

## Modern Foreign Languages Y8 French KS3 Curriculum Map 2022-2023

Through the KS3 MFL Curriculum the faculty intent is: Using Extensive Processing Instruction (E.P.I) pupils will become **fluent** users of French and German. They will learn through **listening and reading**, and will develop **autonomy, automaticity, spontaneity and fluency**. The lessons will open their eyes and minds to the **culture of the target language's countries** as well as developing their **linguistic skills**.

Term/ Subject	Knowledge, Skills, Understanding	Key terminology	Intent and NC coverage	Wider reading or watching
Half Term 1	<p><b>Talking about pets:</b></p> <ul style="list-style-type: none"> <li>Say what pets I have</li> <li>Say what pets I would like to have</li> <li>Say their name and describe their appearance and personality</li> <li>Key question words and asking questions about name/age/appearance and personality</li> <li>Grammar: <i>Avoir/être</i> -full conjugation</li> <li>Grammar: Adjectival agreement</li> <li>Revisit: introductions, family members, descriptions</li> </ul> <p><b>Talking about jobs:</b></p> <ul style="list-style-type: none"> <li>Say what jobs people do</li> <li>Say why they like/dislike jobs</li> <li>Say where they work</li> <li>Use adjectives to describe jobs</li> <li>Grammar: <i>Travailler</i>- full conjugation</li> <li>Revisit: family members, full conjugation of <i>être</i>, descriptions of people</li> </ul> <p><b>Target Language Culture:</b> European day of languages</p>	<p><i>J'ai + pet</i>  <i>Je n'ai pas de + pet</i>  <i>qui s'appelle + name</i>  <i>Je voudrais + pet</i>  <i>il/elle est + adjective</i>  <i>Quel/Quelle/Comment/ pourquoi/ combien</i></p> <p><i>Mon père/ma mère travaille comme + job</i>  <i>Il/elle est + job</i>  <i>Il/elle aime/n'aime pas cela + connective + adjective</i>  <i>Il/elle travaille dans + location</i></p>	<p><b>1</b> <b>1. Listen</b> to a variety of forms of spoken language</p> <p><b>2</b></p> <p><b>3</b> to obtain information and</p> <p><b>4</b> respond appropriately</p> <p><b>5</b></p> <p><b>6</b> <b>2. Transcribe</b> words and short sentences that they hear with increasing accuracy</p> <p><b>8</b></p> <p><b>3.</b> Initiate and develop <b>conversations</b>, coping with unfamiliar language and unexpected responses.</p> <p><b>4.</b> Express and develop <b>ideas</b> clearly and with increasing accuracy, both orally and in writing</p>	<p><a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p> <p><a href="http://www.uk.language-gym.com">www.uk.language-gym.com</a></p> <p><a href="http://www.pearsonactivelearn.co">www.pearsonactivelearn.co</a></p> <p><a href="http://www.linguascope.com">www.linguascope.com</a></p>
Half Term 2	<p><b>Comparing appearance and personality</b></p> <ul style="list-style-type: none"> <li>Say more/less..than</li> <li>Say as...as</li> <li>Compare people in your family using new adjectives</li> <li>Revisit: Family members, pets, adjectives</li> </ul> <p><b>What's in my school bag</b></p> <ul style="list-style-type: none"> <li>Say what's in your schoolbag/pencil case/classroom</li> <li>Say what you have/don't have/need don't need</li> <li>Say what other people have/don't have</li> <li>Grammar: Gender and plurals of nouns</li> <li>Revisit: colour and agreement of adjectives, introductions and pets</li> </ul> <p><b>Target Language Culture:</b> French Christmas traditions and a Christmas market</p>	<p><i>Mon/ma/mes + person noun est/sont + plus/moins/aussi + adjective que mon/ma/mes + person noun</i></p> <p><i>Il y a/Il n'y a pas de + noun + colour</i>  <i>J'ai/Je n'ai pas de + noun + colour</i>  <i>Il/Elle a /n'a pas de + noun + colour</i>  <i>J'ai / Je n'ai pas besoin de + noun + colour</i></p>	<p><b>1</b></p> <p><b>2</b></p> <p><b>3</b> <b>5.Speak</b> coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p><b>4</b></p> <p><b>5</b></p> <p><b>6</b></p> <p><b>8</b></p> <p><b>6.Read</b> and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an</p>	<p><a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p> <p><a href="http://www.uk.language-gym.com">www.uk.language-gym.com</a></p> <p><a href="http://www.pearsonactivelearn.co">www.pearsonactivelearn.co</a></p> <p><a href="http://www.linguascope.com">www.linguascope.com</a></p>

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<p><b>Half Term 3</b></p>	<p><b>Food</b></p> <ul style="list-style-type: none"> <li>Say what food you like/dislike and how much</li> <li>Say why you like/dislike it</li> <li>Use new adjectives to describe food</li> <li>Grammar: adjectival agreement</li> <li><i>Manger/boire</i> - full conjugation</li> <li>Using the partitive</li> <li>Revisit: time markers, justifying</li> </ul> <p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>Say what clothes we wear in different places</li> <li>Describe weather</li> <li>Use a range of words to describe clothes and accessories</li> <li>Use a range of words to describe places in town</li> <li>Grammar: porter- full conjugation</li> <li>Revisit: time markers, frequency markers, colours, adjectival agreement, <i>avoir</i></li> </ul> <p><b>Target Language Culture:</b> French food and drink, cooking, Paris Fashion Week Feb/March</p>	<p><i>J'aime/je n'aime pas/j'adore/je déteste + food + connective + c'est/ils sont/elles sont +adjective</i></p> <p><i>Boire/manger + partitive + time marker</i></p> <p><i>Quand il fait + weather + verb + clothes + colour</i></p> <p><i>Quand je + verb + je porte + clothes + colour</i></p> <p><i>Place + verb + clothes + colour</i></p> <p><i>Frequency marker + verb + clothes + colour</i></p>	<p><b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <b>6</b> <b>8</b></p>	<p>accurate English translation of short, suitable material</p> <p><b>7.Read</b> literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture</p> <p><b>8.Write</b> prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p>	<p><a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p> <p><a href="http://www.uk.language-gym.com">www.uk.language-gym.com</a></p> <p><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></p> <p><a href="http://mwww.linguascope.com">mwww.linguascope.com</a></p> <p>ZigZag French Culture cards</p>
<p><b>Half Term 4</b></p>	<p><b>Free time</b></p> <ul style="list-style-type: none"> <li>Say what activities we do using <i>jouer, faire, aller</i></li> <li>Say when we do them</li> <li>Say how often we do them/go there</li> <li>Grammar: <i>faire/jouer/aller</i> – full conjugation</li> <li>Revisit: time and frequency markers, likes and dislikes, adjectives and pets</li> </ul> <p><b>Weather</b></p> <ul style="list-style-type: none"> <li>Say what we do in different weather</li> <li>Say what other people do</li> <li>Grammar: <i>faire/jouer/aller</i></li> <li>Revisit: sports and hobbies, places in town, family members</li> </ul> <p><b>Target Language Culture:</b> Sporting events in France, geographical locations of sporting events, Pâques, Poisson d'avril</p>	<p><i>Je joue/je vais + frequency marker + au/à la/aux + sport/place</i></p> <p><i>Je fais + frequency marker + du/de la</i></p> <p><i>J'y joue/j'y vais/j'en fais + time marker</i></p> <p><i>Quand + weather phrase + verb + activity</i></p>	<p><b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <b>6</b> <b>8</b></p>	<p>accurate English translation of short, suitable material</p> <p><b>7.Read</b> literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture</p> <p><b>8.Write</b> prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p>	<p><a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p> <p><a href="http://www.uk.language-gym.com">www.uk.language-gym.com</a></p> <p><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></p> <p><a href="http://mwww.linguascope.com">mwww.linguascope.com</a></p>

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<p><b>Half Term 5</b></p>	<p><b>Routine</b></p> <ul style="list-style-type: none"> <li>Say what you do every day</li> <li>Say what time you do it</li> <li>Sequence events/actions</li> <li>Grammar: first person of a range of verbs including reflexive verbs</li> <li>Revisit: numbers, free time activities</li> </ul> <p><b>My house</b></p> <ul style="list-style-type: none"> <li>Say where your house/flat is located</li> <li>Say what your favourite room is</li> <li>Say what you like to do in each room</li> <li>Grammar: present tense of key reflexive er verbs</li> <li>Revisit: adjectives to describe places, frequency markers, countries</li> </ul> <p><b>Target Language Culture:</b> Cannes Film Festival, la Fête du travail, l’Armistice, Roland Garros</p>	<p><i>Vers/ à + time + time phrase + verb + sequencer + verb</i></p> <p><i>J’habite + adjective + maison/appartement + location</i></p> <p><i>Dans ma maison il y a + number + pièces</i></p> <p><i>Ma pièce favorite est + pièce</i></p> <p><i>J’aime me reposer/travailler / me doucher dans + pièce</i></p>	<p>1 2 3 4 5 6 7 8</p>		<p><a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> <a href="http://www.uk.language-gym.com">www.uk.language-gym.com</a> <a href="http://www.pearsonactivelearn.co">www.pearsonactivelearn.co</a> <a href="http://www.linguascope.com">www.linguascope.com</a></p>
<p><b>Half Term 6</b></p>	<p><b>What I do when I’m at home</b></p> <ul style="list-style-type: none"> <li>Say what I do at home, when and where</li> <li>Use a wide range of verbs in the present tense</li> <li>Grammar: present tense of irregular verbs: <i>sortir/lire</i></li> <li>Revisit: time markers, reflexive verbs, parts of the house, verbs <i>aller, faire, jouer</i></li> </ul> <p><b>Holiday plans</b></p> <ul style="list-style-type: none"> <li>Say what you intend to do in future holidays</li> <li>Say where you are going to go/stay</li> <li>Say how you are going to travel and with whom</li> <li>Say what it will be like</li> <li>Say what you would like to do</li> <li>Grammar: near future, conditional</li> <li>Revisit: <i>aller</i>, free time activities, adjectives</li> </ul> <p><b>Target Language Culture:</b> French speaking holiday destinations – French cities</p>	<p><i>Time marker/frequency marker + verb + place in house</i></p> <p><i>Je vais/nous allons + infinitive</i></p> <p><i>Je vais/nous allons + pays + transport</i></p> <p><i>Je vais/nous allons + passer + time phrase</i></p> <p><i>Je vais/nous allons + rester + location</i></p> <p><i>Je voudrais/j’aimerais/nous voudrions/nous aimerions + infinitive</i></p> <p><i>ce sera + adjective</i></p>	<p>1 2 3 4 5 6 7 8</p>		<p><a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> <a href="http://www.uk.language-gym.com">www.uk.language-gym.com</a> <a href="http://www.pearsonactivelearn.co">www.pearsonactivelearn.co</a> <a href="http://www.linguascope.com">www.linguascope.com</a></p>