

Cycle 1 - Outline of Learning			
Subject	FRENCH ALL ABOUT ME		
Year group	7		
	Brief outline of what will be taught and homework to set.	What will be assessed? How?	Teacher notes (e.g. absent students, misconceptions to address)
Week 1	Greeting people / Saying how you feel / French social conventions / Saying and spelling your name using the French alphabet. HW: French greetings w/sheet and learn vocabulary.	Vocabulary test on greetings and feelings.	
Week 2	Where I live (town, region, nearest cities, country) / Geography of France and England / Numbers (0-31) HW: Les chiffre de un à trente w/sheet + Quizlet (numbers)	Vocabulary test on numbers.	
Week 3	Days / Months /Seasons / Saying the date / Birthdays / Personal pronouns / The full verb avoir / Age. HW: Socrative quiz		
Week 4	Brothers and sister / Using the relative pronoun qui / Conjugating -er verbs (focus on verbs of opinions: adorer, aimer, détester, préférer). HW: Learn vocabulary (avoir and brothers and sisters) & w/sheet: Find the correct verb endings.	Vocabulary test: the verb avoir & brothers and sisters.	
Week 5	Pets / Asking yes or no questions (est-ce que ...?) HW: Quizlet (pets)		
Week 6	Indefinite articles (un, une, des) / How to use a dictionary (nm, nf, nmpl, nfpl). HW: w/sheet - Write a paragraph about yourself.	Assess the paragraph completed for homework (WWW/EBI)	
Week 7	Family (members of the family) & possessive adjectives (mon, ma, mes). HW: Revision of the following topics: name, where I live, age, birthday, brothers and sisters, pets, giving simple opinions and asking questions.	Complete a redraft, which includes corrections and improvements.	
Week 8	Giving information about members of your family (male	<u>Summative assessment:</u> <u>Writing and translating</u>	

	and female) / Personal pronouns and possessive adjectives (son, sa, ses). Intervention based on QLA (specify focus and method)	a) Write a paragraph from memory b) Translate 5 sentences into French c) Complete a dialogue, including questions.	
Week 9	Describing yourself and others / The verb être & avoir (1 st , 2 nd & 3 rd person) / Adjectives (height, built, colours, hairstyles) / Intensifiers (très & assez) / Adjectival agreement (M & F) / Simple connectives HW: Intervention based on QLA (specify focus and method)		
Week 10	Describing yourself and others / Adjectival agreement (M & F) including irregular adjectives / The verb être (1 st , 2 nd & 3 rd per sg) including negatives. HW: Learn key questions for peer assessment. Intervention based on QLA (specify focus and method)	Peer assessment (speaking). Extended writing task (WWW-EBI / Redraft).	
Week 11	Intervention based on QLA (specify focus and method)		
Week 12	Intervention based on QLA (specify focus and method)		
Week 13	Christmas traditions in France. Intervention based on QLA (specify focus and method)		

Cycle 1 - Outline of Learning			
Subject	French SCHOOL		
Year group	8		
	Brief outline of what will be taught and homework to set.	What will be assessed? How?	Teacher notes (e.g. absent students, misconceptions to address)
Week 1	Classroom French / Classroom equipment / Asking for something / Asking for permission / Asking for information / The verb avoir (R) / Using the correct articles and "de" in negative statements e.g. je n'ai pas de ... (R) / La rentrée scolaire. <u>HW</u> : Quizlet (learn vocabulary)		
Week 2	Similarities and differences between the French and British education systems. School subjects / Expressing and justifying opinions using a wider range of verbs, intensifiers (très, assez, trop) & a range of connectives to add, contrast or justify information. <u>HW</u> : Quizlet (School subjects) & W/sheet (Reading: Subjects, opinions and connectives).	Vocabulary test (School subjects) Peer assessment on key question : Qu'est-ce que tu aimes étudier au collège ? Qu'est-ce que tu n'aimes pas ? Pourquoi?	
Week 3	To give the time in French / Numbers (R) / 12 hour clock / To describe your timetable (days of the week (R); times; the verb avoir & étudier). <u>HW</u> : W/sheet – Telling the time	Self-assessment on key question : Décris-moi ton emploi du temps.	
Week 4	Uniform items / Adjectives * adjectival agreement / Possessive adjectives (mon, ma, mes & ton, ta, tes). <u>HW</u> : Quizlet (uniform)	Vocabulary test (Uniform)	
Week 5	Uniform / Verbs of opinions (R) / Connectives (R)/ Adjectives to give reasons. <u>HW</u> : W/sheet mon uniforme idéal.	Peer-assessment on key question : Comment est ton uniforme? Tu aimes ton uniforme? Pourquoi?	
Week 6	School rules / Cognates vs false friends / The near future (aller + infinitive) / Plans for the weekend / Time expressions.	Self-assessment on key question: Qu'est-ce que tu vas faire ce week-end ? (future)	
Week 7	Using 3 tenses (past, present, future) <u>HW</u> : Socrative (3 tenses)		
Week 8	Revision of the past, present and future.		

	Pre-assessment task. <u>HW</u> : Learn key questions		
Week 9	Speaking test to be conducted over 4 lessons.	<u>Summative assessment</u> <u>Speaking test</u> Key questions to ask students: Qu'est-ce que tu aimes étudier au collège ? Qu'est-ce que tu n'aimes pas ? Pourquoi? Comment est ton uniforme? Tu aimes ton uniforme? Pourquoi? Décris-moi ton emploi du temps. Qu'est-ce que tu as fait hier après le collège ? (past) Qu'est-ce que tu vas faire ce week-end ? (future) Tu aimes ton collège? Pourquoi? Tu as une question pour moi ? Students are expected to ask a question and respond to one they have not prepared to get the highest score.	
Week 10	Speaking tests (cont.)		
Week 11	Intervention based on QLA (specify focus and method)		
Week 12	Intervention based on QLA (specify focus and method)		
Week 13	Intervention based on QLA (specify focus and method)		
Week 14	Intervention based on QLA (specify focus and method)		

Cycle 1 - Outline of Learning			
Subject	French HEALTHY LIFESTYLES		
Year group	9		
	Brief outline of what will be taught and homework to set.	What will be assessed? How?	Teacher notes (e.g. absent students, misconceptions to address)
Week 1	Healthy vs unhealthy living / Giving advice or instructions using the imperative form. HW: W/sheet (The imperative)		
Week 2	To express and justify a point of view / Agreeing and disagreeing HW: W/sheet (Agree/Disagree? Give advice with reasons)		
Week 3	To describe what you do to keep healthy / Making negative statements (ne ... pas, ne ... rien, ne ... plus, ne ... jamais, *ne ... que). HW: W/sheet (reading – focus: negative statements)		
Week 4	Sports / Time expressions and adverbs / the verb faire + du, de la, des or de l' ... / Using the pronoun « en » / to ask questions. HW : Quizlet (sport)	Vocabulary test	
Week 5	To describe what you used to do using the imperfect tense of key verbs (être, faire, manger, boire, jouer, aller, dormir). HW: W/sheet (reading)		
Week 6	To describe what you could / should do to improve your health / modal verbs (pouvoir, devoir) HW: Translation		
Week 7	Revision of key verbs in past, present and future and use of connectives to make complex sentences.	Pre-assessment task: extended writing with feedback given (WWW/EBI)	
Week 8		<u>Summative assessment:</u> Reading (section A: questions and answers in English; section B: questions and answers in French; translation from French to English) + Writing (write 4 sentences on a photo, translation from English to French, 90 word question)	
Week 9	Parts of the body / Illnesses / Using au / à la / aux / à l' after j'ai mal ... / Describing how you	Vocabulary test (parts of the body)	

	<p>feel and your symptoms. HW: Quizlet (parts of the body)</p> <p>Intervention based on QLA (specify focus and method)</p>		
Week 10	<p>Plural of nouns (including irregular ones) / Position of adjective & adjectival agreement (R) HW: Quiz (adjectival agreement)</p> <p>Intervention based on QLA (specify focus and method)</p>		
Week 11	<p>Perfect tense and future tense (3rd person sg). Intervention based on QLA (specify focus and method)</p>	<p>Creative writing: "Un extra-terrestre est venu sur Terre ..." (WWW/EBI)</p>	
Week 12	<p>Intervention based on QLA (specify focus and method)</p>		
Week 13	<p>Intervention based on QLA (specify focus and method)</p>		

Cycle 1 - Outline of Learning			
Subject	FRENCH		
Year group	10		
AQA – Unit 1.1	IDENTITY & CULTURE Me, my family and friends (relationships, marriage and partnership).		
	Brief outline of what will be taught and homework to set.	What will be assessed? How?	Teacher notes (e.g. absent students, misconceptions to address)
Week 1	To give personal information / Consolidate the present tense of key verbs (full conjugation of -er verbs & the following irregular verbs: avoir, être, aller & faire) HW: Kerboodle – Using avoir and être		
Week 2	To describe your family / Members of the family / All possessive adjectives / Relative pronouns (qui & que). HW: W/sheet - Relative pronouns. Quizlet: Family.	Key question: Parle-moi de ta famille (WWW/EBI)	
Week 3	To explain how you get on with different members of your family / Reflexive verbs (s'entendre, se disputer, se fâcher, s'amuser) / Stressed pronouns / Direct object pronouns / Giving reasons. HW: Reading & translating (Family relationships)	Key questions: Tu t'entends bien avec ta famille? Pourquoi? Pourquoi pas? *Selon toi, la famille est-elle plus ou moins importante que les amis? (WWW/EBI)	
Week 4	To describe your best friend / Qualities / Adjectival agreement (R) / Giving a point of view. HW: Reading and writing (Les copains et les copines)	Key questions : Décris ton / ta meilleur(e) ami(e). Es-tu un(e) bon(ne) ami(e)? Pourquoi? *Quelles sont les qualités d'un bon ami selon toi? (WWW/EBI)	
Week 5	To describe your plans for the future (marriage, partnership, children) / The future tense / Vouloir + infinitive / Time expressions (à l'avenir, plus tard ...) / Clauses introduced by quand, lorsque or si / For or against marriage with reasons. HW: Socrative (Future plans)		
Week 6	To describe your ideal partner / Qualities / Adjectival agreement (R) / The conditional tense. HW: Complete unit 1.1 in GCSE speaking booklet.	Key questions: Quel sont tes projets pour le futur? Voudrais-tu te marier? Pourquoi? Pourquoi pas? Veux-tu un grand mariage? Voudrais-tu avoir des enfants? Pourquoi? Pourquoi pas? Fais-moi la description de ton / ta	

		partenaire idéal(e) (WWW/EBI)	
Week 7	Exam practice: planning for the 90 & 150 word questions. Revision of key tenses.		
Week 8		Summative assessment (Kerboodle – AQA GCSE – Unit 1 – Me, my family and friends: Foundation or higher: listening, reading, writing / translating)	
AQA – Unit 1.2	IDENTITY & CULTURE Technology in everyday life		
Week 9	To talk about your favourite gadget(s) & technology / To give reasons / Explain when or how often and why you use mobile technology / Time expressions & adverbs (R) / Direct object pronouns (le, la, l') (R) / pour + infinitive . HW: Reading “Je suis technophile” Intervention based on QLA (specify focus and method)		
Week 10	To ask a range of questions (comment, où, quand, quel / quelle, pourquoi, qui, avec qui, combien, que, quoi, qu’est-ce que, à quelle heure ...) / To conduct a survey about mobile phones & discuss attitudes towards mobile phones, using prepositions such as Grâce à, sans, avec ... HW: GCSE reading questions on mobile technology. Intervention based on QLA (specify focus and method)	Key questions : Quel est ton gadget préféré ? Pourquoi ? Quelles technologies utilises-tu à la maison ? Quand ? Pourquoi ? Peux-tu vivre sans ton portable ? Pourquoi ? Pourquoi pas ? (WWW/EBI)	
Week 11	To discuss the advantages and dangers of the Internet and social media (including fraud and cyber-bullying) / Present tense of –er, -ir & -re verbs (R) and verbs expressing the idea of possibility e.g. pouvoir and permettre de + infinitive. HW: Complete unit 1.2 in GCSE speaking booklet. Intervention based on QLA (specify focus and method)	Key questions : Quel est ton réseau social préféré ? Pourquoi? Quels sont les avantages et les dangers des réseaux sociaux et d’Internet? (WWW/EBI)	

Week 12	Intervention based on QLA (specify focus and method)		
Week 13	Intervention based on QLA (specify focus and method)		

Cycle 1 - Outline of Learning			
Subject	FRENCH		
Year group	11		
AQA – Unit 2.2	LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST Social issues: Healthy / Unhealthy living		
	Brief outline of what will be taught and homework to set.	What will be assessed? How?	Teacher notes (e.g. absent students, misconceptions to address)
Week 1	To describe what you do to keep healthy / How to form regular adverbs / Time expressions / Pronoun “en” / Faire + du, de la, des or de l’ ... / Sports including extreme sports. HW:	Key question : Que fais-tu comme sport pour rester en forme? Pourquoi ?(WWW/EBI)	
Week 2	To recognise and make a range of negative statements / To describe your diet / To name different food groups /To use the correct articles (R) / To discuss whether your diet is healthy/unhealthy with reasons Present and Perfect tense of key verbs (manger, boire, prendre, éviter de, essayer de) / Present of impersonal verb: falloir (Il faut / il ne faut pas) HW: W/sheet – Kerboodle - Complex negatives.		
Week 3	To discuss the advantages and disadvantages of fast food / Contrasting connectives (cependant, toutefois, pourtant, néanmoins, tandis que, alors que, bien que) / Comparatives. HW: Socrative - Connectives	Key questions : Est-ce que tu manges sainement ? Qu’est-ce que tu as mangé et bu hier ? C’était sain ? Es-tu pour ou contre la restauration rapide? Pourquoi ? (WWW/EBI)	
Week 4	To describe what you used to do to keep healthy / The Imperfect tense (R) / Game changers / Signposts (avant vs maintenant) / Clauses introduced by quand or lorsque / Answering questions in French / HW: Socrative – game changers	Key question : Que faisais-tu quand tu étais plus jeune pour rester en forme? (WWW/EBI)	
Week 5	To discuss what you could / should do to keep healthy in the future / To use a range of modal verbs / Quantifiers . HW: Quizlet – Modal verbs	Key question: Que devrais-tu faire dans le futur pour rester en forme? (WWW/EBI)	
Week 6	To discuss addictions (le tabagisme, l’alcool, la drogue)/		

	To give and justify a point of view / HW: Complete unit 2.2 in GCSE speaking booklet.		
Week 7	Exam practice & Revision in preparation for November trial exams.		
Week 8		Summative assessment Trial exams (date tbc) Listening Reading Writing (Speaking to take place in Jan/Feb).	
Week 9	Intervention based on QLA (specify focus and method)	The trial exams are likely to go over two to three weeks.	
AQA – Unit 2.3	LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST		
	Global issues: The environment		
Week 10	To discuss a range of environmental issues and explain what you do and did recently to help / protect the environment / To discuss which actions are beneficial or harmful for the environment. Intervention based on QLA (specify focus and method)	Key questions: Qu'est-ce que tu fais pour protéger / améliorer l'environnement (à la maison ou au collège) ? Pourquoi? Qu'est-ce que tu as fait la semaine dernière pour protéger l'environnement? (WWW/EBI)	
Week 11	To discuss what you could do to protect the environment Conditional tense of modal verbs, including the impersonal verb: falloir (il faudrait / il ne faudrait pas ...). HW: Complete unit 2.3 in GCSE speaking booklet. Intervention based on QLA (specify focus and method)	Key questions : A ton avis, fait-on assez pour protéger l'environnement? Que faudrait-il faire dans le futur pour améliorer notre environnement? (WWW/EBI)	
Week 12	Intervention based on QLA (specify focus and method)		
Week 13	Intervention based on QLA (specify focus and method)		

