



<p>No prior knowledge of French assumed as students will be joining, having studied different languages at primary school. Some students will have some prior knowledge if they have studied French before.</p> <p>Prior knowledge of grammatical terms from KS2 SATs assumed but re-covered.</p>	<ul style="list-style-type: none"> <li>- Knowledge of masculine and feminine from Term 1 (talking about feelings).</li> <li>- Days of the week (introduced with writing the dates throughout term 1)</li> </ul>	<ul style="list-style-type: none"> <li>- Opinion phrases from Term 2 (talking about school subjects)</li> <li>- Adjectives to justify opinions from Term 2 (talking about school subjects)</li> </ul>	<ul style="list-style-type: none"> <li>- Adjectives to describe personality from Term 1 (what are you like?)</li> <li>- Opinion phrases from Terms 1&amp;2.</li> <li>- Using il y a from Term 3 (places in town)</li> <li>- Using the verb être from Term 1 (what are you like?)</li> <li>- Using the verb avoir from Term 2 (Timetable)</li> </ul>	<ul style="list-style-type: none"> <li>- Saying where you live from Term 1 (introductions)</li> <li>- Using il y a from Term 3 (places in town)</li> <li>- Adjectives to describe town from Terms 1&amp;2 (what are you like? / My subjects)</li> <li>- Free time activities from Term 3</li> </ul>	<ul style="list-style-type: none"> <li>- Opinion phrases from Terms 1&amp;2.</li> <li>- Justifying opinions from Terms 1,2&amp;3</li> <li>- Numbers from Term 2 (school equipment)</li> </ul>
<p><b>Why are we teaching this now?</b></p>	<p><b>Why are we teaching this now?</b></p>	<p><b>Why are we teaching this now?</b></p>	<p><b>Why are we teaching this now?</b></p>	<p><b>Why are we teaching this now?</b></p>	<p><b>Why are we teaching this now?</b></p>
<p>Introduces:</p> <ul style="list-style-type: none"> <li>- Key phonics needed for the rest of the academic year</li> <li>- Key vocabulary to initiate conversations</li> <li>- The fundamental verb être</li> <li>- The fundamental concept of adjectival agreement</li> </ul> <p>Gives students the confidence to speak in another language by starting with simple.</p>	<p>Introduces:</p> <ul style="list-style-type: none"> <li>- The concept of grammatical gender</li> <li>- The fundamental verb avoir</li> <li>- Opinion phrases required throughout every subsequent term</li> <li>- The idea of 'justifying opinions' which will be needed for students to access the highest marks when writing and speaking</li> <li>- Adjectival agreement</li> </ul>	<p>Introduces:</p> <ul style="list-style-type: none"> <li>- The present tense which students will need to master to gain grades 4+.</li> <li>- The concept of conjugation which will appear throughout every year of study</li> </ul> <p>Students will be able to combine knowledge of infinitives with prior knowledge of opinion phrases.</p>	<p>Practices:</p> <ul style="list-style-type: none"> <li>- Adjectival agreement</li> <li>- Giving opinions</li> <li>- Numbers</li> <li>- The verb 'avoir'</li> <li>- The verb 'être'</li> </ul> <p>Whilst introducing new vocabulary, much of the grammar underpinning this topic will have already been seen in Terms 1-3. This halfway point provides an opportunity to master and practise previous grammatical skills.</p>	<p>Practices:</p> <ul style="list-style-type: none"> <li>- Adjectival agreement</li> <li>- Free time vocabulary</li> <li>- Places in town vocabulary</li> <li>- Key verb structure 'il y a'</li> </ul> <p>Introduces:</p> <ul style="list-style-type: none"> <li>- On peut + infinitive structure</li> </ul> <p>Whilst introducing new vocabulary, much of the grammar underpinning this topic will have already been seen in Terms 1-4. This provides an opportunity for mastery.</p>	<p>Introduces:</p> <ul style="list-style-type: none"> <li>- larger numbers necessary for progression into Year 8.</li> <li>- key role play skill required for GCSE speaking exam a cultural topic into the final term of the year.</li> <li>- the use of formal language necessary for role plays</li> </ul>

## Term 1: The Basics

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 1: Introductions</b>				
How do we learn French?	- To discuss strategies to learn a different language	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.</p>	Term 1 Literacy KO	Cultural: interest on different languages
What's your name? <i>Comment t'appelles-tu?</i>	<p>To be able to use greetings.</p> <p>To be able to ask for someone's name and give your own name.</p>		Term 1 MFL KO Expo 1 – Pg 6	<p>Social: Building confidence in speaking aloud</p> <p>Cultural: Introducing popular French names</p>
Where do you live? <i>Où habites-tu?</i>	<p>To be able to say where you live.</p> <ul style="list-style-type: none"> <li>- Focus on silent 'h' phoneme</li> </ul> <p>To be able to ask where someone lives.</p>		Term 1 MFL KO	<p>Cultural: appreciation of different places and backgrounds</p> <p>Social: Showing interest for others</p>
<b>Topic 2: Talking about feelings</b>				
How's it going? <i>Ça va?</i>	To use 'ça va' to say how things are going	Ongoing use of low stakes assessment methods such as	Term 1 MFL KO Dynamo 1 – Pg 9	Spiritual/Social: Talking about feelings

		- MWBs to drill vocabulary and check for understanding. - Questioning	Expo 1 – Pg 6	
How do you feel? <i>Comment tu te sens?</i>	To use 'je me sens' to say how you feel - To understand the idea of masculine and feminine changes to adjectives	Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 1 MFL KO	PSHE, Spiritual/Social: Talking about feelings & mental health
<b>Mid Term Assessment</b>	Read aloud assessment: Students assessed on ability to pronounce key phonics studied this term. Reading assessment: translation sentences into English.			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 3: Describing yourself</b>				
What are you like? <i>Tu es comment?</i>	To use the verb 'être' to say I am. To correctly agree adjectives.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 1 MFL KO Dynamo 1 – Pg 16 Studio 1 – Pg 12	Spiritual: reflection on identity, self-awareness
When is your birthday? <i>C'est quand ton anniversaire?</i>	To say what the date is and when a birthday is - Days of the week - Numbers up to 31 - Months	Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 1 MFL KO	BV; individual liberty and mutual respect

<b>Term 2: School</b>				
<b>Big Question</b>	<b>Learning Objectives</b>	<b>Assessment and Homework</b>	<b>Resources</b>	<b>Links to SMSC, PSHE and British Values</b>
<b>Topic 4: School Equipment</b>				
What's in your school bag? <i>Qu'est-ce qu'il y a dans ton sac ?</i>	To know the items in our school bag. - Introduction of indirect articles  To understand masculine and feminine gender. - Introduction of grammatical gender with nouns	Each lesson should start with a retrieval based starter, following the structure: - Write 4 - Translation into English - Translation into French - Spot the error	Term 2 MFL KO Expo 1 – Pg 8	PSHE: organisation, responsibility  BV: mutual respect

What colour is it? <i>C'est quelle couleur?</i>	To know colours.  To be able to agree colour adjectives.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 2 MFL KO	PSHE: numeracy confidence and problem solving
<b>Topic 5: School Timetable</b>				
What do you study? <i>Qu'est-ce que tu étudies?</i>	To be able to say what school subject you study. - Introduction of direct articles  To be able to say what subjects you have on what day of the week.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 2 MFL KO  Dynamo 1 – Pg 36-37 Studio 1 – Pg 28-29 Expo 1 – Pg 82-83	
<b>Mid Term Assessment</b>	Grammar assessment: Students assessed on ability to agree colour adjectives. Listening assessment: students assessed on listening comprehension skills based on vocabulary studied this term.			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 6: My subjects</b>				
What is your favourite subject? <i>Quelle est ta matière préférée?</i>	To be able to give positive and negative opinions.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 2 MFL KO  Dynamo 1 – Pg 36-37 Studio 1 – Pg 28-29 Expo 1 – Pg 82-83	Cultural: Opportunity to discuss differences in school subjects studied in France. - No RE - Histoire-géo
Why? <i>Pourquoi?</i>	To use adjectives to justify opinions. - Introduction of 'parce que c'est'			Spiritual: talking about preferences, critical thinking

What are your teachers like? <i>Comment sont tes professeurs?</i>	To describe teacher <ul style="list-style-type: none"> <li>- Using of adjectives in feminine and masculine</li> <li>- Intensifiers</li> </ul>			
<b>Term 3: Free Time</b>				
<b>Big Question</b>	<b>Learning Objectives</b>	<b>Assessment and Homework</b>	<b>Resources</b>	<b>Links to SMSC, PSHE and British Values</b>
<b>Topic 7: What I like doing in my free time</b>				
What do you like to do in your free time? <i>Qu'est-ce que tu aimes faire pendant ton temps libre ?</i>	To know different free time activities.  To give positive and negative opinions about free time activities.	Each lesson should start with a retrieval based starter, following the structure: <ul style="list-style-type: none"> <li>- Write 4</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot the error</li> </ul>	Term 3 MFL KO	Social: talking about hobbies and lifestyle  Spiritual expressing preferences
Why? <i>Pourquoi?</i>	To use adjectives to justify opinions.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>	Term 3 MFL KO	PSHE: healthy choices
<b>Topic 8: What I normally do in my free time</b>				
What do you normally do? <i>Que fais-tu normalement?</i>	To use the present tense in the first person singular  To use time expressions	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 3 MFL KO	Social: talking about hobbies and lifestyle

<p>What do they normally do ?</p> <p><i>Que font-t-ils normalement ?</i></p>	<p>To use the present tense in the first person plural</p> <p>To use the present tense in the 3<sup>rd</sup> person singular</p>	<p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p>		<p>Spiritual expressing preferences</p> <p>PSHE: healthy choices</p> <p>BV: mutual respect</p>
<p><b>Mid Term Assessment</b></p>	<p>Writing assessment: Students to write 40-50 words on the topic of free time</p> <ul style="list-style-type: none"> <li>- What do you normally do in your free time</li> <li>- What do you like to do and why</li> <li>- What do your friends do in their free time</li> </ul>			
<p><b>PIT</b></p>	<p>Students to work on EBI provided from Mid Term Assessment</p>			
<p><b>Topic 9: What's the weather like?</b></p>				
<p>What's the weather like?</p> <p><i>Quel temps fait-il?</i></p> <p>To be able to give positive and negative opinions.</p> <p>To use adjectives to justify opinions.</p>	<p>To know different seasons</p> <p>To know different types of weather</p>	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p>	<p>Term 3 MFL KO</p>	<p>Cultural: understanding differences on the weather in different places</p> <p>PHSE; organisation and decision based on critical thinking</p>
<p>Que fais-tu quand il fait chaud?</p> <p><i>What do you do when it's hot?</i></p>	<p>To use subordinate clauses using 'quand'</p> <p>To give free time activities</p>			

**Term 4: Family**

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 10: Who is in my family?</b>				
Who is in my family? <i>Qui est dans ta famille ?</i>	To be able to describe my immediate family. - Using 'il y a'  To be able to use possessive adjectives.	Each lesson should start with a retrieval based starter, following the structure: - Write 4 - Translation into English - Translation into French - Spot the error  Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 4 KO	Spiritual: Talking about family and what makes us who we are
Who is in my family? <i>Qui est dans ta famille?</i>	To be able to describe my extended family.  To be able to use possessive adjectives.		Term 4 KO	
<b>Topic 11: What is my family like?</b>				
What are your eyes and hair like? <i>C'est comment, tes yeux et tes cheveux?</i>	To describe hair and eye colour - Use of the verb avoir and adjectival agreement	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 4 KO	BV: mutual respect  Social: describing others respectfully
What are your eyes and hair like? <i>C'est comment, tes yeux et tes cheveux?</i>	To revise hair and eye colour - Use of the verb avoir and adjectival agreement - Introduction of other physical descriptions using avoir			

What are your eyes and hair like? <i>C'est comment, tes yeux et tes cheveux?</i>	To describe physical features of others. - To revise the verb avoir			
What's your family like? <i>C'est comment, ta famille? Pt. 1</i>	To describe physical appearance. - To know vocabulary to cover height and weight - To revise the verb être in 1 <sup>st</sup> person			
What's your family like? <i>C'est comment, ta famille? Pt. 2</i>	To describe physical appearance. - To know vocabulary to cover height and weight - To revise the verb être in 3 <sup>rd</sup> person			
<b>Mid Term Assessment</b>	Reading Assessment: Assessment of receptive skills. Writing Assessment: Translation into French			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 12: Who do I get on with?</b>				
Do you get on with your family? <i>Est-ce que tu t'entends bien avec ta famille?</i>	To use the verb 'être' to say I am.  To correctly agree adjectives.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 4 KO	Spiritual: reflecting on identity and relationships
Why (not)? <i>Pourquoi (pas)?</i>	To be able to justify opinions - Revision of Term 1 vocabulary adjectives		Term 4 KO	

## Term 5: My town

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
<b>Topic 13: Where do you live?</b>				
Where do you live? <i>Où habites-tu ?</i>	To be able to say where I live.  To be able to use compass points to say where my town is.	Each lesson should start with a retrieval based starter, following the structure: - Write 4 - Translation into English - Translation into French - Spot the error  Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 5 KO  Term 5 KO	BV: mutual respect  Spiritual: reflecting on identity  Cultural and social: understanding differences on how other's live
What's your house like? <i>C'est comment, ta maison?</i>	To be able to describe rooms in the house.  To give a description of my house. - Position of adjectives related to size.			
<b>Topic 14: What's in your town?</b>				
Do you like your town ? <i>Tu aimes ta ville ?</i>	To give your opinion about your town			Spiritual: expressing opinions and reflecting on experiences and lifestyle  BV: individual liberty
What's in your town ? <i>Qu'est-ce qu'il y a dans ta ville ?</i>	To say what there is and isn't in my town. - Using 'il y a' and 'il n'y a pas'	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 5 KO	
Where do you go at the weekend? <i>Où vas-tu le week-end ?</i>	To use the verb 'aller' - To use the preposition 'à'	Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 5 KO	

<b>Mid Term Assessment</b>	<b>Writing Assessment: 40-50 words</b> - Where do you live - What's your town like - Where are you going at the weekend			
<b>PIT</b>	Students to work on EBI provided from Mid Term Assessment			
<b>Topic 15: What's your region like?</b>				
Where are you going to go at the weekend?  <i>Où vas-tu aller le week-end prochain?</i>	To be able to use the near future tense	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 5 KO	Cultural: talking about Kent and what it has on offer for tourists
Where is the swimming pool?  <i>Où est la piscine?</i>	To be able to give and understand directions			

<b>Term 6: Food and Drinks</b>				
<b>Big Question</b>	<b>Learning Objectives</b>	<b>Assessment and Homework</b>	<b>Resources</b>	<b>Links to SMSC, PSHE and British Values</b>
<b>Topic 16: What do you like to eat and drink?</b>				
What do you like to eat and drink?  <i>Qu'est-ce que tu aimes manger et boire ?</i>	To be able to give opinions about food.  To know food and drink vocabulary.	Each lesson should start with a retrieval based starter, following the structure: - Write 4 - Translation into English - Translation into French - Spot the error	Term 6 KO	Cultural: Looking at differences between French and English diets
What do you eat normally?  <i>Qu'est-ce que tu manges normalement ?</i>	To know food and drink vocabulary.  To be able to use partitive articles.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.		
What are you going to eat for breakfast?	To be able to talk about breakfast food.  To use the near future tense.		Term 6 KO	PSHE: making healthy choices

<i>Qu'est-ce que tu vas manger pour le petit-déjeuner?</i>		Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.		
<b>Mid Term Assessment</b>	<b>Listening Assessment: Dictation</b> <b>Reading Assessment: Translation into English</b> <b>Writing Assessment: Translation into French</b>			
<b>PIT</b>	<b>Students to work on EBI provided from Mid Term Assessment</b>			
<b>Topic 17: How do I order in a café?</b>				
What would you like?  <i>Qu'est-ce que tu voudrais?</i>	To be able to order in a café. - Using the conditional 'je voudrais'  To know French snacks.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 6 KO	Cultural: Looking at different French foods and drinks.
<b>Topic 18: How much is that?</b>				
How much is it?  <i>Ça coute combien?</i>	To be able to ask for and give prices. - To use numbers up to 100.	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.	Term 6 KO	BV: Rule of law  PSHE: financial awareness and numeracy confidence