  | Vous – imperative Partitive articles – du, de la, de l’, des, de/d’ En + present tense verbs Tu form imperative including negative formModal verbs + infinitive (devoir, pouvoir, vouloir) Negative modal verb à + definite article Avoir mal Present tense reflexive verbs Simple future Complex sentence structures – pour / afin de / au lieu de / avant de + infinitive 3 tenses | Present tense Past tense Future tense Reflexive verbs Possessive adjectives Negatives   | Nasal sounds:en, an, em, amain, in, aim, im-*eu* | Nationality Regional dishes Healthy lifestyle Illnesses Injuries Body parts  | Food and drink in Francophone countries Healthy lifestyles French speaking countries |
| **Module 5: Numéro vacances** | Speaking: To speak with increasingly more accurate and comprehensible language for a range of purposes within formal and informal contexts. To apply an understanding of sound symbol correspondences for clear pronunciation. To ask and answer questions and use an increasingly wider range of vocabulary and grammatical structures with reference to past, present and future events. Reading: To understand a range of written French across formal and informal contexts in order to identify and respond to key points, details and opinions. To recognise the relationship between past, present and future events whilst inferring meaning. Listening: To understand a range of Spoken French across formal and informal contexts in order to identify and respond to key points, details and opinions. To recognise the relationship between past, present and future events whilst inferring meaning. To recognise sound symbol correspondences to undertake a short dictation in the target language. Writing: To communicate effectively and with accuracy through writing in French for a variety of purposes in both formal and informal contexts. To produce clear and coherent texts of varying length to express ideas and opinions including a variety of vocabulary and grammatical structures to describe, narrate and explain with reference to past, present and future events, Translating: French – English/ English – French  | Conditional tense Reflexive pronounsGiving advice – il vaut la peine de / il vaut mieuxQuestions Relative pronouns – qui, que In + country Modal verbs (perfect tense) In - à, au, en, dans Positive and negative opinions Si clauses + present and future Ne…pas encore + perfect tense 3 tenses | Adjectival agreement Present tensePast tense Future tense Modal verbs Word order Plural nouns  | *au*/*eau*/closed *o*/*ô**h* *gn**on*, *om**un**en*, *an*, *em*, *am* | HolidaystransportFrancophone countries Accommodation Activities Places of interest   | Differences between the Spanish and British school system  |

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| **Key Assessments** |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored and students receive feedback?** |
| Module 1 | Key Piece 1 | Translations into English (10 marks)  | To assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required. Across the year pupils will be assessed in the four skills of reading, writing, speaking and listening in line with national curriculum aims to increase proficiency at which students can read, write, speak and listen with accuracy in Spanish.  | Results will be stored on SIMS.Pupils will receive live feedback from their class teacher.Pupils and parents will receive progress reports via Parent Mail at various points throughout the academic year. |
| Key Piece 2 | Writing – FT Q2 (14 marks)  |
| EOM Assessment | Reading (50 marks) and Writing (50 marks)  |
| Module 2 | Key Piece 3 | Listening – Dictation (10 marks)  |
| Key Piece 4 | Writing – FT Q3 / HT Q1 (18 marks)  |
| EOM Assessment | Listening (50 marks) and Speaking (50 marks)  |
| Module 3 | Key Piece 5 | Translations into Spanish (10 marks)  |
| Key Piece 6 | Speaking – Picture card description (12 marks)  |
| EOM Assessment | Listening (50 marks) and Writing (50 marks)  |
| Module 4  | Key Piece 7 | Speaking - Read aloud (12 marks)  |
| Key Piece 8 | Listening – Dictation (10 marks)  |
| EOM Assessment | Reading and Speaking |
| Module 5 | Key Piece 9 | Speaking – Roleplay (10 marks)  |
| Key Piece 10 | Writing – FT Q3 (18 marks) / HT Q2 (22 marks)  |
| HT6  | EOY Assessment | Reading Mock Paper (50 marks)  |
| EOY Assessment | Writing Mock Paper (50 marks)  |
|  | Listening Mock Paper (50 marks)  |  |  |
|  | Speaking Mock Paper (50 marks)  |  |  |