Learning Plan: FRENCH

Year 7 FR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Module 1: Language basics, describing yourself and others		Module 2: Free time	Module 3: Food and drink		Module 4: Healthy living
Threshold **concepts** explored	**Grammar:** High frequency terms including word classification Adjective agreement Conjugation of avoir Conjugation of être **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning **Phonics:** The alphabet **Culture:** Learning to make mistakes French celebrations and traditions (La Rentrée) **Vocabulary:** Classroom equipment and commands Days, months and birthdays Numbers and age The alphabet Family and pets Describing personalities Likes and dislikes		**Grammar:** Pronouns and conjugating regular "er" verbs Faire + partitive article Jouer à + articles Using adverbs of frequency Word order and sentence structure **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Phonics:** Silent consonants **Culture:** French celebrations and traditions (Christmas, Valentines day) La fête des rois **Vocabulary:** Sports and activities Opinions and reasons Weather Using technology	**Grammar:** Negative structures Gender of nouns Manger + partitive article **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Phonics:** To include é / ez / er / et / an / ou / ç **Culture:** Traditional French dishes / foods Mealtimes in France Comparison of school lunches (France v UK) **Vocabulary:** Food – fruit / veg / breakfast / snacks / items found on a café and restaurant menu Restaurant dialogue vocabulary Weights and measures at a market Higher numbers for prices		**Grammar:** Avoir mal à + articles Impersonal phrases (il faut) The near future **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Phonics:** Revision of all previously covered phonics **Culture:** **Vocabulary:** Body parts Illnesses Medical solutions

Building on	Recognizing similar words in French and English Identifying words categories: nouns, adjectives, verbs, adverbs using grammatical knowledge from KS2 English	Days / months from M1 Opinion verbs from M1 Pronouns from M1	Numbers from M1 Opinions from M1 and 2 "er" verbs from M2 Knowledge of partitive article from M2	À + article from jouer in M2 Manger + partitive article from M3 Negatives from M3 Gender of nouns from M3
Leading to	Building confidence to speak in French and use known phrases in the classroom Being able to communicate in the classroom and understand classroom commands. Being able to describe yourself and others	Being able to write about your own interests and hobbies and understand the interests of others in reading /listening tasks.	Being able to hold a conversation in a role play scenario "at a café/ restaurant", which will be useful for those attending the French trip. Increased confidence speaking French.	Being able to write about whether you are a healthy person and what you are going to do/ not do in the future to be healthy.
How will you know how you are doing and how to improve?	Speaking assessment – read aloud and dictation VT 1 and 2 and Super Challenge 1	Reading / listening assessment VT 3 and 4 and Super Challenge 2	Speaking assessment – role play VT 5 and 6 and Super Challenge 3	Writing assessment – translation and gapfill VT 7 and 8 and Super Challenge 4
Experiences to look out for	Create your own cubist portrait (in languages week)	Write your own Saint Valentine's poem Learning about Christmas traditions in France	Learn about the tradition of "poisson d'avril" Taking part in a café role play game	Languages week- try your hand at a different language and learn about different cultures (in lessons and at the super lunch club)
Links to useful resources				

Year 8 FR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Module 1: School		Module 2: Where I live	Module 3: Paris		Module 4: Holidays
Threshold **concepts** explored	**Grammar:** Comparatives Superlatives Ordinal numbers **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Phonics:** Recap all previously taught phonics as they arise in texts but a focus on è / an / ai / in and silent consonants **Culture:** Differences and similarities between British and French schools School dinners in France **Vocabulary:** School subjects Opinions & reasons Telling the time Describing a timetable		**Grammar:** Definite and indefinite articles Aller à + articles Adjectival agreement and position The imperative Modal verbs “pouvoir and devoir” **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Phonics:** Recap all previously taught phonics as they arise in texts but a focus on U / an / on / (s) / un / en / oi / eau **Culture:** **Vocabulary:** Places in a town Giving directions Activities in town Making plans	**Grammar:** Perfect tense with avoir (regular past participles and common irregulars) Negative phrases in the perfect tense Perfect tense with être and verbal agreement. Imperfect tense – set weather phrases and c’était + opinion **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Phonics:** Recap all previously taught phonics as they arise in texts but a focus on é / ait and silent consonants **Culture:** Famous landmarks in Paris, including Catacombes, Louvre, Tour Eiffel. Looking at tourist information brochures and promotional videos etc.		**Grammar:** The near future Y Aller + au/en/aux/à Si + present + future **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Phonics:** Recap all previously taught phonics as they arise in texts but a focus on er, ai and silent consonants **Culture:** Using a map to identify and label other European countries **Vocabulary:** Countries Transport (if missed in M3) Accommodation & facilities

	School food		**Vocabulary:** Names of Parisian landmarks Tourist activities Language used on tourist information leaflets/adverts (price/ opening times etc) Transport Weather	Holiday activities Weather (recap from M3)
Building on	Near future Y7 M4 Present tense verbs Y7 M2 Manger Y7 M3 Days of week Y7 M1	Time/ dates Y7 M1 Gender of nouns Y7 M3 Opinions Y7 M2 / Y8 M1 Jouer à from Y7 M2 to help with aller à Infinitives from Y7 M3	Avoir and être Y7 M1 Free time activities Y7 M2 Opinions Y7 M2/M3 Places in a town Y8 M1	Conjugation of aller Y8 M2 Gender of nouns Y7 M3 and Y8 M2 Transport/weather Y8 M3
Leading to	Being able to talk about your school day, including personal opinions and comparisons of subjects. Knowing some information about the French school system and how it compares with the British system.	Being able to describe the town/region you live in, the facilities there and what you like to do in the area. Being able to make plans in French to meet up with someone and to accept/decline invitations	A better understanding of France, and in particular Paris. Being able to write about what you did on a holiday (not necessarily in Paris) using the perfect tense.	Being able to write about your usual holidays, a past holiday and future holiday plans. Demonstrating your knowledge of 3 tenses and complex phrases such as “si” and “y”
How will you know how you are doing and how to improve?	Read aloud and follow up questions VT 1 and 2 and Super Challenge 1	Year 8 Exam (January) – Reading, listening, translation and dictation questions from topics covered in Y7 and 8. VT 3 and 4 and Super Challenge 2	Writing assessment- translation into English and French VT 5 and 6 and Super Challenge 3	Writing assessment- 50 word task with 3 bullet points to test 3 tenses VT 7 and 8 and Super Challenge 4
Experiences to look out for	Create your own cubist piece of art	Learning about Chandeleur	Learning about Mardi Gras and Carnival	Languages week- try your hand at a different language and learn about different cultures (in lessons and at the super lunch club)
Links to useful resources				

Year 9 FR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Module 1: Arranging to go out (using tenses)		Module 2: Ma Vie Perso	Module 3: Jobs		Module 4: La Francophonie / Tourism
Threshold **concepts** explored	**Grammar:** Asking questions **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Culture:** L'armistice / 11.novembre **Vocabulary:** Making plans to go out (destination, date, time etc) Accepting/ declining invites Shopping for clothes Numbers for prices Shop dialogue vocab		**Grammar:** Reflexive verbs **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Culture:** French TV and films **Vocabulary:** Social media TV / film Describing a photo	**Grammar:** The imperfect tense Impersonal phrases (il faut) **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Culture:** The value of the Euro Attitude to work **Vocabulary:** Jobs Places of work Qualities required for a job positives/ negatives of jobs part time jobs & chores		**Grammar:** Consolidating the basics (eg nouns and articles) Adjective order (BAGS) For GCSE students only: Conditional tense Si + imperfect + conditional For non-GCSE students: More of a focus on culture, learning about Francophone countries **Memory:** Identifying cognates and near-cognates Strategies to support vocabulary learning Looking at word families to help with unfamiliar vocabulary **Phonics:** **Culture:** Learning about French speaking countries across the world. Students will choose one to focus on and explain why they would like to visit and how it compares to the UK.

				Opportunity for ICT research **Vocabulary:** No specific set of vocabulary Teaching students to infer / deduce meaning of unfamiliar words using their language skills
Building on	Perfect tense Y8 M3 Future tense Y8 M4 aller Y8 M4 Dates/days Y7 M1 Time Y8 M1 Opinions & reasons Y7 M2 Making plans Y8 M2	Modal verbs Y8 M2 Near future tense Y7 M4 / Y8 M4 Present tense Y7 M2 / Y8 M1 Adverbs of frequency Y7 M2 Adjectival position and agreement Y7 M1 / Y8 M2	Present tense verbs Y7 M2 / Y8 M1 Opinions / reasons Y7 M1 / Y7 M2 / Y8 M1 / Y8 M2 Modal verbs Y8 M2 / Y9 M2	For GCSE students: Imperfect tense Y9 M3
Leading to				
How will you know how you are doing and how to improve?	Year 9 EXAM: Listening, reading and translation assessment VT 1 and 2 and Super Challenge 1	Speaking: Photocard and 2 follow up questions VT 3 and 4 and Super Challenge 2	Writing assessment VT 5 and 6 and Super Challenge 3	EOY assessment VT 7 and 8 and Super Challenge 4
Experiences to look out for				Languages week- try your hand at a different language and learn about different cultures (in lessons and at the super lunch club)
Links to useful resources				