

Curriculum intent: With Languages you will go F.A.R (Fluent, Aware, Ready)

In Languages there is a constant focus on literacy, grammar and written skills; speaking and listening; reading and translation; phonics and vocabulary

	Autumn	Spring	Summer
Year 8	In the first term students will learn how to: Describe their meals and the clothes that they wear under different conditions. They will also describe the free-time activities they do under different weather conditions	In the second term students will learn how to: describe their life at home and their daily routine. They will also describe holiday plans.	In the third term students will learn how to: describe their school subjects; their teachers; their school day and make plans for after school.
Why?	We want them to learn vocabulary relating to mealtimes, weather, activities and clothes. We want to revise and further embed the food vocabulary and colours with appropriate gender We want students to further embed the key verbs <b>j'aime/j'adore</b> (I like/ I love) together with other verbs. We want to introduce them to <b>jouer/faire/aller/rester</b> (to play/do/go/stay) but with the full paradigm – i.e I,you,he,she,we,they We also want to introduce conditions with <b>quand</b> (when)	We want them to learn vocabulary relating to daily routine, the rooms in a house, activities, countries and holiday activities. We want to revise activities and weather. We want students to further embed <b>j'aime</b> (I like) etc with a variety of verbs. We would also like to further embed <b>il y a</b> (there is/are) We want to introduce them to reflexive verbs and verbs for routine. We also want to introduce the future tense with <b>je vais</b> (I am going to) but also add <b>j'aimerais</b> (I would like to) and <b>ce sera</b> (it will be)	We want them to learn vocabulary relating to school; revise time and routine and have conversations in a role play style. We want to further embed the verbs <b>aimer,adorer,faire,aller,jouer</b> , (to like, love,do,go,play) in the present tense but then structure the production so that they can build questions with modal verbs. We would like to further practise adjectives and phrases to give opinions about teachers and school subjects, moving away from just “because she is..” They will use the modal verbs <b>vouloir, pouvoir, devoir</b> along with <b>j'aimerais</b> and <b>je voudrais</b> to write about rules; have conversations and form questions.
How parents / carers can support	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research food and drink in Switzerland or Belgium and sport in France. Watching a French sporting event on television or trying Swiss or Belgian dishes would support them as well.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research life in Paris and holidays in France. Arranging a visit to France would really support a child but a virtual visit or watching a video about Paris would really help.	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research the French school system Arranging a visit to France would still be very supportive but videos about French schools would also really help.

	Autumn	Spring	Summer
Year 9	In the first term students will learn how to: describe their town, activities they have done and activities they plan to do	In the second term students will learn how to: describe a past holiday. They will describe where they went, where they stayed, what they did and what they thought of it. They will be able to describe a day trip in detail.	In the third term students will start the GCSE course. They will aim to complete the first module.
Why?	<p>We want them to learn vocabulary relating to places in a town and description of a town. We want to revise activities but also help them to adapt the tenses.</p> <p>We want to further embed the verbs <b>jouer, faire, aller, voir, regarder</b> (to play, do, go, see, watch) in the present tense but then structure the production so that they can use the near future and the perfect tense.</p> <p>We would like to revise <b>il y a / il n'y a pas</b> (there is / isn't) but also introduce <b>on peut</b> (one can)</p> <p>In this way their descriptive ability is fully supported and they are also able to move between tenses at the start of Year 9.</p> <p>They will also have knowledge and practice of all the key structures necessary to start GCSE.</p>	<p>We want them to learn vocabulary relating to holidays including new verbs such as <b>louer, goûter, nager, visiter, durer</b> to make their vocabulary more appropriate for the GCSE topic of holidays next year. We also aim to reinforce the perfect tense using <b>être</b> and <b>avoir</b> and including irregular past participles.</p> <p>We want to embed the language of daily routine extend this by using reflexive verbs in the perfect tense. We also want to allow them to talk about what "we" did using the nous form and add imperfect constructions such as <b>c'étaient and il faisait</b>, whilst also introducing <b>je voudrais</b> with the infinitive to express future plans</p>	<p>Talking about what you do online</p> <ul style="list-style-type: none"> <li>➤ Using the present tense of regular -er verbs</li> <li>➤ Discussing pros and cons</li> </ul> <p>Saying what you do to stay active</p> <ul style="list-style-type: none"> <li>➤ Using the present tense of irregular verbs</li> <li>➤ Listening and transcribing in French</li> </ul> <p>Talking about what you watch</p> <ul style="list-style-type: none"> <li>➤ Forming and answering questions</li> <li>➤ Preparing a role play</li> </ul> <p>Making plans to go out</p> <ul style="list-style-type: none"> <li>➤ Using the near future tense</li> <li>➤ Understanding and making invitations</li> </ul> <p>Saying what you did last weekend</p> <ul style="list-style-type: none"> <li>➤ Using the perfect tense</li> <li>➤ Pronouncing é, er, ez correctly</li> </ul> <p>Taking part in an interview</p> <ul style="list-style-type: none"> <li>➤ Understanding questions in the perfect tense</li> <li>➤ Using two tenses together (present and perfect)</li> </ul>
How parents / carers can support	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research French cities and towns other than Paris and Bastille Day celebrations. Arranging a visit to France would still be very supportive but travel videos, even	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research holiday destinations in the wider French-speaking world. A visit to	Parents/carers can support by practising vocabulary and phonics with their child and helping them to research famous people from the wider French-speaking world. A visit to

	in English, would really help students to understand about France.	another Francophone country would be a major advantage to students.	another Francophone country would be a major advantage to students.
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 10</b>	In the first term students will aim to complete module 1 and 2 of the GCSE about leisure time and relationships.	In the second term students will aim to complete module 3 of the GCSE about school	In the third term students will aim to complete module 4 of the GCSE about healthy living
Why?	<p><b>Module 1</b></p> <p>Talking about what you do online</p> <ul style="list-style-type: none"> <li>➤ Using the present tense of regular -er verbs</li> <li>➤ Discussing pros and cons</li> </ul> <p>Saying what you do to stay active</p> <ul style="list-style-type: none"> <li>➤ Using the present tense of irregular verbs</li> <li>➤ Listening and transcribing in French</li> </ul> <p>Talking about what you watch</p> <ul style="list-style-type: none"> <li>➤ Forming and answering questions</li> <li>➤ Preparing a role play</li> </ul> <p>Making plans to go out</p> <ul style="list-style-type: none"> <li>➤ Using the near future tense</li> <li>➤ Understanding and making invitations</li> </ul> <p>Saying what you did last weekend</p> <ul style="list-style-type: none"> <li>➤ Using the perfect tense</li> <li>➤ Pronouncing é, er, ez correctly</li> </ul> <p>Taking part in an interview</p> <ul style="list-style-type: none"> <li>➤ Understanding questions in the perfect tense</li> <li>➤ Using two tenses together (present and perfect)</li> </ul> <p><b>Module 2</b></p> <p>Talking about your weekend routine</p> <ul style="list-style-type: none"> <li>➤ Using reflexive verbs in the present tense</li> <li>➤ Extending sentences using sequencers and connectives</li> </ul> <p>Discussing friends and friendship</p> <ul style="list-style-type: none"> <li>➤ Making adjectives agree</li> <li>➤ Translating a passage into French</li> </ul> <p>Talking about what people look like</p> <ul style="list-style-type: none"> <li>➤ Understanding the position of adjectives</li> </ul>	<p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>➤ Talking about school subjects and school life Using comparative adjectives</li> <li>➤ Giving opinions with reasons</li> </ul> <p>Discussing school rules</p> <ul style="list-style-type: none"> <li>➤ Using impersonal verb structures followed by infinitives</li> <li>➤ Expressing opinions, agreeing and disagreeing</li> </ul> <p>Talking about making progress at school</p> <ul style="list-style-type: none"> <li>➤ Using irregular verbs in the perfect tense</li> <li>➤ Pronouncing oi and oy</li> </ul> <p>Talking about what school used to be like when you were younger</p> <ul style="list-style-type: none"> <li>➤ Using verbs in the imperfect tense</li> <li>➤ Translating into French</li> </ul> <p>Talking about learning languages</p> <ul style="list-style-type: none"> <li>➤ Using the imperfect, present and near future tenses</li> <li>➤ Recognising a wider range of negatives</li> </ul>	<p><b>Module 4</b></p> <p>Talking about meals and mealtimes</p> <ul style="list-style-type: none"> <li>➤ Using the partitive article (du, de la, de l', des) and en</li> <li>➤ Spotting small words that can change meaning</li> </ul> <p>Talking about good mental health</p> <ul style="list-style-type: none"> <li>➤ Using modal verbs (devoir, vouloir, pouvoir)</li> <li>➤ Giving advice</li> </ul> <p>Describing illness and accidents</p> <ul style="list-style-type: none"> <li>➤ Using expressions with avoir</li> <li>➤ Booking a doctor's appointment</li> <li>➤ Saying what you will do to improve your life Using the simple future tense</li> <li>➤ Using more complex sentence structures</li> </ul> <p>Talking about lifestyle changes</p> <ul style="list-style-type: none"> <li>➤ Using the imperfect, present and simple future tenses</li> </ul> <p>Distinguishing between tenses when listening</p>

	<ul style="list-style-type: none"> <li>➤ Describing a photo</li> </ul> <p>Talking about positive role models</p> <ul style="list-style-type: none"> <li>➤ Using direct object pronouns</li> <li>➤ Using the present and perfect tenses</li> </ul> <p>Talking about celebrations</p> <ul style="list-style-type: none"> <li>➤ Using the perfect, present and near future tenses</li> </ul> <p>Recognising adverbs</p>		
How parents / carers can support	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child access French television, films and books.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child experience French food and maybe organise a visit to a French town.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child experience French food and maybe organise a visit to a French town.
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 11</b>	In the first term students will aim to complete module 5 and 6 of the GCSE about holidays, geography and the environment	In the second term students will aim to complete modules 7 and 8 of the GCSE about life where they live and future plans	
Why?	<p><b>Module 5</b></p> <p>Talking about your ideal holiday</p> <ul style="list-style-type: none"> <li>➤ Using the conditional tense</li> <li>➤ Extending spoken and written responses</li> <li>➤ Discussing what you can see and do on holiday</li> <li>➤ Forming different types of questions</li> <li>➤ Giving advice with il vaut la peine de and il vaut mieux</li> </ul> <p>Talking about festivals</p> <ul style="list-style-type: none"> <li>➤ Using the perfect and imperfect tenses together</li> <li>➤ Creating more complex sentences using relative pronouns</li> </ul> <p>Reviewing and booking holiday accommodation</p> <ul style="list-style-type: none"> <li>➤ Using the perfect tense of modal verbs</li> <li>➤ Identifying positive and negative opinions</li> </ul> <p>Talking about staycation activities</p>	<p><b>Module 7</b></p> <p>Describing your town or village</p> <ul style="list-style-type: none"> <li>➤ Using the pronoun y</li> <li>➤ Translating phrases with depuis</li> </ul> <p>Asking for and understanding directions</p> <ul style="list-style-type: none"> <li>➤ Using à and de with the definite article</li> <li>➤ Transcribing unfamiliar words</li> </ul> <p>Talking about shopping for clothes</p> <ul style="list-style-type: none"> <li>➤ Using de to indicate possession</li> <li>➤ Practising shopping role plays</li> </ul> <p>Describing your ideal home</p> <ul style="list-style-type: none"> <li>➤ Using si clauses</li> <li>➤ Working out the meaning of unfamiliar words</li> </ul> <p>Talking about visiting another town or city</p> <ul style="list-style-type: none"> <li>➤ Translating questions in different tenses</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ Using a range of tenses</li> <li>➤ Using si + the present tense + the simple future tense</li> </ul> <p><b>Module 6</b></p> <p>Talking about geography and the climate</p> <ul style="list-style-type: none"> <li>➤ Using comparatives and superlatives</li> <li>➤ Learning about francophone countries</li> </ul> <p>Talking about environmental problems</p> <ul style="list-style-type: none"> <li>➤ Understanding the present tense of the passive voice Pronouncing the 'open o'</li> </ul> <p>Discussing how we can work together to protect the environment</p> <ul style="list-style-type: none"> <li>➤ Using the nous-form imperative</li> <li>➤ Introducing opinions in a variety of ways</li> </ul> <p>Talking about day-to-day actions to protect the environment</p> <ul style="list-style-type: none"> <li>➤ Using en + the present participle</li> <li>➤ Understanding when to use the imperfect and perfect tenses</li> </ul> <p>Discussing new technologies</p> <ul style="list-style-type: none"> <li>➤ Using être en train de and venir de</li> <li>➤ Identifying correct statements about a text</li> </ul>	<ul style="list-style-type: none"> <li>➤ Spotting different tenses from verb endings</li> </ul> <p><b>Module 8</b></p> <p>Talking about future plans and hopes</p> <ul style="list-style-type: none"> <li>➤ Using après avoir + a past participle</li> <li>➤ Expressing future plans using a range of structures</li> <li>➤ Talking about travelling and earning money Using verbs that take être in the perfect tense Buying tickets at a station</li> </ul> <p>Talking about possible future career paths</p> <ul style="list-style-type: none"> <li>➤ Using infinitives as nouns</li> <li>➤ Looking up words for possible future jobs</li> </ul> <p>Discussing the advantages and disadvantages of different jobs</p> <ul style="list-style-type: none"> <li>➤ Using verbs followed by à or de</li> <li>➤ Translating a passage using a range of more complicated structures</li> </ul>	
How parents / carers can support	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child experience a French school and maybe organise a visit to a French town.	Parents/carers can support by providing their child with an electronic device such as a laptop or desktop PC, so that they can access language gym and sentence builders.com. They can also check that their child is keeping up to date with preparations for the final assessment on google docs. In addition, they could help their child investigate career opportunities involving a	

		language and/or discuss environmental problems with them.	
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