



Long Term Plan – French (from January 2024)

Year 7

	Autumn Term	Spring Term	Summer Term
Big ideas and purpose	<p>Me, Family & Friends</p> <ul style="list-style-type: none"> To support pupils coming from primary schools who may never have studied French and need a basic introduction. To allow pupils to begin to build their knowledge and be able to communicate about themselves in the target language. To ensure pupils become familiar with basic yet high frequency verb formations. To learn basic classroom vocabulary, allowing students to speak in target language from an early stage, and understand basic instructions from the teacher. 	<p>School & World of Work</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To exchange basic information on the themes of school and work, which are topics containing many cognates making them ideal topics for new learners. To learn about a topic that all pupils have in common in starting a new school 	<p>Ratatouille – studying a film</p> <ul style="list-style-type: none"> To develop pupils cultural understanding of Paris. To address stereotypes. To allow opportunities to develop areas such as friendship, characteristics, opinions & adjectives. To give the opportunity to expose pupils to an authentic film.
Programme of study	Basic greetings, numbers, alphabet, countries, nationalities, school equipment, colours, physical descriptions, characteristics, family members, pets & friendships	School subjects, opinions and justifications, 24hour clock, school uniform, part time jobs, qualities needed for different jobs, jobs of family members, aspirational jobs.	Friendships, relationships, physical descriptions, characteristics, opinions, comparatives, adjectives & adjectival agreement. Paris.
Assessment	Knowledge task (recalling key vocabulary, sentences). Pop Task (Proof of progress) – Speaking & Writing End of unit assessment – Listening, Reading & Writing.	Knowledge task (recalling key vocabulary, sentences). Pop Task (Proof of progress) – Reading & Listening End of unit assessment – Speaking & Writing	Knowledge task (recalling key vocabulary, sentences). Pop Task (Proof of progress) – Reading & Listening End of unit assessment – Listening, reading, writing & speaking

<p>Key skills & Grammar</p>	<p>At the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Understand basic classroom commands. • Greet and take leave of someone. • Give and request simple personal information. • Ask for and give spellings. • Say the alphabet in French. • Begin to identify the phonics... <p>a / é-er-es-ez-et / an-am-en-em / oi / o / gn</p> <ul style="list-style-type: none"> • Recognise and count numbers 1-31. • Identify and ask for items in the classroom, using correct indefinite article and various positive / negative phrases. • Give a short presentation about themselves, joining sentences together with connectives. • Be able to state country they live in and their nationality. • Understand physical and character descriptions of self and others. • Be able to speak and write about family, friends and pets. • Understand and respond to descriptions of family members <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Present Tense for some irregular verbs – avoir /être. • Classroom instructions and request for permission. • Question words. • Indefinite articles. • Pronunciation rules. • Plurals. • First and third person singular and third person plural of regular verbs • possessive adjectives • Key irregular verbs relating to this topic • definite article • agreement of adjectives • intensifiers 	<ul style="list-style-type: none"> • Begin to identify the phonics... eu-oe-oeu / e / i-y • Exchange information about how to get to school, school timetable, using days of the week and times. • Express likes / dislikes with regard to school subjects and give simple reasons why. • Understand others speaking / writing about their preferences. • Be able to tell the time and say at what time they have lessons. • Understand written / spoken descriptions of the school. • Increase knowledge of classroom commands. • Further develop reading skills. • Exchange information about school uniform. • Exchange information about travel to place of work: times, means of transport, duration of journey. • Exchange information about weekend jobs. • Exchange information / opinions about advantages and disadvantages of different jobs; wages, conditions, prospects • Exchange information about aspirational jobs. <p>GRAMMAR:</p> <ul style="list-style-type: none"> • expressing likes, dislikes and preferences • key regular irregular present tense verbs in this topic • adverbs of frequency • asking questions • Immediate future. • Conditional tense – preference verbs. 	<ul style="list-style-type: none"> • Immerse themselves into the film which will form the basis of the topic. • Express their opinions about the film along with the justifications. • Describe physically and characteristics of characters using 3rd person (il/elle). • Exchange information about comparing characters. • Have the opportunity to learn about Paris as a city. • Accurately form adjectival agreements. • Use a variety of verbs to write a film review of Ratatouille. • Address any misconceptions around stereotypes and the importance of tolerance. <p>GRAMMAR:</p>
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	<ul style="list-style-type: none"> numbers 1-100 	<ul style="list-style-type: none"> Key verbs using the present tense to refer to the future time frame (e.g. I intend to +infinitive) 	
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Year 8

	Autumn Term	Spring Term	Summer Term
Big ideas and purpose	<p>Free Time & Leisure</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To build on the topics in year 7. To allow opportunities to further retrieve and manipulate key grammatical structures from year 7. To enable pupils to express opinions about their own personal interests and hobbies. To retrieve the conditional mood (from aspirational jobs) in year 7. To learn key verbs to talk about free time in the perfect tense. Free time is an ideal topic to introduce three time frames and get pupils confident in using them. 	<p>House & Town</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To enable pupils to exchange information about their home and local area. This develops and extends from the Y7 topics i.e. description and giving personal information. To introduce comparatives which are useful to add detail and complexity to their writing and speaking. 	<p>Food, Drink, Restaurant & Health</p> <ul style="list-style-type: none"> To support pupils to build on their knowledge and be able to communicate about themselves in the target language. To allow pupils to revisit and learn new key grammatical skills. To enable pupils to exchange information about food, drink and health. To further manipulate 3 time frames to discuss eating habits. To say what you should do to be healthy. This topic is incredibly relevant in terms of content because health and wellbeing are high on our school and the national agenda.
Programme of study	TV Programmes, Films, Sport, Music, saying how often you do something, making arrangements to go out with friends, saying what you will wear, saying what you did last weekend and who with and describing plans for next weekend and who with.	Types of housing, description of own house, description of bedroom, dream house, cardinal points & saying where town is situated, describing town, saying what you can do there, talking about the weather & seasons, asking for & giving directions, saying where you'd like to live in the future.	Food and drink, preferences of food and drink, giving 3 rd person opinions, going to a restaurant, booking a table, ordering food, health (eating, smoking, alcohol, drugs), body parts, illness
Assessment	Knowledge task (recalling key vocabulary, sentences). Pop Task (Proof of progress) – Speaking & Writing End of unit assessment – Listening, Reading & Writing.	Knowledge task (recalling key vocabulary, sentences). Pop Task (Proof of progress) – Speaking & Writing	Knowledge task (recalling key vocabulary, sentences). Pop Task (Proof of progress) – Reading & Listening

		End of unit assessment – Listening, Reading & Writing.	End of unit assessment – Listening, reading, writing & speaking
<p>Key skills & Grammar</p>	<p>At the end of this theme, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics... ll / t / c-k-q-qu / e g-j / on-om / an-am-en-em / é-er-es-ez-et Exchange information about genres of TV programmes, what they watch on TV and their preferences. Give information about a range of sports and when to use the verbs jouer and faire correctly. Build an awareness of the French music scene and express and justify opinions about artists and songs. Make arrangements to go out with friends including asking questions, saying what time you will meet and where you'll meet. Exchange information about what you will wear to go out. Learn key verbs in the perfect tense to describe a recent free time activity. <p>GRAMMAR:</p> <ul style="list-style-type: none"> Opinions Conditional mood J'ai fait, j'ai joué, J'ai regardé, je suis allé(e), j'ai écouté and c'était. Asking questions. Prepositions. Verb 'porter' Interesting adjectives 	<p>At the end of this theme, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics... a / é-er-es-ez-et / an-am-en-em / oi / o / gn Exchange information about different houses Describe rooms – particularly the bedroom. Learn the present tense for regular verbs. Describe where things are in the house. Ask and say where things are. Describe a town or city. Say what you can do in a town Describe the weather during various seasons. Say where you'd like to live in the future. <p>GRAMMAR:</p> <ul style="list-style-type: none"> Opinions Irregular verbs key to this topic. Prepositions. Question words. Infinitive phrases Comparatives Conditional Tense of preference words Immediate future. Conditional. 	<p>At the end of this theme, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the phonics... Exchange information about what they like to eat and drink and why. Exchange information about what family members think about certain foods. Confidently book a table in a restaurant. Read and understand an authentic menu. Confidently order food in a restaurant. Exchange information about the dangers of smoking, alcohol and drugs. Exchange information about what you should do to lead a healthy lifestyle. Learn body parts. Exchange information about what hurts and further illness. <p>GRAMMAR:</p>

	Autumn Term	Spring Term	Summer Term
Big ideas and purpose	<p>The Francophone World</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To develop understanding of the Francophone world. To encourage and develop understanding and tolerance of French culture, festivals and lifestyle. This theme is ideal for giving pupils an experience of how useful speaking French can be and how they can culturally develop their knowledge and understanding. 	<p>Travel & Tourism</p> <ul style="list-style-type: none"> To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language. To ensure each topic builds on the previous. To allow opportunities to revisit key grammatical structures and skills. To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent transition topic as pupils start to develop linguistic range at a higher level than Y7 and Y8 through familiar vocabulary and language in a new context. To secure and master the present tense before consolidating past and future tenses. 	<p>Le petit nicolas</p>
Programme of study	Festivals and customs, French music, French cinema, French art, French comics, Francophone countries.	<p>Places in station – vocab and consolidation of prepositions; reading train timetables – 24 hr. Clock; buying tickets; asking for travel information.</p> <p>Preferences with regard to holidays – holiday destinations; time of year (seasons); revision and amplification of countries; revision of transport and reasons for preference; weather phrases and forecasts; holiday activities vocab. Holiday vocabulary and structures in past and future tenses.</p>	
Assessment	<p>Knowledge task (recalling key vocabulary, sentences). Pop Task (Proof of progress) – Speaking & Writing End of unit assessment – Listening, Reading & Writing.</p>	<p>Knowledge task (recalling key vocabulary, sentences). Pop Task (Proof of progress) – Speaking & Writing End of unit assessment – Listening, Reading & Writing.</p>	

<p>Key skills</p>	<p>By the end of this unit, pupils will be able to:</p>	<p>At the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> • Identify the phonics... g-j / on-om / an-am-en-em / é-er-es-ez-et • To exchange information about preferences with regard to holiday, a past holiday and future hopes: <ul style="list-style-type: none"> • Where • Who with • How long • Time of year (seasons) • Mode of transport & reasons for preference • Factors important / not important • Preferred activities while on holiday • To exchange information about the weather <ul style="list-style-type: none"> • To ask for and give opinions about means of transport & directions • To revise and expand knowledge of names of countries • To revise ways of expressing opinions and preferences • Understanding and talking about places of interest in a town • Exchanging opinions about towns / places of interest <p>GRAMMAR:</p> <ul style="list-style-type: none"> • Conditional of impersonal verbs • Revision of question words. • Imperatives • Comparatives • Past tenses • Immediate future • Weather expressions 	
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