

Year group	Term 1	Term 2	Term 3
9 (KS3)	<p>Rendez-vous,</p> <ul style="list-style-type: none"> Organise a party Suggest activities and make excuses Talk about a festival or special event that you've been to Communicate with people in formal situations Talk about traditions and festivals <p>Grammar:</p> <ul style="list-style-type: none"> Near future Conditional: <i>on pourrait</i> + infinitive Perfect tense with <i>être</i> Imperfect tense <i>Vous</i> form (present tense) Use past and present tenses <p>SKILLS/STRATEGIES</p> <p>Strategies to improve speaking Cultural awareness strategies Evaluate your own and others' performance Conversation skills Formal and informal language</p> <p>PRONUNCIATION</p> <p>The perfect tense and the imperfect</p> <p>CULTURE</p> <p>French festivals, celebrations and special events Key piece/assessment: Listening and Transcription Test – Rendez-vous Literacy foci: Writing Careers: Events Manager Enrichment opportunities: Compose a letter to the Prime Minister or their local MP, asking Parliament to consider the creation of an extra Bank Holiday (High 5 Task)</p> <p>Cinema Rewards Evening</p>	<p>Un métier, un rêve!,</p> <ul style="list-style-type: none"> Talk about jobs and the qualities needed for certain jobs Talk about ideal jobs Talk about ambitions Talk about part-time jobs Talk about success and failure <p>Grammar:</p> <ul style="list-style-type: none"> Masculine and feminine forms of jobs Imperfect tense and the conditional (revision) Use different tenses together <i>Si</i> clauses + imperfect tense and conditional (revision) <i>Quand</i> with different tenses <p>SKILLS/STRATEGIES</p> <p>Super Strategies Translation strategies Motivation strategies Ask and answer questions Improve speaking and writing Combine tenses to improve speaking and writing PRONUNCIATION Tongue-twisters</p> <p>CULTURE</p> <p>French charitable organisations Key piece/assessment: Speaking, Role Play, general conversation tasks on jobs and qualities needed. Jobs/Careers Literacy foci: Reading Careers: Talking about part-time jobs, Future Career prospects & ambitions Enrichment opportunities: Students search online for a poem, recipe or short text to translate. (High 5 task)</p> <p>Onatti Theatre Company</p> <p>MMu trip/ speaker in to deliver importance of studying a MFL</p>	<p>Être ado, c'est quoi?</p> <ul style="list-style-type: none"> Discuss relationships with parents Talk about pocket money and what you do to help at home Talk about the pressures faced by teenagers and understand advice Discuss what life used to be like for teenagers Describe the life of homeless children <p>Grammar:</p> <ul style="list-style-type: none"> Pronouns <i>me, te</i> and <i>se</i> in positive and negative sentences Modal verbs: <i>devoir, pouvoir</i> and <i>vouloir</i> <i>Tu</i> form of the imperative Imperfect tense Present and imperfect tenses (revision) <p>SKILLS/STRATEGIES</p> <p>Listening strategies Cultural awareness strategies Express opinions with confidence Agree and disagree Ask and answer questions Understand longer reading passages</p> <p>PRONUNCIATION</p> <p>Silent verb endings</p> <p>CULTURE</p> <p>Experiences, perspectives and concerns of French teenagers Key piece/assessment: Writing Test 40/90 words – 'ma vie d'ado'. Literacy foci: Listening Careers: Social worker, jobs in care Enrichment opportunities: Students to create a radio programme: Les problèmes des jeunes. Listen to French Music/Radio. (High 5 Task)</p> <p>Trip to Bistro Pierre or other French Restaurant Rewards</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.