

## Overview of French Scheme of Learning 2018-19

Year 5	<b>Autumn 1</b>		<b>Autumn 2: History Detectives</b>	
	<b>Topic content</b>	<b>Grammar/skills</b>	<b>Topic content</b>	<b>Grammar/skills</b>
	<p><b>Let's communicate!</b> Introducing yourself; asking others' names; using the alphabet to spell your name. Starting to use classroom language to speak to other pupils and adults.</p> <p><b>Food and Drink: Likes and Dislikes.</b> Food and drink vocabulary. Giving opinions and saying why.</p>	<p>French alphabet. Present tense of some high frequency verbs, including negative, in set phrases: <i>aimer; adorer; detester; s'appeler; préférer; avoir.</i> Definite articles in opinions. Adjectives &amp; qualifiers. Asking simple questions.</p>	<p><b>Café role plays.</b> Understanding role plays in café/restaurants: reading and listening. Writing and performing role plays in pairs/groups.</p>	<p>Differentiating <i>tu &amp; vous</i>: <i>je voudrais</i> <i>Vous désirez?</i> Focus on pronunciation. Numbers: prices Reading and listening skills: cognates, keywords, dictionary use etc.</p>
			<b>Autumn 2 Assessment: Speaking: Café role plays</b>	
	<b>Spring 1: Espionage</b>		<b>Spring 2: Fantastic Worlds</b>	
	<b>Topic content</b>	<b>Grammar/skills</b>	<b>Topic content</b>	<b>Grammar/skills</b>
	<p><b>En ville</b> Designing and describing a town, its shops and buildings. Finding secret messages left for your spy in the town.</p>	<p><i>il y a &amp; il n'y a pas de</i> Building complex sentences: using a variety of connectives &amp; conjunctions; use of subordinate clauses : <i>où on vend/peut acheter... qui s'appelle...</i> Prepositions: <i>près de/ à côté de/ en face de</i> etc.</p>	<p><b>"Astérix et le Domaine des Dieux"</b> (Astérix and the Mansion of the Gods) film and book to introduce the famous characters of the French comic strips. Creating ID cards for the characters or Roman gods: name, birthday and age: songs and surveys.</p>	<p>Questioning: <i>Quel âge as-tu? Quelle est la date de....</i> <i>1<sup>st</sup> person verbs: j'ai; je m'appelle; j'habite; je suis</i></p>
	<p><b>Spring 1 Assessment: Writing:</b> Designing and describing your own spy map.</p>		<p><b>Spring 2 Assessment: Reading:</b> descriptions of comic strip characters.</p>	

Summer 1: Perspective		Summer 2: Adventure	
Topic content	Grammar/skills	Topic content	Grammar/skills
<p><b>Directions</b></p> <p>Using the "Voices in the Park" text and "Salut Serge" video, asking the way and giving directions in the park and the jungle.</p>	<p><i>où est/ où se trouve...?</i></p> <p>Instructions using the imperative form of verbs:  <i>tourne/tournez à gauche</i>  <i>va/allez tout droit</i>  <i>prenez le premier chemin....</i>            ordinal numbers.            Listening skills: focusing on key words</p>	<p><b>Flight</b></p> <p>The invention of the hot air balloon by the French Montgolfier brothers.</p> <p><b>Playground games</b></p>	<p>Bringing all our skills together.</p> <p>Focus on listening skills: picking out details from conversations.</p>
<b>Summer 1 Assessment: Speaking:</b> Directions role plays		<b>Summer 2 Assessment: Listening</b>	

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Year 6	Autumn 1		Autumn 2: History Detectives	
	Topic content	Grammar/skills	Topic content	Grammar/skills
	<p><b>Pupil Talk</b> Promoting and reinforcing with pupils the principle and mind set of use of target language in the classroom. Exploring the languages mats. This principle to be sustained throughout all the following units in of Y6 and beyond.</p> <p>Saying the days of the week, in and out of sequence.</p> <p>To be able to say the date.</p> <p>Birthdays and age: songs and surveys.</p>	<p>Reading and speaking skills. Practising set phrases for real communication in the classroom.</p> <p>Questioning: <i>Quel âge as-tu?</i> <i>Quelle est la date de....</i> Cardinal &amp; ordinal (<i>le premier</i>) numbers 1-31.</p>	<p><b>Les vêtements</b> (clothes) (Link with <i>The Boy in the Dress</i> by David Walliams.)</p> <p>Learning a song about clothing: <i>Dans la machine à laver.</i> Describing clothes, adding a variety of adjectives. What would the characters from the book put in their suitcases?</p> <p>What does a good French accent sound like?</p>	<p>Exploring idea of gender in languages and in French in particular: masculine &amp; feminine nouns.</p> <p>Adjective position and agreement. Revisiting <i>il y a</i> &amp; <i>il n'y a pas de</i> from Year 5.</p> <p>Focus on pronunciation.</p>
	<p><b>Assessment focus: Listening:</b> dates and birthdays.</p>		<p><b>Autumn 2 Assessment: Writing:</b> What is in the suitcase?</p>	
	Spring 1: Espionage		Spring 2: Fantastic Worlds	
	Topic content	Grammar/skills	Topic content	Grammar/skills
	<p><b>Quel temps fait-il?</b> Describing the weather: a spy is being dropped into a francophone country - what will the weather be like for his/her mission?</p> <p>Preparing and presenting your own weather forecasts.</p>	<p>Variety of weather phrases. <i>il fait beau/chaud/froid</i> etc</p> <p>Compass points: <i>dans le nord/est/sud/ouest</i> à + place</p> <p>More complex phrases to add interest and depth to weather forecasts: <i>il y a la</i></p>	<p><b>Body parts: aliens and monsters.</b> To be able to name parts of the body. To join in songs and activities: <i>le Gouzi Gouzi</i>; Heads, Shoulders, Knees &amp; Toes etc.</p> <p><b>Monster Designing</b> Describing and designing models of monsters.</p>	<p>Conjugation of two high frequency verbs: <i>être</i> &amp; <i>avoir</i>. Agreement of adjectives: consolidation.</p>

		possibilité de neige; dans la capitale.. etc quand & si		
<b>Assessment focus: Reading:</b> Weather forecasts			<b>Spring 2 Assessment: Speaking:</b> Video presentation of monster models.	
<b>Summer 1: Perspective</b>			<b>Summer 2: Adventure</b>	
<b>Topic content</b>		<b>Grammar/skills</b>	<b>Topic content</b>	
<b>Traditional tales</b>  <b>La Chasse à l'Ours</b> Reading "We're going on a Bear Hunt" in French.  <b>La Chenille Affamée</b> Reading, adapting and creating own version of <i>The Very Hungry Caterpillar</i> .		Reading strategies: cognates, words you already know, use of pictures, dictionary practice.  Using knowledge of French sounds to read aloud and say simple sentences accurately.  Developing sentence structure. Conjugation of present tense of "-er" verbs	<b>Take Mali</b> Journey to West Africa on a fascinating exploration of the French-speaking country of Mali. Listen to authentic French and explore similarities and differences between our own and Malian daily lives, values and attitudes.	
<b>Summer 1 Assessment: Writing:</b> Adapted <i>La Chenille Affamée</i> stories.			<b>Summer 2 Assessment: Listening:</b> understanding the main details in spoken passages.	

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Year 7 Scheme to be set within the context of working in partnership with a francophone school in Sub-Saharan Africa. Pupils to correspond with penfriends at the partner school, using topics covered in Year 7 as context for their correspondence. Lessons to be dedicated to reading and writing of letters as and when applicable.

Year 7	Autumn 1		Autumn 2	
	Topic content	Grammar/skills	Topic content	Grammar/skills
	<b>Ma famille.</b> Description of your and other people's families & pets: names, ages.	Present tense of <i>avoir</i> (including negative form) & <i>s'appeller</i> in 1 <sup>st</sup> and 3 <sup>rd</sup> person. possessive adjectives: <i>mon, ma, mes</i> etc. possessive structure: definite article + <i>de</i>	<b>Describing your family in detail.</b> Physical and character descriptions of the people and pets in your family. Building complex sentences.	Present tense of <i>être</i> (including negative form); at least in 1 <sup>st</sup> and 3 <sup>rd</sup> person.  Variety of adjectives: feminine & plural agreement. Comparative statements. Subordinate clauses, using <i>qui</i> .
	<b>Autumn 1 Assessment:</b> Listening (family descriptions)		<b>Autumn 2 Assessment: Writing:</b> Pyramid "Big Write" about family.	
	Spring 1		Spring 2	
	Topic content	Grammar/skills	Topic content	Grammar/skills
	<b>Les loisirs 1</b> Sports, hobbies and pastimes. Describing what you do, frequency etc. Time	Present tense of regular -er, -ir and -re verbs plus some high frequency irregular verbs: <i>faire; lire; aller</i> Time structures. Time & frequency phrases: <i>le matin; tous les jours; lundi</i> etc.	<b>Les loisirs 2</b> Sports, hobbies and pastimes. Describing what you like to/can/want to/are going to do.	<i>aimer/pouvoir/vouloir/aller</i> + infinitive. near future: <i>aller</i> + infinitive.

<b>Spring 1 Assessment: Reading</b> (sports and pastimes texts)		<b>Spring 2 Assessment: Speaking:</b> Sports and Pastimes GCSE style general conversation.	
<b>Summer 1</b>		<b>Summer 2</b>	
<b>Topic content</b>	<b>Grammar/skills</b>	<b>Topic content</b>	<b>Grammar/skills</b>
<b>Au collège and daily routine 1.</b> Comparing daily & school life with that of your penfriend in Africa. Describing your daily routine and school day.	Present tense of reflexive verbs. Developing listening skills. Time conjunctions.	<b>Au collège and daily routine 2.</b> Bringing together and "showing off" all language learnt over the year to prepare a presentation about your daily and school life. Focus on complex sentences, making comparisons and complex justifications. Answering spontaneously to questions about your presentation.	Speaking assessment skills: listening to clues in questions. Extended sentences, using a variety of conjunctions, qualifiers, time connectives etc.
<b>Summer 1 Assessment: Listening</b>		<b>Summer 2 Assessment: Speaking:</b> GCSE style photo card & additional questions format.	

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<b>Year 8</b>	Autumn 1		Autumn 2	
	Topic content	Grammar/skills	Topic content	Grammar/skills
	<p><b>Joyeux Noël</b> Studying a film and a newspaper article about the Christmas Truce in 1914 as a medium to introduce perfect tense. Developing techniques to understand and "attack" complex texts.</p>	<p>Reading skills: cognates, deduction and inference, context, keywords to research in dictionary etc. Formation of past participles of regular -er verbs.</p>	<p><b>Masterchef</b> Mealtimes, studying authentic recipes. Planning and presentation of a recipe &amp; an account of the process of making the dish.</p>	<p>Listening skills: focusing on keywords in video clips. Partitive article: <i>du/ de la/ de l'/ des</i> Forming the perfect tense of regular -er, -ir and -re verbs that use <i>avoir</i> (PAPP). <i>après avoir</i> + past participle (for HAPs) Time connectives for sequencing.</p>
	<p><b>Autumn 1 Assessment: Reading:</b> Twin towers/Day in Paris unseen text.</p>		<p><b>Autumn 2 Assessment: Speaking:</b> Masterchef presentation in style of GCSE Role Play format.</p>	
	Spring 1		Spring 2	
	Topic content	Grammar/skills	Topic content	Grammar/skills
	<p><b>Histoires de Vie</b> Using poem "Déjeuner du Matin" and other texts to introduce perfect tense of irregular verbs. "Marcel le Meurtrier": a murder mystery as a medium to recognize and form verbs that take <i>être</i> in the perfect tense.</p>	<p>Perfect tense of irregular verbs that use <i>avoir</i> (PAPP).  Perfect tense of 14 MRS VANDERTRAMP verbs that use <i>être</i> (PEPP). Structure: <i>à la/ à l'/ au/aux</i></p>	<p><b>Histoires de Vie (cont'd)</b> Writing your own alibi or newspaper report, using perfect tenses of all PAPP and PEPP verbs.  <b>Conversational French (2 weeks)</b> Stand-alone unit: Use of real French in role plays as preparation for Y8 visit to France.</p>	<p>Manipulating the perfect tense: combining PAPP and PEPP verb formations in extended, complex sentences.  Asking and answering questions in café, shop, street contexts.</p>
	<p><b>Spring 1 Assessment: Listening:</b> perfect tense</p>		<p><b>Spring 2 Assessment: Writing:</b> Alibi or newspaper article in past tense.</p>	

Summer 1		Summer 2	
Topic content	Grammar/skills	Topic content	Grammar/skills
<p><b>En vacances 1</b></p> <p>Holiday planning - future and past tense exploration.</p>	<p><i>En/au</i> + country name</p> <p>Identifying three tenses: perfect, present and near future.</p> <p>Recap of present tense of verbs.</p> <p>Formation of near future tense: <i>aller</i> + infinitive.</p>	<p><b>En vacances 2</b></p> <p>Bringing together and "showing off" all language learnt over the year to write blogs, manipulating 3 tenses. Also using time sequencing phrases, partitive articles etc from previous learning.</p>	<p>Formation and accuracy in manipulation of 3 tenses: present, perfect and near future tenses.</p> <p>LAPs/SEND: present and perfect only.</p> <p>HAPs: <i>je voudrais</i> + infinitive to express where they would like to go in the future.</p>
<p><b>Summer 1 Assessment: Reading:</b> holidays and excursions in 3 tenses: variety of text types - blogs, postcards, diaries.</p>		<p><b>Summer 2 Assessment: Writing: Transition work.</b></p> <p>Blog/postcard/diary writing in 3 tenses for higher ability students. For lower ability students - blog/postcard/diary of a past holiday to consolidate perfect tense.</p>	