

Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<ul style="list-style-type: none"> Saying your name and learning numbers Using the French alphabet Talking about brothers, sisters and age Describing a classroom Talking about likes and dislikes Describing yourself and others Saying what you do 	<ul style="list-style-type: none"> Talking about colours Telling the time school subjects what you wear to school comparing your school with a French school Saying what there is / isn't, using <i>il y a ...</i> and <i>il n'y a pas de ...</i> Agreeing and disagreeing 	<ul style="list-style-type: none"> Describing the weather and seasons Talking about which sports you play Talking about activities you like to do Creating an interview with a celebrity 	<ul style="list-style-type: none"> Talking about animals Using higher numbers Describing your family Describing where you live Talking about breakfast Learning about Bastille Day Using the glossary 	<ul style="list-style-type: none"> Talking about places in a town or village Understanding prices Saying where you go at the weekend Inviting someone out Ordering drinks and snacks in a café Saying what you are going to do 	<ul style="list-style-type: none"> Designing a "Thank you" card in French Learning about French-speaking countries Describing a photo and a film extract Learning about Senegal's culture
Themes	Module 1: "La Rentrée" – Introducing myself	Module 2: "En classe" – Talking about school	Module 3: "Mon temps libre" – Talking about free time activities	Module 4: "Ma vie de famille" – Talking about my family	Module 5: "En ville" – Talking about my town	Film Study
Grammar & Skills	<ul style="list-style-type: none"> Pronunciation of unfamiliar words / nasal sounds Different meanings of <i>comment</i> ('how' and 'what') Using the indefinite and definite articles Using the verb <i>avoir</i> Using the verb <i>aimer</i> + the definite article Using adjective agreement Using connectives (<i>et</i>, <i>mais</i>, <i>aussi</i>) and word order with <i>aussi</i> Using intonation when asking questions 	<ul style="list-style-type: none"> Using adjectives Using context and cognates to decode words Using a dictionary to check genders Using a range of verbs to express opinions Using <i>parce que</i> to give reasons for your opinions Using <i>et</i>, <i>mais</i> and <i>parce que</i> to join sentences Using qualifiers to give more detailed opinions Using <i>on</i> to mean 'we' Forming questions Using sequencers: Translation skills: Using <i>combien de</i> 	<ul style="list-style-type: none"> Conjugating the verb <i>jouer</i> Using the verb <i>faire</i> Using <i>aimer</i> + infinitive Forming and answering questions Listening for negatives Predicting the pronunciation of cognates Using context to work out the meaning of unfamiliar vocabulary Adding variety and interest to your responses / Paying attention to pronunciation and intonation / Peer assessment 	<ul style="list-style-type: none"> Using the possessive adjectives 'my' and 'your' Using the partitive article (<i>du / de la / de l' / des</i>) Forming the plural of nouns (–s and –x) Checking written work for accuracy The conjugation of <i>manger</i> (–er verb) and <i>boire</i> (irregular verb) Using strategies to work out the meaning of unfamiliar vocabulary / Using the glossary to look up vocabulary / Looking up the infinitive of verbs Paying attention to pronouns (<i>nous</i> and <i>ils/elles</i>) in reading texts 	<ul style="list-style-type: none"> Using the verb <i>aller</i> (to go) Using <i>il y a un / une / des ...</i> and <i>il n'y a pas de ...</i> Learning about the euro Conjugating the verb <i>vouloir</i> (to want) Using the near future tense (<i>aller</i> + infinitive) Using the definite article <i>le</i> to convey 'at' (<i>le weekend</i>) and 'on' (<i>le samedi après-midi</i>) Understanding the difference between <i>ou</i> and <i>où</i> Using sequencers: <i>d'abord</i>, <i>puis</i>, <i>ensuite</i>, <i>après</i> 	<ul style="list-style-type: none"> To produce sentences in the near future tense using the pronouns "I", "s/he" To revisit infinitives
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Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<ul style="list-style-type: none"> Talking about school holidays ; Saying what you visited and what it was like ; Saying what you did during the holidays ; Understanding the perfect tense of irregular verbs; listening and reading for negatives in the perfect tense talking part in an interview about a special holiday 	<ul style="list-style-type: none"> Understanding dates ; saying what festivals you like and dislike describing a festival Understanding more detailed information about a festival; identifying the subject when listening and reading buying food at a market; working on a role-play Talking about what you are going to eat on a special day Talking about future trip 	<ul style="list-style-type: none"> Talking about TV programmes, actors and actresses Talking about digital technology Arranging to go to the cinema ; using the 24-hour clock Talking about leisure activities Spotting synonyms when listening and reading Asking and answering questions in two tenses 	<ul style="list-style-type: none"> Talking about where you live ; describing the weather Describing where you live, Talking about how you must help at home Talking about daily routines Reading texts for overall meaning ; spotting alternative ways of saying the same thing Bringing together what you have learned into a piece of writing; 	<ul style="list-style-type: none"> Talking about sports Giving opinions about sports Asking the way and giving directions Talking about injuries and illness ; taking part in a conversation with the doctor Understanding sportspeople 	<ul style="list-style-type: none"> Designing a “Thank you” card in French to a member of staff (teaching and non-teaching) to watch the film “Ratatouille” in French with English subtitles; to talk about French Gastronomy to describe a photo
Themes	Module 1: “Vive les vacances” Talking about holidays	Module 2: “En classe” Talking about school	Module 3: “Mon temps libre” Talking about free time activities	Module 4: “Ma vie de famille” Talking about my family	Module 5: “En ville” Talking about my town	“Kindness” activity Film Study
Grammar & Skills	<ul style="list-style-type: none"> using the verb « avoir » and « être » using the perfect tense of « visiter » using the perfect tense of regular -er verbs using the perfect tense of « aller » 	<ul style="list-style-type: none"> using the present tense of regular -er verbs using the partitive article (du, de la, de l’, des) using the near future tense with questions 	<ul style="list-style-type: none"> using adjective agreement forming and answering questions using negatives spotting verbs in the perfect tense 	<ul style="list-style-type: none"> using « pouvoir » + infinitive using « devoir » + infinitive using reflexive verbs using two tenses in writing 	<ul style="list-style-type: none"> using « jouer à » and « faire de » using the comparatives Listening for cognates ; Translating from French into English Applying the present, past and near future tenses using the pronouns „I”, „s/he“ 	<ul style="list-style-type: none"> to consolidate the perfect and near future tenses to revisit pronouns and infinitives to revisit adjectival agreement rule to extract key information from a text and to infer the meaning of unfamiliar vocabulary to avoid distractors in listening and reading activities
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Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<ul style="list-style-type: none"> Exploring events in the francophone world Talking about what you do online Saying what you do to stay active Talking about what you watch 	<ul style="list-style-type: none"> Making plans to go out Saying what you did last weekend Taking part in an interview 	<ul style="list-style-type: none"> Talking about your identity Talking about your weekend routine Discussing friends and friendship Talking about what people look like 	<ul style="list-style-type: none"> Talking about positive role models Talking about celebrations 	<ul style="list-style-type: none"> Learning about school life in francophone countries Describing photos Talking about school subjects and school life Discussing school rules Talking about what has happened at school 	<ul style="list-style-type: none"> Talking about what school used to be like when you were younger Talking about learning languages
Themes	Module 1: “Tu as du temps à perdre” THEME : Media and technology.	Module 1: “Tu as du temps à perdre” THEME : My personal world	Module 2: “Mon clan, ma tribu” THEME : My personal world	Module 2: “Mon clan, ma tribu” THEME : My personal world	Module 3: “Ma vie scolaire” THEME : Studying and my future	Module 3: “Ma vie scolaire” THEME : Studying and my future
Grammar & Skills	Grammar: <ul style="list-style-type: none"> Opinion verbs + a definite article + noun (e.g. <i>j’aime le basket</i>) + a verb in the infinitive (e.g. <i>j’aime jouer ...</i>) Regular -er verbs in the present tense Verbs (otherwise regular) in which y changes to ie, e.g. <i>envoyer</i> Irregular verbs in present tense: <i>aller, avoir, être, faire; je bois, je lis</i> Using <i>on</i> to mean ‘we’ Partitive articles after <i>faire / jouer</i> with activities/instruments <i>au/à la</i> after <i>jouer</i> + sport / <i>aller</i> + place Negatives: <i>ne ... pas</i> Asking questions with a question word + <i>est-ce que ...</i> (e.g. <i>Qu’est-ce que ...?, Comment est-ce que ...?</i>) <i>quel / quelle / quels / quelles</i> Regular -ir verbs: <i>finir, choisir</i> 	Grammar: <ul style="list-style-type: none"> Near future (<i>aller</i> + infinitive), including <i>Ça va être</i> Perfect tense: regular -er verbs, auxiliary <i>avoir/être</i> plus past participle and agreement for <i>être</i> verbs (<i>aller</i>) Perfect tense of high-frequency irregular verbs: <i>boire, faire</i> Negatives in the perfect tense, e.g., <i>Je n’ai rien acheté.</i> <i>c’est/c’était / il y a/il y avait</i> (lexical imperfect) Inversion of subject and verb and addition of hyphen for questions in the perfect tense, e.g. <i>As-tu participé ...? Quand as-tu participé ...?</i> 	Grammar: <ul style="list-style-type: none"> Reflexive verbs in present tense (<i>se lever</i>) Possessive adjectives: <i>mon, ma, mes; ton, ta, tes; son, sa, ses</i> Adjectival agreement for regular adjectives (e.g. <i>patient</i>); some different patterns (<i>sérieux, actif</i>); some irregular adjectives (<i>vieux, beau</i>); no change (<i>sympa</i>) Negative with present tense reflexive verbs Position of adjectives – most after the noun (e.g. <i>elle a le visage long</i>); some go in front of the noun (e.g. <i>deux jeunes garçons</i>) Revisiting the present tense <i>il/elle, ils/elles</i> verb forms Present tense in French as equivalent of both simple and continuous present in English, i.e. no need for part of verb ‘to be’ in French 	Grammar: <ul style="list-style-type: none"> Direct object pronouns (<i>le, la</i>) Present and perfect tenses contrasted and used together Irregular past participles: <i>né, écrit, devenu, reçu</i> Using present, perfect and near future tenses Adverb formation by adding -ment to feminine form of adjective (e.g. <i>traditionnellement</i>) 	Grammar: <ul style="list-style-type: none"> Definite articles (<i>le, la, l’, les</i>); where use is different from English, e.g. school subjects (<i>ma matière préférée, c’est le théâtre</i>) Comparative adjectival structures: <i>plus</i> + adjective + <i>que</i>, <i>moins</i> + adjective + <i>que</i> Use of <i>il (ne) faut (pas)</i> + infinitive Irregular past participles (<i>lu, fait</i>) Negatives in the perfect tense go around the part of <i>avoir / être</i> Saying ‘in’ a school subject (<i>en musique</i>) 	Grammar: <ul style="list-style-type: none"> Imperfect tense: habitual or continuous actions (‘I used to ...’); paradigm of <i>je, tu</i> and <i>il/elle/on</i> forms of regular -er verb (<i>regarder</i>); <i>être</i> stem (<i>ét-</i>) Indirect object pronoun <i>me/m’</i>; position (<i>il me parlait, tu m’envoyais des cadeaux</i>) Imperfect, present and near future together Negative phrases (<i>ne ... pas, ne ... jamais, ne ... personne, ne ... rien</i>)

	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> • The letter <i>é</i> • Final consonants <i>-n, -s, -t</i> and <i>-x</i> • Liaison before a vowel • Pronouncing <i>Est-ce que ...? / Qu'est-ce que ...?</i> • Watching out for silent final 'e' and silent final consonants such as <i>-s, -t</i> and <i>-x</i> (e.g. <i>chose, jeux</i>); silent verb endings <i>-e, -es</i> and <i>-ent</i> <p>Skills:</p> <ul style="list-style-type: none"> • Terms for expressing contrasting points of view, e.g. <i>mais, par contre</i> • Time frequency expressions (but avoiding negatives), e.g. <i>je fais ça souvent</i> • <i>C'est</i> + adjective • Listening and transcribing in French – launch of skill • Transcribing silent letters • Predicting • <i>faire</i> translated as 'to go' in English, e.g. <i>faire du vélo</i> ('to go cycling'), <i>faire de la natation</i> ('to go swimming') • Preparing an exam-style role play – launch of transactional role play skill • <i>qu</i> pronounced as 'k' (<i>quand, que, qui, quel</i>) • <i>c</i> pronounced as 'k' in front of letters <i>a, o, u</i> (<i>combien, comédie</i>) 	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> • Pronouncing <i>é, er, ez</i> correctly (<i>mangé, manger, mangez</i>) • Using rising intonation with questions <p>Skills:</p> <ul style="list-style-type: none"> • Telling the time • Giving past-tense opinions with <i>c'était</i> • Weekend time expressions • Sequencers • Using <i>on</i> to say 'we' • Understanding questions in the perfect tense • Recognising that <i>il y a</i> has two meanings ('there is/are' and 'ago') • Using present and perfect tenses together 	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> • <i>è / ai / ê</i> (<i>père, j'aime, vêtements</i>) • <i>œu / open eu</i> (<i>sœur, heure</i>) • <i>ch</i> pronounced as 'sh' <p>Skills:</p> <ul style="list-style-type: none"> • Using sequencers (<i>ensuite, après, plus tard</i>) • Using connectives (<i>et, donc, car</i>) • Translating into French • Recognising and using qualifiers/intensifiers (<i>très, assez</i>) • Describing a photo (preparation for photo card description) • Using prediction to help with listening 	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> • Silent <i>-ent</i> at end of plural verbs contrasted with the sounded <i>-ment</i> at end of adverbs <p>Skills:</p> <ul style="list-style-type: none"> • Using <i>qui</i> to create more complex sentences • Using <i>chez</i> to mean 'at' or 'to' someone's home (e.g. <i>chez moi</i>) • Taking care to use the right tense for the timeframe and form the tense correctly 	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> • Pronouncing <i>oi</i> (<i>devoirs, histoire, trois, fois</i>) • Pronouncing <i>oy</i> (<i>incroyable</i>) <p>Skills:</p> <ul style="list-style-type: none"> • Describing photos (people, location, activity) • Using <i>-ième</i> endings to create ordinal numbers (with reference to school years) • Checking adjectival agreement • Giving opinions with reasons (including using comparatives) • Expressing opinions, agreeing and disagreeing • Looking for familiar words in a text to help with reading comprehension 	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> • <i>-s-</i> between vowels in the middle of a word pronounced as 'z' (<i>faisais, maison, télévision</i>) • <i>-ien</i> <p>Skills:</p> <ul style="list-style-type: none"> • Asking and answering questions in the imperfect tense • Paying attention to the tense used in the question to help locate the answer in a reading text
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Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<ul style="list-style-type: none"> Describing and giving opinions about dishes Talking about meals and mealtimes Talking about good mental health Describing illness and accidents 	<ul style="list-style-type: none"> Saying what you are going to do to improve your life Talking about lifestyle changes	<ul style="list-style-type: none"> Talking about holidays and accommodation Talking about your ideal holiday Discussing what you can see and do on holiday Talking about festivals 	<ul style="list-style-type: none"> Reviewing and booking holiday accommodation Talking about staycation activities 	<ul style="list-style-type: none"> Understanding infographics about the environment Talking about geography and the climate Talking about environmental problems Talking about future weather Discussing what we can do together to protect the environment 	<ul style="list-style-type: none"> Talking about day-to-day actions to protect the environment Discussing school environmental projects
Themes	Module 4: “En pleine forme” THEME : Lifestyle and wellbeing.	Module 4: “En pleine forme” THEME : Lifestyle and wellbeing.	Module 5: “Numéro vacances” THEME : Travel and tourism	Module 5:” “Numéro vacances” THEME : Travel and tourism	Module 6: “Notre planète” THEME : My neighbourhood	Module 6: “Notre planète” THEME : My neighbourhood
Grammar & Skills	Grammar: <ul style="list-style-type: none"> <i>Vous</i>-form imperative Partitive articles: <i>du, de la, de l’, des</i> meaning ‘some’; contraction to <i>de/d’</i> after a negative Pronoun <i>en</i> with present tense verbs, e.g. <i>j’en mange</i> Perfect tense verbs revisited <i>Tu</i>-form imperative, including <i>sois</i> and negative form, e.g. <i>Ne pleure pas.</i> Modal verbs + infinitive (<i>devoir, pouvoir, vouloir</i>); negative, e.g. <i>il ne peut pas</i> <i>à</i> with definite article (<i>au, à la, aux</i>) <i>avoir mal</i> (+ <i>au, à la, aux</i>) Singular and plural imperatives revisited Reflexive verbs in the perfect tense 	Grammar: <ul style="list-style-type: none"> Simple future for all persons of the verb for <i>-er</i> verbs Simple future for first person singular for <i>aller, avoir, être, faire</i> Negatives: <i>ne ... plus;</i> <i>ne ... jamais, ne ... rien, ne ... pas</i> revisited Irregular verbs in <i>je</i> form across the three tenses (<i>avoir, être, faire</i>) The partitive article (<i>du, de la, de l’, des</i>) The pronoun <i>en</i> <i>Tu</i>-form and <i>vous</i>-form imperative (<i>-er</i> verbs, <i>aller, faire, être</i>) The present tense of modal verbs (all parts of <i>pouvoir, vouloir, devoir</i>) The perfect tense with regular/irregular verbs The perfect tense of reflexive verbs The simple future tense Using three tenses (imperfect, present and simple future) 	Grammar: <ul style="list-style-type: none"> <i>je voudrais / j’aimerais</i> + infinitive; <i>ce serait</i> + adjective Conditional in all persons for <i>-er</i> verbs Conditional with irregular verbs: <i>vouloir, faire, avoir, aller, être</i> Giving advice by using <i>il vaut la peine de, il vaut mieux</i> Forming different types of questions (<i>est-ce que, inversion of subject and verb, rising intonation</i>) <i>In</i> + country (<i>au Burkina Faso, en France, à la Réunion / Martinique</i>) Relative pronouns <i>qui, que</i> to extend sentences Present and imperfect tenses used together to describe what someone was doing when something happened 	Grammar: <ul style="list-style-type: none"> Perfect tense of modal verbs (<i>j’ai voulu, j’ai dû, je n’ai pas pu</i>) Negatives (<i>ne ... aucun(e), ne ... ni ... ni, ne ... que</i>) revisited ‘<i>In</i>’ (<i>à</i> + town, <i>au centre-ville, en ville, dans ma chambre / l’hôtel</i>) <i>si</i> + present and simple future tenses <i>ne ... pas encore</i> + perfect tense Imperfect tense for descriptions and perfect tense for single, completed actions revisited The conditional in first, second and third person singular (excluding <i>vous</i> formal) for regular <i>-er</i> verbs and <i>vouloir, aller, être, avoir, faire</i> Forming questions The relative pronouns <i>qui</i> and <i>que</i> Saying ‘<i>in</i>’ (<i>dans, à la, au, en</i>) 	Grammar: <ul style="list-style-type: none"> Regular superlative adjectival structures Regular comparative and superlative adjectival structures Passive voice in present tense followed by <i>par</i> <i>Nous</i>-form imperative (not reflexive): <i>sauvons, travaillons, faisons, *soyons</i> <i>Personne</i> and <i>rien</i> as sentence subjects 	Grammar: <ul style="list-style-type: none"> <i>en</i> + present participle: <i>en jouant, en finissant, en ayant, en étant</i> Using the perfect and imperfect tenses revisited <i>être en train de</i> + infinitive <i>venir de</i> + infinitive The comparative and superlative: <i>plus / moins / aussi</i> + adjective + <i>que</i> The passive voice The <i>nous</i>-form imperative Using the negatives <i>personne</i> and <i>rien</i> as the subject of a sentence <i>En</i> + the present participle Choosing between the imperfect and perfect tense <i>Être en train de / venir de</i> + infinitive

	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> Nasal sounds: <i>en, an, em, am</i> <i>ain, in, aim, im</i> -<i>eu</i> (<i>deux</i>) Role playing (visit to doctor) <p>Skills:</p> <ul style="list-style-type: none"> Pronouncing new vocabulary (listen and check) Looking at words before and after each gap and looking for grammar clues to help predict what is missing Spotting small words that can change meaning (<i>sans, au lieu de, sauf</i>) Giving advice Role playing (visit to doctor) <p>Culture box: The <i>Manger Bouger</i> campaign</p>	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> <i>eu, ou, oi</i> Pronouncing every syllable <p>Skills:</p> <ul style="list-style-type: none"> Using <i>plus</i> and <i>plus de</i> Using more complex sentence structures (<i>pour / afin de / *au lieu de / avant de</i> + infinitive) Using three timeframes: imperfect, present, simple future Listening for clues about tenses (time phrases, verb endings) Adapting phrases by changing details Questions in different time frames <p>Using three tenses (imperfect, present, simple future)</p> <p>Culture box: Rachel Keke and Grand Corps Malade</p>	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> <i>au / eau / closed o / ô</i> <i>h</i> <i>gn</i> <i>on, om</i> (<i>bon, comprendre</i>) <p>Skills:</p> <ul style="list-style-type: none"> Understanding when to use reflexive pronouns <i>me, se</i> and possessive pronouns <i>mes, ses</i> Working out the meaning of a word from surrounding text or images Watching out for words that change the meanings of phrases Extending sentences with added detail (how, where, opinions and reasons) Using a range of vocabulary and structures for variety <p>Culture box:</p> <ul style="list-style-type: none"> <i>Départements</i> in France 	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> <i>Un</i> Using <i>ne ... pas encore</i> to talk about something that hasn't happened yet Extending and developing written texts <i>en, an, em, am</i> <p>Skills:</p> <ul style="list-style-type: none"> Identifying positive and negative opinions Recognising <i>dont</i> 	<p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> -<i>tion</i> Open <i>o</i> (<i>notre, forêt</i>) <p>Skills:</p> <ul style="list-style-type: none"> Recognising close cognates (<i>ie / y, ique / ic</i>) Introducing opinions in a variety of ways Improving your text 	<p>Skills:</p> <ul style="list-style-type: none"> Comparing the perfect and imperfect tenses Identifying whether a statement is correct
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Year 11	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<ul style="list-style-type: none"> Describing your town or village Using indefinite adjectives <i>chaque, tous, tout(e)(s)</i> Using the correct preposition for 'in' Asking for and understanding directions Using <i>à</i> and <i>de</i> with the definite article Using negatives to talk about your town Talking about shopping for clothes Using <i>de</i> to indicate possession Practising shopping role plays 	<ul style="list-style-type: none"> Describing your ideal home Working out if adjectives go before or after the noun Using <i>si</i> clauses Talking about visiting another town or city Translating questions in different tenses Spotting different tenses from verb endings 	<ul style="list-style-type: none"> Talking about summer plans Using two different tenses to express the future Talking about future plans and hopes Using a range of structures followed by the infinitive Using sequencers Talking about travelling and earning money Using verbs that take <i>être</i> in the perfect tense Buying tickets at a station Talking about possible future career paths Forming feminine nouns Looking up words for possible future jobs Using verbs followed by <i>à</i> or <i>de</i> 	Preparation for the Speaking Exam: <ul style="list-style-type: none"> <u>Role-play</u>: answering questions and asking questions in French <u>Photo-card</u>: photo-description and giving an opinion <u>Conversation</u>: practise Module 1-8 questions using the GCSE booklet; develop spontaneous speech 	<u>Complex structures</u> <ul style="list-style-type: none"> Après avoir regardé la télé, - after watching TV Après être allé(e) au cinéma- after going to the cinema bien que ce soit bon pour la santé- although it is good for your health puisque / étant donné que – because/since/given that en regardant / en mangeant – while watching / while eating Si j'avais de l'argent, j'aimerais + inf – If I had money, I would Si je pouvais, je voudrais + inf. - If I could, I would... 	NA
Themes	Module 7: “Mon petit coin du monde” THEME : My personal world / My neighbourhood	Module 7: “Mon petit coin du monde” THEME : My personal world / My neighbourhood	Module 8: “Mes projets d’avenir” THEME : My future plans	<u>Exam revision</u>	<u>Exam revision</u>	
Grammar & Skills	<u>Grammar:</u> <ul style="list-style-type: none"> Indefinite adjectives (<i>chaque, tous, tout(e)(s)</i>) <i>Vous</i>-form imperatives Prepositions <i>à</i> and <i>de</i>: <i>À: au, à la, à l', aux</i> <i>De: du, de la, de l', des</i> Negatives (<i>ne ... pas / jamais / rien / personne</i>) <i>De</i> to indicate possession 	<u>Grammar:</u> <ul style="list-style-type: none"> Position of adjectives, including adjectives that go in front of the noun (<i>grand, petit, joli, beau, vieux</i>) Adjectives with different meanings before and after noun (<i>ancien, propre, cher</i>) <i>Si</i> followed by imperfect + <i>je voudrais</i> to express dreams and wishes (e.g. <i>si j'étais riche, je voudrais ...</i>) Questions in different forms and in different tenses (<i>est-ce que, inversion, question words with est-ce que or inversion (e.g. Avec qui?)</i>) 	<u>Grammar:</u> <ul style="list-style-type: none"> Phrases followed by an infinitive to talk about future plans and wishes (e.g. <i>je veux, mon but est de</i>) <i>sans</i> + infinitive, <i>pour</i> + infinitive Verbs that take <i>être</i> in the perfect tense; past participle agreements Infinitives as nouns (e.g. <i>aider les autres, c'est ...</i>) Nouns for jobs change according to gender (e.g., <i>influenceur, influenceuse</i>) Verbs followed by <i>à</i> or <i>de</i> + infinitive 	<u>Grammar:</u> <ul style="list-style-type: none"> Using preparation time appropriately (eg: 12 min in speaking and 5 minutes in listening) Producing sentences from memory Using multiple tenses, opinions and reasons Applying a wide range of success criteria including creative language/complex structures/ idioms 	<u>Grammar:</u> <ul style="list-style-type: none"> Extracting key information in a text Avoiding distractors Dealing with unfamiliar vocabulary Applying Reading and Listening strategies (inference, common sense, forward slash technique...) Translating accurately 	

	<p>Skills:</p> <ul style="list-style-type: none"> • Saying 'in' (a country, a region, a town – <i>en France, à Londres, dans le sud-est</i>) • Using prepositions followed by <i>de</i> (e.g. <i>près de</i>) and prepositions on their own (e.g. <i>devant</i>) • Using adjectives <p>Practising shopping role plays</p> <p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> • <i>r/ th</i> • Final consonant pronounced where <i>-e / -es</i> added (<i>verte, grises</i>) 	<p>Skills:</p> <ul style="list-style-type: none"> • Working out compound/combined words (e.g. <i>salle + à + manger</i>) • Working out unfamiliar words from context • Spotting tenses from verb endings/parts (present, near future, <i>je voudrais</i>, perfect) <p>Pronunciation and phonics:</p> <ul style="list-style-type: none"> • <i>c</i> as soft sound before <i>e</i> and <i>i</i> and when it has a cedilla 	<p>Skills:</p> <ul style="list-style-type: none"> • Using sequencers to extend sentences and order ideas • Using <i>on</i> to mean 'we' • Doing a role play about buying train tickets • Looking up new job words in a dictionary • Talking about positive and negative aspects (jobs) 			
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