

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
<u>7 weeks</u>	<u>Vive les vacances!</u>	Talking about school holidays Using the verbs <i>avoir</i> and <i>être</i> Saying what you visited and what it was like Using the perfect tense of <i>visiter</i> Saying what you did during the holidays Using the perfect tense of regular <i>-er</i> verbs Understanding the perfect tense of irregular verbs Listening and reading for negatives in the perfect tense Taking part in an interview about a special holiday Using the perfect tense of <i>aller</i> (to go)	G: The verb <i>avoir</i> G: The verb <i>être</i> Pronunciation: liaison G: The perfect tense of regular <i>-er</i> verbs (<i>visiter</i>) Pronunciation of <i>-ai</i> and <i>-é</i> <i>c'est / c'était</i> + adjective G: The perfect tense of regular <i>-er</i> verbs Pronunciation of <i>-ai</i> and <i>-é</i> Pronunciation of <i>qu'est-ce que</i> Using <i>on</i> to mean 'we' G: The perfect tense of irregular verbs G: Negative sentences in the perfect tense Spotting whether verbs are in the positive or negative form Pronunciation: cognates and liaison G: Using the perfect tense of verbs which take <i>être</i> G: Saying 'to' or 'in' with countries (<i>en, au, aux, à</i>)	In the context of holidays, pupils will learn and understand how to describe events in the past as well as embed and build upon previous knowledge and vocabulary learnt in year 7.

<u>7 weeks</u>	<u>J'adore les fêtes!</u>	<p>Understanding dates</p> <p>Saying what festivals you like and dislike</p> <p>Describing a festival</p> <p>Using the present tense of regular –er verbs</p> <p>Understanding more detailed information about a festival</p> <p>Identifying the subject when listening and reading</p> <p>Buying food at a market</p> <p>Working on a role play task</p> <p>Talking about what you are going to eat on a special day</p> <p>Using the partitive article (<i>du, de la, des</i>)</p> <p>Talking about a future trip</p> <p>Using the near future tense with questions</p>	<p>Opinion phrases: <i>j'aime</i> + infinitive Pronunciation: <i>é, è, in, ch</i></p> <p>G: The present tense of regular –er verbs Pronunciation: silent verb endings (<i>es, ent</i>)</p> <p>Using context to help with listening Using the four Ws to help with describing photos</p> <p>G: The present tense of regular –ir and –re verbs Identifying the subject when listening and reading Pronunciation: cognates <i>de (d')</i> after quantities</p> <p>G: Different ways of expressing quantity The perfect tense (<i>je suis allé(e); j'ai acheté</i>) Saying the price Register (being polite) Answering an unexpected question in a role play</p> <p>G: The partitive article: 'some'</p> <p>Using reading skills to help with translating into French G: The near future tense G: The near future tense Pronunciation: <i>ch, ain, in, aine</i></p> <p>G: Asking questions in the near future tense Using sequencers to link sentences Giving reasons and opinions</p>	<p>This topic will improve pupils' understanding of different festivals in the French speaking world. It will also enable pupils to build upon and expand their vocabulary in order for them to describe and compare festivals and celebrations in the UK with Francophone countries.</p>
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<u>6 weeks</u>	<u>A loisir</u>	<p>Talking about TV programmes, actors and actresses</p> <p>Using adjective agreement</p> <p>Talking about digital technology</p> <p>Forming and answering questions</p> <p>Arranging to go to the cinema</p> <p>Using the 24-hour clock</p> <p>Talking about leisure activities</p> <p>Using negatives</p> <p>Spotting synonyms when listening and reading</p> <p>Spotting verbs in the perfect tense in a song</p> <p>Creating a chat show interview</p> <p>Asking and answering questions in two tenses</p>	<p>Pronunciation: cognates</p> <p>G: Adjective agreement Pronunciation: <i>arrogant / arrogante</i></p> <p>Talking about digital technology</p> <p>Forming and answering questions</p> <p>Pronunciation: <i>é, eu</i> and <i>-tion</i> sounds</p> <p>G: The near future tense</p> <p>The 24-hour clock</p> <p>G: Negatives (<i>ne ... pas, ne ... jamais, ne ... rien</i>)</p> <p>G: Possessive adjectives: <i>son, sa, ses</i></p> <p>Spotting alternative words and synonyms</p> <p>G: Spotting verbs in the perfect tense (regular <i>-er</i> verbs, irregular verbs, verbs which take <i>être</i>)</p> <p>Recognising present and perfect tense sentences</p> <p>Using time expressions as an indicator of tense</p> <p>G: The present and perfect tenses (regular <i>-er</i> verbs, irregular verbs, verbs which take <i>être</i>)</p> <p>Pronunciation: verbs in different tenses</p>	<p>This module will further develop knowledge and skills previously acquired during year 7.</p> <p>In addition, pupils should be able to talk about sports and other leisure activities with a particular emphasis on forming and answering questions (a really important part of foreign language acquisition).</p>
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6 weeks	<u>Le monde est petit</u>	<p>Talking about where you live</p> <p>Describing the weather</p> <p>Describing where you live</p> <p>Using <i>pouvoir</i> + infinitive</p> <p>Talking about how you must help at home</p> <p>Using <i>devoir</i> + infinitive</p> <p>Talking about daily routine</p> <p>Using reflexive verbs</p> <p>Reading texts for overall meaning</p> <p>Spotting alternative ways of saying the same thing</p> <p>Bringing together what you have learned into a piece of writing</p> <p>Using two tenses in writing</p>	<p>Saying 'in' (<i>dans, en, au, à la, aux</i>)</p> <p>Pronunciation: silent consonants at the end of words (<i>d, l, s, t</i>)</p> <p>Looking out for small words that change meaning (<i>très, trop</i>)</p> <p>Using <i>on</i> to mean 'you'</p> <p>G: Using the verb <i>pouvoir</i></p> <p>Pronunciation: <i>oi</i></p> <p>G: Using the verb <i>devoir</i></p> <p>Spotting the subject of a sentence</p> <p>The 12-hour clock</p> <p>G: Reflexive verbs</p> <p>G: Irregular adjectives: <i>beau, nouveau</i> and <i>vieux</i></p> <p>Pronunciation: <i>beau / beaux, belle / belles, nouveau / nouveaux, nouvelle / nouvelles, vieux / vieille / vieilles</i></p> <p>Reading texts for overall meaning</p> <p>Spotting alternative ways of saying the same thing: <i>calme / tranquille, le weekend dernier / samedi dernier</i></p> <p>G: Using two tenses together (present and past)</p> <p>Saying 'in' (<i>dans le ..., à ...</i>)</p> <p>Extending your answers; Checking work for accuracy</p>	<p>In the context of the describing their local area and environment, pupils will increase their understanding about the Francophone world and also learn how to be able to describe their lifestyle and daily routine with a particular emphasis on saying what they can or have to do.</p>
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<u>6 weeks</u>	<u>Le sport en direct</u>	<p>Talking about sports</p> <p>Using <i>jouer à</i> and <i>faire de</i></p> <p>Giving opinions about sports</p> <p>Using the comparative</p> <p>Asking the way and giving directions</p> <p>Using the <i>vous</i> form of the imperative</p> <p>Listening for cognates</p> <p>Translating from French into English</p> <p>Talking about injuries and illness</p> <p>Taking part in a conversation with the doctor</p> <p>Understanding sportspeople</p> <p>Using three tenses together in speaking</p>	<p>G: Using <i>jouer à</i> and <i>faire de</i> (with masculine nouns)</p> <p>Spotting synonyms in reading texts</p> <p>G: Present tense paradigms of <i>jouer</i> and <i>faire</i></p> <p>Giving opinions: <i>Je trouve ...</i></p> <p>G: Adjective agreement</p> <p>Pronunciation: <i>relaxant/relaxante</i></p> <p>G: Using the comparative (<i>plus que</i>)</p> <p>Asking questions: intonation</p> <p>G: Asking the way, using <i>pour aller à</i> (+ definite article)</p> <p>Pronunciation: <i>droit / droite</i></p> <p>G: Using the imperative (<i>vous</i> form)</p> <p>G: Using <i>il faut</i> and <i>il ne faut pas</i> + infinitive</p> <p>Listening for and pronouncing cognates</p> <p>Transcribing cognates</p> <p>Translating from French into English (making sure translation sounds natural)</p> <p>Being polite: formal situations</p> <p>G: Near future tense</p> <p>Looking out for time expressions; Looking and listening for different tenses (present, perfect, near future)</p> <p>G: Recognising key questions in different tenses (present, perfect, near future)</p> <p>Identifying the tense you need in response to questions</p> <p>Pronunciation: cognates</p>	<p>In the context of sport and leisure activities, pupils will revisit previously learnt vocabulary and sentence structures and will also develop and expand their basic knowledge for expressing opinions. They will also learn language that will enable them to seek out help and advice with giving or receiving directions or visiting a doctor.</p>
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<p>6 weeks</p>	<p><u>Le sport en direct</u></p>	<p>Talk about the sports they do</p> <p>Give opinions about sport</p> <p>Ask the way and give directions</p> <p>Talk about illnesses and injuries</p> <p>Ask and answer questions in 3 tenses</p> <p>Prepare for</p> <p>FORMAL ASSESSMENT – AQA FCSE</p> <p>Theme 2: Holidays and leisure Unit 4 – Leisure</p>	<p>Listening and Reading Skills:</p> <ul style="list-style-type: none"> - Listening for and pronouncing cognates - Transcribing cognates - Translating from French into English (making sure translation sounds natural) <p>Speaking Skills:</p> <ul style="list-style-type: none"> - understanding when to use “vous” when being polite in formal situations <p>Exam skills:</p> <ul style="list-style-type: none"> - Looking out for time expressions; Looking and listening for different tenses (present, perfect, near future) 	<p>This topic fits in well with FCSE Theme 2, Unit 4 and this course is begun now to enable the course to be completed by Easter.</p>
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