| **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 verbs  Definite artle + noun  Infinitive verbs  Present tense verbs  Time 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 silent  Liaison 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 countries  French 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 – iel  Reflexive 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 adverbs  Pronouncing 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 Media  Technology  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/ pire  Imperfect 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  Colours  School 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 form  Modal 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, am  ain, 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 pronouns  Giving advice – il vaut la peine de / il vaut mieux  Questions  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 tense  Past tense  Future tense  Modal verbs  Word order  Plural nouns | *au*/*eau*/closed *o*/*ô*  *h*  *gn*  *on*, *om*  *un*  *en*, *an*, *em*, *am* | Holidays  transport  Francophone 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) |  |  |