



French



KEVI HWGA Curriculum Map

Curriculum Purpose:

Context	Beyond KEVI HWGA:	<p>The study of French can lead to further education through degree and other courses. Many further education establishments offer courses in language related subjects such as Linguistics and European Studies. French can lead to a variety of career opportunities in the following fields: Hospitality and Tourism(tour guide, museum curator), Publishing and Media(journalist, writer), Education(languages teacher, university lecturer), Civil Service(translator, interpreter), Law(barrister, magistrate), Advertising and Marketing(copywriter, researcher).</p> <p>Furthermore, studying a language gives students the opportunity to learn and develop key transferable and employability skills which will support them in their further education and career.</p>
	KS4	<p>Students at KS4 will further develop their confidence in communicating effectively in French using the speaking, listening, reading and writing skills that they began developing at KS3. They will work within the following contexts: Identity and Culture, including family, friends, technology and festivals; Local, National, International and Global Areas of Interest, including home, social issues and travel; Current and Future Study and Employment, including school, further education and jobs. Their understanding of Spanish culture will also be developed through the study of these themes.</p>
	KS3	<p>At KS3, students are introduced to the basic vocabulary and grammar required to begin to communicate with others in French using speaking , listening, reading and writing skills. An interest in the language and culture of France and French-speaking countries is developed through the study of the following topic areas: self and family, school and future plans, hobbies and interests, home, holidays, technology, health and lifestyle, global issues. Students will also learn to express opinions and reasons and refer to three different time frames: past, present and future.</p>
	KS1/2 links	<p>At KS1/2 students study a variety of different languages to a variety of different levels. Those who have studied French at KS1/2 are encouraged to build on their knowledge in the early stages of KS3. Those who have studied other languages at KS1/2 are encouraged to observe the links and any similarities/differences between the language they have studied and French.</p>

KEVI HWGA Curriculum Map

Big Qs <i>Linked to NC</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<p><i>How do we talk about career choices and technology?</i></p> <p>Talking about jobs Discussing work preferences and jobs. Talking about how you earn money. Discussing work experience. Discussing summer jobs Talking about the use of technology. Discussing cyber bullying</p>	<p><i>How do we talk about global and social issues</i></p> <p>Discussing weather and natural disasters. Talking about ways to protect the environment Talking about fashion and shopping for clothes. Talking about ethical shopping. Talking about volunteering. Talking about poverty and homelessness. Talking about addiction</p>	<p><i>How do we prepare thoroughly for final practice of speaking exam before real exam?</i></p> <p>Pronunciation patterns Role play technique and practice Photocard technique and practice Working on use of 12 minute preparation time General conversation finalisation and practice Looking at exams from former students as WAGOLLS</p>	<p><i>How do we use analysis of mock results to prepare for summer exams?</i></p> <p>Revision of key topics, personalised to individuals/groups. Introduction/revision of higher level grammar as appropriate</p>		
Links to careers	Discussing jobs/job you would like to do/earning money/work experience					
Key Knowledge, Concepts and skills	<p>Fluency:</p> <p>Pronunciation of masculine and feminine endings (on/onne, eux/euse, ien/ienne...) Silent final "s" (suis, voudrais, vais, gens...) Silent final "t" (fait, était, intéressant..) Pronunciation of "gn" (gagne) Pronunciation of "ç" (reçois) Pronunciation of "é" (organisé, supervisé...)</p>	<p>Fluency:</p> <p>Pronunciation of "eau" Pronunciation of "tion" (pollution, inondations, surpopulation, disparition...) Silent final "s" (Incendies, éclairs) Silent final "x" Pronunciation of "oi/ois/oit" Pronunciation of "est" Pronunciation of "ont" Pronunciation of "é", "ées" and "és" (past</p>				

	<p>Pronunciation of "ez" (mettez, assez)</p> <p>Pronunciation of "in" (Internet, Instagram, inconnus..)</p> <p>Pronunciation of "aux"/"eaux" (réseaux, sociaux, Understanding, asking and answering questions</p> <p><u>Vocabulary:</u> Jobs Job preferences Job tasks Numbers Past work experience Online activities Dangers and advantages of technology</p> <p><u>Grammar:</u> Jobs and gender Using "je voudrais" Relative pronoun "qui" Perfect tense Imperfect tense Verbs followed by an infinitive Near future tense Present tense Present tense of irregular verbs</p>	<p>participles used in the passive voice)</p> <p>Pronunciation of "oi"</p> <p>Pronunciation of "ous"</p> <p>Pronunciation of "er"</p> <p>Understanding, asking and answering questions</p> <p><u>Vocabulary:</u> Weather phrases Environmental problems Solutions to protect the environment Verbs link to the topic of making a T-shirt Opinions on shopping Clothes and accessories Issues with an item recently bought Issues that homeless people face + solutions to help homelessness Dangers of smoking and using other drugs Question words</p> <p><u>Grammar:</u> Simple future tense Modal verbs Infinitives Near future tense The present participle ("en quittant", "en prenant"...)) Understanding the passive voice Adjective agreement Using "quel/quelle/quels/quelles" Emphatic pronouns Using demonstrative adjectives</p>				
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		Understanding information in the pluperfect tense Using "il faut"				
HPL	<u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality <u>VAA:</u> Practice Confidence Collaborative Open-minded	<u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality <u>VAA:</u> Practice Confidence Collaborative Open-minded	<u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality <u>VAA:</u> Practice Confidence Collaborative Open-minded	<u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality <u>VAA:</u> Practice Confidence Collaborative Open-minded	<u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality <u>VAA:</u> Practice Confidence Collaborative Open-minded	<u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality <u>VAA:</u> Practice Confidence Collaborative Open-minded
Feedback & Assessment	<u>Formative:</u> SKC1 Mock speaking <u>Summative:</u> K.O quiz	<u>Formative:</u> Mock examinations <u>Summative:</u> K.O quiz	<u>Formative:</u> Mock speaking examinations SKC2 <u>Summative:</u> K.O quiz	<u>Formative:</u> Mock examinations SKAC <u>Summative:</u> K.O quiz		



KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY

KEVI HWGA Curriculum Map

Big Qs <i>Linked to NC</i>	Autumn 1 <i>How do I talk about my hobbies?</i>	Autumn 2 <i>How do I talk about myself and family?</i>	Spring 1 <i>How do I talk about school?</i>	Spring 2 <i>How do I talk about healthy living?</i>	Summer 1	Summer 2
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<p>Year 10</p>	<ol style="list-style-type: none"> Talking about what I like to do Using the present tense Talking about what I do online Discussing how you stay active and using the present tense of irregular verbs Talking about what you watch Arranging to go to the cinema Making plans to go out and using the near future tense Understanding and making invitations Using the perfect tense <p>Talking about what I did last weekend</p>	<ol style="list-style-type: none"> Giving basic information about myself Talking about my family Talking about family relationships Describe my routine on the weekend Discussing what makes a good friend Describing myself and others Talking about my role model Discussing celebrations <p>Talking about celebrations with family (combining tenses)</p>	<ol style="list-style-type: none"> Describing my school Talking about school subjects Talking about school life Describing school uniform Talking about what happened in school Talking about a past school visit Using the imperfect Talking about what life used to be like Talking about learning languages Discussing future studies 	<ol style="list-style-type: none"> Giving health advice Talking about food Talking about good mental health Giving advice for good mental health Learning parts of the body Describing illness and accidents Booking a doctor's appointment Using the simple future Discussing plans to be healthy Talking about lifestyle changes 	<ol style="list-style-type: none"> Talking about usual holidays Talking about what we can do on holidays Discussing what we can see and do on holidays Talking about festivals Booking a hotel room Making complaints at a hotel Discussing the weather Discussing what you are planning according to the weather Discussing past holidays and disasters Using the conditional <p>Describing dream holidays</p>	<p>Catch-up on any missed content</p> <hr/> <p>Revision of key grammar points</p>
<p>Link to careers</p>	<p>Discussing personal interests</p>		<p>Discussing school subject, successes in school and preferences</p>			
<p>Key Knowledge, Concepts and skills</p>	<p>Fluency: Pronunciation of é, er and ez Silent final consonants (-n, -s, -t, -x) Liaison before a vowel Silent verb endings (-e, -es, -ent) Pronunciation of "qu" "c" pronounced as "k" in for of a, o, u Vocabulary: Opinion verbs</p>	<p>Fluency: Pronunciation of "ch" Pronunciation of "eux" Silent final consonants (-n, -s, -t, -x, -d) Pronunciation of è, ê, â, ai Pronunciation of on Pronunciation en Pronunciation of œ, eu Pronunciation of oi Pronunciation of j', s' Pronunciation of "eau"</p>	<p>Fluency: Silent h (heure) Silent final consonants (-n, -s, -t, -x, -d) Pronunciation of er and é Pronunciation of -ien Pronunciation of s between two vowels. Vocabulary: School facilities School subjects Opinions and reasons</p>	<p>Fluency: Pronunciation of ez Nasal sounds (en, an, em, am, ain, in, aim, im) Pronunciation of -eu Pronunciation of eille/eil Final e is silent (especially verb ending) Silent final consonants (-n, -s, -t, -x, -d) Vocabulary: Health advice Food</p>	<p>Fluency: Silent final consonants (-n, -s, -t, -x, -d) Pronunciation of au / eau / o / ô Final e is silent (especially verb ending) Pronunciation of gn Pronunciation of on / om Pronunciation of en, an, em, am Pronunciation of un</p>	

	<p>Online activities Connectives Frequency expressions Free-time activities and sports TV programmes Types of films Time expressions and sequencers Grammar: Opinion verbs with verbs in the infinitive Present tense of regular and irregular verbs Asking questions The near future tense The perfect tense Using the negation</p>	<p>Pronunciation of eille/eil Pronunciation of "ç" Pronunciation of ent. Silent as a verb ending but not in an adverb Vocabulary: Connectives Routine activities Adjectives of personality Adjectives of colours Vocabulary of description Family members Grammar: Adjective agreement Possessive adjectives Intensifiers Present tense Reflexive verbs Negation Direct object pronoun Perfect tense</p>	<p>Vocabulary to discuss school routine Clothes Adjectives of colour Connectives, sequencers Grammar: The present tense Comparatives Impersonal verb structures followed by infinitives. Adjective agreement Perfect tense of regular and irregular verbs The imperfect</p>	<p>Meals Time phrases and connectives Parts of the body Illnesses/injuries Grammar: Imperative form Partitive articles The present tense The pronoun "en" with verbs "Avoir" phrases (j'ai mal, j'ai peur) Preposition "à" after "j'ai mal" Simple future Near future tense Imperfect tense Negation</p>	<p>Silent present tense endings Pronunciation of é / er Vocabulary: Holiday activities Festival and festival activities Hotel and room facilities Complaints at a hotel Weather phrases Holiday disasters Grammar: The present tense The perfect and imperfect tense The near future and simple future The conditional The modal verb "pouvoir" "si" phrases Negation</p>	
HPL	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice Confidence Collaborative Open-minded</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice Confidence Collaborative Open-minded</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice Confidence Collaborative Open-minded</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice Confidence Collaborative Open-minded</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice Confidence Collaborative Open-minded</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice Confidence Collaborative Open-minded</p>

Feedback & Assessment	Formative: Reading assessment Listening assessment Summative: K.O quiz	Formative: Subject Knowledge Check Writing paper Summative: K.O quiz	Formative: Reading paper Listening assessment Summative: K.O quiz	Formative: Mock speaking exam SKAC Summative: K.O quiz	Formative: Writing paper Summative: K.O quiz	Formative: Finals Summative: K.O quiz
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KEVI HWGA Curriculum Map

Big Qs <i>Linked to NC</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 (2 lessons per week)	<i>How do we talk about our social life?</i> Describing yourself and friends (StudioMod1unit1 / DynamoMod1Unit2) Talking about extra-curricular activities (DynamoMod1unit1) Talking about social media Inviting someone out. Using the perfect tense Describing a past evening out Describing a music event.	<i>How do we talk about healthy lifestyles?</i> Talking about parts of the body. Discussing sport and fitness Discussing food Discussing healthy eating Using the near future tense Making plans to get fit.	<i>How do we talk about future plans?</i> <u>Consolidation of near future tense</u> Discussing your future. Discussing the importance of languages. Talking about jobs other people do Talking about jobs you would like to do and why.	<i>How do we talk about holidays?</i> Talking about holidays. Discussing what you do on holidays Talking about what you like to do Items you take on holiday and why. Describing a past trip Describing holiday disasters in past holidays.	<i>How do we talk about our world?</i> Discussing household chores What you can do to earn money (DynamoMod2 PDD and Unit4) Discussing what you have the right to do. Talking about things you buy.	<i>How do we talk about global issues?</i> What we can do to help the environment What I did to help the environment (DynamoMod4Unit3) Talking about changing the world (DynamoMod4Unit4) Discussing social issues(Expo 3 vert Mod 6 Unit 3) What's important/what concerns me
Links to careers			Discussing jobs, looking at post-16 plans, discussing the importance of languages, discussing future plans.		Discussing how to earn money	

<p>Key Knowledge, Concepts and skills</p>	<p>Fluency: Final "s", "t", "d" and "x" silent (except when adding "e", then "e" is silent) Recognising cognates and pronouncing them correctly Pronunciation of "é" Understanding, asking and answering questions Vocabulary: Personalities Descriptions and colours Intensifiers Activities at school Activities on Facebook Time phrases Invitation and responses Grammar: Present tense of "avoir" and "être" Present tense of "aller" and "faire" Present tense of regular verbs Perfect tense</p>	<p>Fluency: Pronunciation of "au" and "aux" Final consonant silent Pronunciation of "ê" Pronunciation of "eille" Pronunciation of "eu" Pronunciation of "eau" Understanding, asking and answering questions Vocabulary: Parts of the body Food Partitive article Opinions Healthy/unhealthy activities Grammar: Using preposition "à" with parts of the body Using "il faut" Infinitives Negatives Near future tense</p>	<p>Fluency: Pronunciation of "ais" Pronunciation of "qu" Pronunciation of "oi" Pronunciation of "eu" Final "s" silent Understanding, asking and answering questions Vocabulary: Future plans What we can do with languages Jobs Job preferences Opinions Grammar: Near future tense Using "on peut" Infinitives Adjective agreement Conditional ("je voudrais")</p>	<p>Fluency: Final "s" silent Final "e" silent Pronunciation of "ais" Pronunciation of "qu" Pronunciation of "gne" Pronunciation of "é" Pronunciation of "eil" Understanding, asking and answering questions Vocabulary: Holidays activities Opinions Question words Holidays essentials Holidays accidents Grammar: The present tense Reflexive verbs Perfect tense Near future tense</p>	<p>Fluency: Pronunciation of "ç" Pronunciation of "oi" Pronunciation of "gn" Silent final consonant Silent final "s" Understanding, asking and answering questions Vocabulary: Chores Frequency words Opinions Numbers Activities that you are allowed or not allowed to do Time phrases Grammar: Present tense Using "on peut" Infinitives Using "j'ai le droit" Perfect tense Near future tense Combining tenses</p>	<p>Fluency: Pronunciation of "eut" Pronunciation of "aut" Pronunciation of "ein" Pronunciation of "gne" Pronunciation of "ais" Silent final consonant Silent final "s" Understanding, asking and answering questions Vocabulary: Actions to help the environment Actions to help the world Social issues/problems Priorities Grammar: Using "on peut" / "il faut" / "il ne faut pas" Infinitives Perfect tense Combining tenses Conditional Possessive adjectives</p>
<p>HPL</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>

	Confidence Collaborative Open-minded	Confidence Collaborative Open-minded	Confidence Collaborative Open-minded	Confidence Collaborative Open-minded	Confidence Collaborative Open-minded	Confidence Collaborative Open-minded
Feedback & Assessment	<u>Formative:</u> Writing Assessment Listening Assessment <u>Summative:</u> K.O quiz	<u>Formative:</u> Reading & Translation Assessment SKC1 <u>Summative:</u> K.O quiz	<u>Formative:</u> Speaking Assessment Listening Assessment <u>Summative:</u> K.O quiz	<u>Formative:</u> SKC2 Writing Assessment & Translation <u>Summative:</u> K.O quiz	<u>Formative:</u> Speaking Assessment Reading Assessment <u>Summative:</u> K.O quiz	<u>Formative:</u> Year 9 Finals - Reading, writing & translation. <u>Summative:</u> K.O quiz




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HANDSWORTH WOOD
GIRLS' ACADEMY

KEVI HWGA Curriculum Map

Big Qs <i>Linked to NC</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 (2 lessons per week)	<i>How do we talk about leisure activities?</i> Talking about TV and actors/actresses Arranging to go to the cinema Talking about books I read / like to read Talking about digital technology Discussing the weather Talking about leisure and weather	<i>How do we talk about our identity?</i> Describing personality. Saying what you do with friends. Talking about music. Talking about clothes. Saying what you did last weekend.	<i>How do we talk about food and festivals?</i> Discussing breakfast Discussing lunch and dinner Revising dates and giving opinions on festivals Describing a festival Learning about "Fête de la Musique" Buying food at the market Discussing what I am going to eat for a special occasion	<i>How do we talk about our home and home life?</i> Talking about where you live Discussing what we can do in the region. Describing your house. Saying where things are. Talking about what you must do to help at home Talking about a future event.	<i>How do we talk about travel?</i> Asking for tourist information. Countries Usual holidays -who with, how long, where Activities on holidays Opinions about holidays	<i>How do we talk about a past holiday?</i> Discussing what you visited Talking about what you did on holidays (using the perfect tense of regular and irregular verbs) Talking about a past holiday in details
Links to careers	Discussing personal interests					

<p>Key Knowledge, Concepts and skills</p>	<p>Fluency: Silent final "x" Silent final "s" Silent final "e" Pronunciation of "qu" Pronunciation of "d" (un film d'action, un roman d'amour) Pronunciation of "ait" Understanding, asking and answering questions Vocabulary: Types of films Types of TV programmes Types of books Opinions Online activities Weather phrases Hobbies Grammar: Present tense of -er verbs Negatives Definite/indefinite articles Present tense of "faire" Using "on"</p>	<p>Fluency: Silent final consonant (unless adding "e" for feminine) Pronunciation of "oi" Pronunciation of "ine", "ain", "ains" Pronunciation of "au" Silent final "e" Understanding, asking and answering questions Vocabulary: Adjectives of personality Intensifiers Hobbies Music genres Opinions Clothes Colours Grammar: Adjective agreement Possessive adjectives Present tense Perfect tense</p>	<p>Fluency: Pronunciation of "de l" Pronunciation of "th" Pronunciation of "ill" ("juillet") Silent final consonant ("voudrais", "jus", "chaud") Silent final "e" Pronunciation of "er" Understanding, asking and answering questions Vocabulary: Items of food and drinks Numbers and months Names of festivals in French Activities during a festival Sequencers and connectives Quantities Higher numbers Grammar: Partitive article Present tense Near future tense</p>	<p>Fluency: Pronunciation of "gne" "h" silent letter ("habite") Silent final "s" Silent final consonant ("lit", "chocolat") Pronunciation of "ain" Pronunciation of "th" Pronunciation of "ais" Pronunciation of "ois" ("je dois") Understanding, asking and answering questions Vocabulary: Types of accommodations and areas Rooms in a house Furniture Prepositions House chores Grammar: Present tense Using modal verbal phrase "on peut" followed by an infinitive Using "il y a" Using "je dois" followed by an infinitive Near future tense</p>	<p>Fluency: Pronunciation of "gne" Pronunciation of "oy" Pronunciation of "ant" Pronunciation of "é" Pronunciation of "ais" and "ait" Silent final "s" Understanding, asking and answering questions Vocabulary: Countries Question words Transports Length of time Activities on holidays Opinions Time phrases Grammar: Using "à", "au", "à la", "aux" to say to/in a country Genders Present tense Perfect tense</p>	<p>Fluency: Pronunciation of "é" Silent final "s" ("suis", "avons") Vocabulary: Places you visit on holidays Range of verbs to describe activities Subject pronouns Opinions Grammar: Perfect tense of regular verbs Perfect tense of irregular verbs Expressing past opinions</p>
<p>HPL</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>	<p>ACPs: Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality VAA: Practice</p>

	Confidence Collaborative Open-minded	Confidence Collaborative Open-minded	Confidence Collaborative Open-minded	Confidence Collaborative Open-minded	Confidence Collaborative Open-minded	Confidence Collaborative Open-minded
Feedback & Assessment	Formative: Reading & Translation Assessment Speaking Assessment Summative: K.O quiz	Formative: SKC1 Listening Assessment Summative: K.O quiz	Formative: Reading & Translation Assessment Writing Assessment Summative: K.O quiz	Formative: Speaking Assessment SKC2 Summative: K.O quiz	Formative: Listening Assessment Writing Assessment Summative: K.O quiz	Formative: Year 8 Finals – Reading, writing & translation. Summative: K.O quiz

 <p style="text-align: center;">KEVI HWGA Curriculum Map</p>						
<i>Big Qs</i> <i>Linked to NC</i>	Autumn 1 <i>(2 lessons per week)</i>	Autumn 2 <i>(1 lesson per week)</i>	Spring 1 <i>(2 lessons per week)</i>	Spring 2 <i>(1 lesson per week)</i>	Summer 1 <i>(2 lessons per week)</i>	Summer 2 <i>(1 lesson per week)</i>
Year 7	How can we introduce ourselves? Greeting and introducing myself Alphabet and key sound French sounds Numbers from 1-31 and talking about age Discussing sibling and age Talking about birthday Describing my family Discussing pets Using colours	How can we talk about ourselves and others? Talking about likes and dislikes (Dynamo P14) What there is in my bag for different occasions Describing my personality and the personality of others Describing myself and others physically	How can we talk about our area? Describing what there is / isn't in my town or village Asking for and giving directions Saying where you go Inviting others to go out and reacting to invitations Ordering food and drinks at a cafe	How can we talk about our hobbies? Present tense of -er verbs Describing what I do with my electronic devices Talking about sports I play Talking about activities that I do Describing what I like to do / don't like to do	How can we talk about school? Discussing school subjects Expressing likes and dislikes and why Telling the time Talking about my school day Talking about the food at the canteen	How can we talk about holidays? Describing my holidays Talking about how I get ready to go out Higher numbers Describing future holiday plans...
Links to careers		Reflecting on personality traits			Expressing opinions on school subjects	
Key Knowledge, Concepts and skills	Fluency: Key French sounds Pronunciation of "est" Pronunciation of "uill"	Fluency: Pronunciation of "ai" Pronunciation of "on" Pronunciation of "ss"	Fluency: Pronunciation of "y" Pronunciation of "sc" Pronunciation of "est"	Fluency: Pronunciation of present tense ending	Fluency: Pronunciation of "th" Pronunciation of "ez" Pronunciation of "au"	Fluency: Pronunciation of "gne" Pronunciation of "ons" Pronunciation of "ais"

	<p>Pronunciation of "eu" Pronunciation of "an" Pronunciation of "oi" Silent final "s" Understanding, asking and answering questions</p> <p><u>Vocabulary:</u> Greetings Alphabet Numbers Days Months Family members Pets Colours</p> <p><u>Grammar:</u> Using "je" and "tu" with key verbs Recognising genders Using plurals Adjectives agreement</p>	<p>Pronunciation of "eu" Pronunciation of "eau" Silent final "e" Silent final "s" Change of pronunciation with change of adjective endings Understanding, asking and answering questions</p> <p><u>Vocabulary:</u> Opinions Connectives Items in a bag / survival kit Personalities Intensifiers Physical descriptions Family members</p> <p><u>Grammar:</u> Giving extended opinions Present tense of "-er" verbs Using "avoir" and "être" Adjective agreement</p>	<p>Pronunciation of "eu" "h" silent letter Silent final "x" Silent final "s" Understanding, asking and answering questions</p> <p><u>Vocabulary:</u> Places in town Opinions Directions Prepositions Frequency words Activities in town Reactions to invitations Excuses</p> <p><u>Grammar:</u> Using "il y a" and "il n'y a pas de" Understanding when to use "tu" and "vous" Present tense of "aller" Using the preposition "à" Using "pouvoir", "vouloir" and "devoir" Infinitives</p>	<p>Pronunciation of "ent" (differences between adverb and present tense ending) Pronunciation of "ain" and "in" Silent final "s" Understanding, asking and answering questions</p> <p><u>Vocabulary:</u> Online activities Adverbs and frequency words Sports Weather phrases Opinions Hobbies</p> <p><u>Grammar:</u> Present tense Prepositions with "jouer à" and "faire de" infinitives</p>	<p>Pronunciation of "oi" Pronunciation of "ss" Intonation when asking questions Silent final "s" Understanding, asking and answering questions</p> <p><u>Vocabulary:</u> School subjects Opinions Numbers Time School activities Food</p> <p><u>Grammar:</u> Giving extended opinions Using the verb "avoir" Present tense of "-er" verbs Using "on" Partitive article</p>	<p>Pronunciation of "ez" Pronunciation of "ont" Silent final "s" Silent final "e" Understanding, asking and answering questions</p> <p><u>Vocabulary:</u> Countries Actions to get ready Sequencers Higher numbers Snacks and drinks Holidays activities</p> <p><u>Grammar:</u> Present tense of "-er" verbs and the four irregular verbs "faire", "aller" Introduction to perfect tense Reflexive verbs Using "je voudrais" Near future tense Infinitives</p>
HPL	<p><u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality</p> <p><u>VAA:</u> Practice Confidence Collaborative Open-minded</p>	<p><u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality</p> <p><u>VAA:</u> Practice Confidence Collaborative Open-minded</p>	<p><u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality</p> <p><u>VAA:</u> Practice Confidence Collaborative Open-minded</p>	<p><u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality</p> <p><u>VAA:</u> Practice Confidence Collaborative Open-minded</p>	<p><u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality</p> <p><u>VAA:</u> Practice Confidence Collaborative Open-minded</p>	<p><u>ACPs:</u> Connection finding Strategy planning Metacognition Precision Generalisation Automaticity Self-regulation Originality</p> <p><u>VAA:</u> Practice Confidence Collaborative Open-minded</p>

Feedback & Assessment	<u>Formative:</u> Baseline assessment Listening assessment <u>Summative:</u> K.O quiz	<u>Formative:</u> SKC1 <u>Summative:</u> K.O. quiz	<u>Formative:</u> Reading and translation assessment Speaking Assessment <u>Summative:</u> K.O quiz	<u>Formative:</u> SKC2 <u>Summative:</u> K.O quiz	<u>Formative:</u> Writing Assessment & Translation Listening assessment <u>Summative:</u> K.O quiz	<u>Formative:</u> Year 7 Finals - Reading, writing & translation. <u>Summative:</u> K.O quiz
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