

Year group	HT1	HT2	HT3
8(KS3)	<p><b>Les vacances</b></p> <ul style="list-style-type: none"> <li>• Usual and preferred holidays</li> <li>• Items you take on holiday</li> <li>• Your ideal holiday</li> <li>• Describe a past holiday, where you went and what you did</li> <li>• What you did yesterday</li> </ul> <p><b>Grammar:</b> Present tense of choisir and finir Present tense of prendre Near future (je vais prendre) Je voudrais/j'aimerais + infinitive How to say 'in' + countries/cities: en, au, aux, à Perfect tense with avoir and être Perfect tense of aller C'était</p> <p><b>SKILLS/STRATEGIES</b> Use a bilingual dictionary Work out grammar patterns Use time expressions as clues to identify tenses Combine three tenses</p> <p><b>PRONUNCIATION</b> Liaison after s</p> <p><b>CULTURE</b> Tourist destinations</p> <p><b>Key piece/assessment:</b> Speaking – Les vacances- Role Play scenario</p> <p><b>Literacy foci:</b> Reading <b>Careers:</b> Tourist industry</p> <p><b>Enrichment opportunities:</b> Drama sketches to illustrate learning; Virtual trip to Paris and/or other areas of France inc. Parc Asterix</p> <p>European Languages Week External speakers Cinema Rewards Evening</p>	<p><b>Bouger, c'est important !</b></p> <ul style="list-style-type: none"> <li>• Sports you do, and winter/summer sports</li> <li>• Other leisure activities and active holidays</li> <li>• Name parts of the body and talk about sports injuries</li> <li>• Sports personalities and sports events</li> <li>• Talk about healthy eating and healthy lifestyles</li> </ul> <p><b>Grammar:</b> • Jouer au/à la/aux + ball games; faire du/de la/de l' + other sports Depuis + present tense Je voudrais/j'aimerais + infinitive Perfect tense of aller Pouvoir + infinitive J'ai mal au/à la/à l'/aux ... Expressions of quantity</p> <p><b>SKILLS/STRATEGIES</b> Check written work Remember grammar rules Give detailed answers to questions Use different tenses together</p> <p><b>PRONUNCIATION</b> Vowel sounds Distinguishing between the present tense and the perfect</p> <p><b>CULTURE</b> Centres aérés and colonies de vacances in France A French junior tennis champion <b>Key piece/assessment: Bouger, c'est important !</b> Reading and translation tasks about sport into English.</p> <p><b>Literacy foci:</b> Speaking</p> <p><b>Careers:</b> Sport, Leisure industry, Physio, Personal Trainer, Jobs in the food/nutrition industry</p> <p><b>Enrichment opportunities:</b> Students write a blog about healthy living- Cook a healthy dish (High 5 opportunity)</p> <p>MMU trip/ speaker in to deliver importance of studying a MFL</p> <p>Trip to Bistro Pierre or other French Restaurant</p> <p>Rewards</p>	<p><b>Le monde des médias</b></p> <ul style="list-style-type: none"> <li>• Talk about types of television programmes</li> <li>• Talk about musical genres and express detailed opinions of music</li> <li>• Talk about film genres and review a film</li> <li>• Talk about reading preferences</li> <li>• Talk about technology</li> <li>• Understand and use the language of advertising</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Direct object pronouns: le, la, les</li> <li>• Faire + infinitive and rendre + adjective</li> <li>• Ce que</li> <li>• Opinions using the perfect and imperfect tenses</li> <li>• 'Verb + infinitive' structures</li> <li>• Impersonal structures</li> </ul> <p><b>SKILLS/STRATEGIES</b> Reading strategies Listening and writing strategies Translation strategies Identify, express and justify opinions Apply knowledge of phonics Recognise persuasive and informative language</p> <p><b>PRONUNCIATION</b> Phonics qu</p> <p><b>CULTURE</b> TV, music, films and books from French-speaking countries French poetry Experiences and perspectives of French teenagers</p> <p><b>Key piece/assessment:</b> Speaking- Pair work, General Conversation – <b>Le monde des médias</b></p> <p><b>Literacy foci:</b> Reading <b>Careers:</b> World of Film, Acting and Photography! Working in Technology</p> <p><b>Enrichment opportunities:</b> Exploiting films and film reviews. (High 5 Task) Cross curricular with Drama Log their Internet usage for a week, including how long they spent on various websites and social media sites, what they were doing, and the ways in which they use their gadgets. (High 5 Task)</p>

## **Key stage 3 – National curriculum**

### **Grammar and vocabulary**

- GV1 Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- 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 grammar, spelling and punctuation.

### **Linguistic competence**

- 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 conversations, 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 sources, 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, and translate short written text accurately into the foreign language.