



### **Longcroft School Mission Statement**

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.



#### Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

#### We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- 'To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

#### Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teacher's must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

#### Numeracy and literacy

Teachers should take opportunities to develop pupils' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

#### Purpose of study

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.' *Adapted from National Curriculum*, *DfE*, 2014.

#### Aims

The Longcroft School and Sixth Form curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt



- discover and develop an appreciation of a range of writing in the language studied.
- are prepared to **effectively articulate their knowledge and skills** in the way that best represents these in statutory assessments such that they have the requisite outcomes to enable the widest access of opportunity.

#### **Subject Curriculum Vision**

At Longcroft we will empower all our students to develop a global perspective. We provide the language skills, cultural knowledge and understanding to enrich our students' experience and to provide opportunities for our students to pursue their own talents and interest on the global stage. MFL lessons are engaging and well resourced. We aim to foster a lifelong passion for other languages and cultures and an appreciation of diversity.

'You live a new life for every new language you speak. If you know only one language, you live only once'. Czech Proverb.

'One language sets you in a corridor for life. Two languages open every door along the way'. (Linguist Frank Smith)

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

#### **Great Heart**

The MFL curriculum delivers a rich linguistic and cultural experience. Students develop an acceptance and understanding of other cultures, whilst enjoying the unique celebrations and festivals of the French speaking world. Our curriculum engenders a tolerance and curiosity of other peoples and nations whilst developing a pride in their own sense of identity and place in the world.

#### Great Thought

'He who knows no foreign language know nothing of his own'. (Goethe)

MFL lessons challenge all pupils through an enriching and engaging curriculum delivered by a team of experienced and enthusiastic practitioners whose love of language learning shines through in every lesson. We firmly believe that learning a foreign language develops a deeper and richer understanding of the students' mother tongue. Languages offer deep social and cultural capital across the curriculum.

#### **Great Vision**

Our curriculum fosters opportunity and promotes aspiration and social mobility. Travel broadens student minds and provides unforgettable experiences. Having another language opens doors and provides opportunities for students to change their lives for the better, improving employment and Further Education prospects. Former students and language professionals visit Longcroft to share their experiences of using languages in their lives and careers.



### Key subject skills

A01	AO2	A03	A04
Listening - understand and respond	Speaking - communicate and interact	Reading - understand and respond to	Writing - communicate in writing
to different types of spoken language	effectively in speech	different types of written language	
<ul><li>demonstrate general and specific</li></ul>	<ul><li>communicate and interact effectively</li></ul>	> understand and respond to different types	<ul> <li>communicate effectively in writing for a variety of purposes across a range of</li> </ul>
understanding of different types of		of written language	specified contexts
spoken language	across a range of specified contexts	understand general and specific details	write short texts, using simple sentences
follow and understand clear	take part in a short conversation,	within texts using high frequency familiar	and familiar language accurately to
standard speech using familiar	asking and answering questions, and	language across a range of contexts	convey meaning and exchange
language across a range of	exchanging opinions	identify the overall message, key points,	information
specified contexts	convey information and narrate events	details and opinions in a variety of short	> produce clear and coherent text of
identify the overall message, key	coherently and confidently, using and	and longer written passages, involving some	extended length to present facts and
points, details and opinions in a	adapting language for new purposes	more complex language and recognising the	express ideas and opinions appropriately
variety of short and longer spoken	> speak spontaneously, responding to	relationship between past, present and	for different purposes and in different
passages, involving some more	unexpected questions, points of view	future events	settings
complex language, recognising the	or situations, sustaining	deduce meaning from a variety of short and	make accurate use of a variety of
relationship between past, present and future events	communication by using rephrasing or	longer written texts from a range of specified contexts, including authentic	vocabulary and grammatical structures, including some more complex forms, to
<ul><li>deduce meaning from a variety of</li></ul>	repair strategies, as appropriate  initiate and develop conversations and	sources involving some complex language	describe and narrate with reference to
short and longer spoken texts,	discussion, producing extended	and unfamiliar material, as well as short	past, present and future events
involving some complex language	sequences of speech	narratives and authentic material	<ul> <li>manipulate the language, using and</li> </ul>
and more abstract material,	<ul> <li>make appropriate and accurate use of</li> </ul>	addressing relevant contemporary and	adapting a variety of structures and
including short narratives and	a variety of vocabulary and	cultural themes	vocabulary with increasing accuracy and
authentic material addressing a	grammatical structures, including	recognise and respond to key information,	fluency for new purposes, including using
wide range of contemporary and	some more complex forms, with	important themes and ideas in more	appropriate style and register
cultural themes	reference to past, present and future	extended written text and authentic	make independent, creative and more
recognise and respond to key	events	sources, including some extracts from	complex use of the language, as
information, important themes and	make creative and more complex use	relevant abridged or adapted literary texts	appropriate, to note down key points,
ideas in more extended spoken	of the language, as appropriate, to	demonstrate understanding by being able to	express and justify individual thoughts
text, including authentic sources,	express and justify their own thoughts	scan for particular information, organise	and points of view, in order to interest,
adapted and abridged, as	and points of view	and present relevant details, draw	inform or convince
appropriate, by being able to	use accurate pronunciation and	inferences in context and recognise implicit	
answer questions, extract	intonation to be understood by a	meaning where appropriate	English into French to convey key
information, evaluate and draw	native speaker	translate a short passage from French into	messages accurately and to apply
conclusions.		English.	grammatical knowledge of language and
			structures in context.

### Building on prior learning - What can students do by the end of KS2?

By the end of KS2, students should be able to do the following in relation to each of the following main strands highlighted in the national Key Stage 2 Framework for Languages:



#### Oracy:

- Listen to and understand the main points and some detail from a short, spoken passage
- Give a presentation in a clear audible voice
- Converse briefly without prompts
- Enjoy listening and speaking confidently

#### Literacy:

- Read aloud with confidence, enjoyment and expression, in chorus or individually
- Read and understand the main points and some detail from a short, written passage
- Write several sentences from memory
- Develop a short text using a model

#### Intercultural Understanding:

- Demonstrate understanding of and respect for cultural diversity
- Present information about an aspect of another country

#### Knowledge about Language:

#### a) Oracy:

- Recognise the importance and significance of intonation.
- Use knowledge of language to present information and personal ideas.
- > Notice and manipulate agreements.
- Use knowledge of words, text and structure to make meaning, using simple language spontaneously.

#### b) Literacy:

- Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts
- Apply knowledge of word order and sentence construction to support the understanding of written text.
- Use knowledge of the language features, style and layout of different texts to support understanding.
- Apply knowledge of words and text conventions to build meaningful sentences and short texts.

#### c) Intercultural Understanding:

- > Devise questions for authentic use.
- Recognise that languages have different ways of expressing social relationships.
- Create spoken and written language using simple sentences.

#### Language Learning Strategies:

- a) Planning, analysing and evaluating ways of learning:
- Discuss language learning
- > Discuss and try out different learning strategies
- > Plan and prepare themselves for a language activity
- Analyse what they need to know in order to carry out a task
- > Use knowledge of English or other languages to help learning and understanding
- > Direct all their attention to what they need in order to understand a spoken or written text

#### b) Communicating: understanding and being understood:

- > Use gesture or mime to show they understand
- > Recognise words which the teacher mouths silently
- > Ask someone to clarify or repeat
- > Use grammatical knowledge to help understand someone speaking
- Pick out key words when listening

#### c) Practising language:

- > Practise saying new words under their breath
- > Practise saying words aloud
- Record themselves
- Practise with a friend
- > Answer in their heads questions asked to other people
- > Try to use the language outside of the classroom
- Write down words, phrases and sentences

#### d) Memorising:

- > Use a physical response
- > Use a mental association to help to remember words
- Remember rhyming words
- > Say words to a rhythm
- Play games to help to remember
- Read and memorise words
- Learn a short text by gradually blocking out the words
- Compare techniques for memorising words
- > Analyse and compare language in English and another language(s)
- Write things down

#### e) Applying prior knowledge:

- Apply previous knowledge and clues to help understanding
- > Decode and make meaning based on previous knowledge, language and other cues
- Sort words into categories
- > Apply known rules when creating new language
- > Integrate new language into previously learnt language
- Pronounce/read aloud unknown words
- Use the context of what they see/read to determine some of the meaning
- > Use a word or phrase known in one context or topic in a different topic or context

#### f) Dictionary Skills:

- > Understand why there are two parts to a bilingual dictionary
- > Put words in dictionary order using the first letter of the word and then the first and second letters of the word
- > Use a dictionary to look up spellings and find the meaning of new words



Year 7	Year 8	Year 9	Year 10	Year 11
- listen and read for key details in and understand the gist of short passages, though there may be some mistakes made with this transcribe short phrases containing some unknown words by combining phonics - write and speak using sentences joined together with some connectives and extending beyond the minimum give some opinions in responses, with justifications at times demonstrate solid pronunciation, with key messages clear demonstrate the ability to use 1 tense successfully produce simple sentences and structures accurately on the whole, though there may still be errors with spelling, verb forms and adjective agreements - translate a range of short sentences on familiar topics, incorporating a variety of different verb forms, into and from English use some strategies to work out unknown vocabulary, but find this challenging at times.	- listen and read for key details in and understand the gist of passages containing 2 tenses, though there may be mistakes made with this at times.  - transcribe and/or identify the meaning of phrases containing unknown words at times using strategies  - respond well using simple structures and sometimes attempt more detailed spoken and written responses successfully  - use a variety of opinions and justifications.  - make regular correct reference to 2 tenses, though at times these are formed incorrectly.  - display sound pronunciation and intonation which allows fairly clear communication.  - translate a short text (35 words) containing simple structures and 2 tenses on familiar topics into and from English.  - translate sentences which include '1' forms of verbs in 2 tenses to and from English fairly confidently	- understand the gist of a lot of what is heard / read, but understanding is not always accurate.  - adopt some strategies to work out the meaning of questions and answers to them  - understand shorter passages on familiar topics comfortably, though longer passages or unfamiliar topics prove more challenging.  - ask questions and give mostly developed spoken and written answers  - use past, present & future tenses with a good level of accuracy.  - demonstrate fairly good pronunciation and intonation  - use justified opinions regularly in my spoken and written language  - translate a short text (35 words) containing simple structures, 3 tenses and vocabulary on familiar topics to and from English.  - translate sentences which include 'I' forms of verbs in 3 tenses into and from English fairly confidently.	- pick out the main points in long spoken and written passages, giving sound answers in English and sometimes in French.  - listen and read for gist fairly confidently, adopting some listening and reading strategies to work out answers to questions.  - use a variety of opinions, justifications and some complex structures in my writing / speaking  - ask questions and give detailed answers in spoken/ written language.  - refer to 3 time frames in my speaking / writing.  - demonstrate good pronunciation and intonation  - translate a text (50 words) containing some complex structures, a variety of tenses and vocabulary on familiar topics with a good level of accuracy into and from English  - translate sentences that include different verb forms in 3 tenses to and from English, with occasional errors with spellings, adjective agreements and verb formation.	- readily understand longer passages. infer answers and work out the meaning of new words from context - identify and understand idiom and expressions - give detailed and accurate answers in both French and English respond spontaneously to spoken questions with very good pronunciation & a nice accent use a wide variety of grammar, vocabulary (including a range of connectives) and at least 3 time frames correctly with occasional errors narrate and develop points fully using clear explanations and justifications structure points logicially, narrating and developing them fully using clear opinions, explanations and justifications translate a text (50 words) containing some complex structures, a variety of tenses and vocabulary on familiar and unfamiliar topics fairly accurately into and from English - work out the meaning of some unknown vocabulary through the use of a range of strategies translate complex sentences using different verb forms in 3 tenses into and from English, with occasional errors

	AUTUMN			SPRING			SUMMER		
Topics and grammar	Assessment	Future preparation and past links	Topics and grammar	Assessment	Future preparation and past links	Topics and grammar	Assessment	Future preparation and past links	CROF
Dynamo 1 Module 1:  La rentrée - Start of the school year (GCSE theme: Identity and culture)  Mon autoportrait Predicting the pronunciation of unfamiliar words / Pronunciation of nasal sounds Different meanings of comment ('how' and 'what')  Tu est comment? - What are you like? Working out the meaning of unfamiliar vocabulary by looking for cognates Adjective agreement (masculine and feminine singular) Using qualifiers with adjective s (assez, très, trop, un peu) Using the singular forms of être / Using être in negative sentences  As-tu des frères et sœurs? - Do you have any brothers or sisters? Pronunciation of silent 's' on the end of words Using the indefinite article: un, une Using the grave accent Using the grave accent Using the singular forms of avoir Recapping letters of the alphabet, including accented letters  Mon anniversaire - my birthday Giving the date Pronouncing key sounds: qu, r, é, an, on, in  As-tu un animal? - Do you have any pets?	At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.	AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.  Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.  Students will start at single word/short phrase level and build to longer, extended sentences including opinions and reasons towards the end of the term.  Past links: Builds on any French students may have studied in KS2 (eg: numbers, age, pets, family etc)	Dynamo 1 Module 2: Enclasse - At school (GCSE theme: Current and future study and employment)  Point de départ Module 2 (telling the time/school day) Pronunciation of silent 'h' in heures and silent 's' at the end of words Differences between il est neuf heures and à neuf heures  Qu-est-ce que tu penses de tes matières? - What do you think of your school subjects?  Using a range of verbs to express opinions: aimer, adorer, détester / Using ne pas with aimer Pronunciation of j'aime and tu aimes Using parce que to give reasons for your opinions Using et, mais and parce que to join sentences Using qualifiers to give more detailed opinions (très, vraiment, trop) Starting sentences with Personnellement or Moi, perso Qu'est-ce que tu portes? - What do you wear? Using on to mean 'we' Position and agreement of colour adjectives Nouns that are singular in French but plural in	At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.	AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.  Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.  Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. All this language is transferable to future topics.  Past links: Numbers Connectives Negatives	Dynamo 1 Modu le 5: En ville - In town (GCSE theme: L ocal, national, international and global areas of interest)  Point de départ Module 5 Using il y a un / une / des and il n'y a pas de Learning about the euro  Où vas-tu le weekend? - Whe re are you going at the weekend? - Whe re are you going at the weekend? The conjugation of aller / Using on va and nous allons to say where you go with friends Using aller à + the definite article to say where you go: au / à la / à l' / aux Using the definite article le to convey 'at' (le weekend) and 'on' (le samedi après -midi) Understanding the difference between ou and où	At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.	A01-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.  Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.  Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. All this language is transferable to future topics.  Students have also been introduced to the near future tense and the perfect tense which will allow pupils to develop their writing skills.  Past links: Present tense and key present tense verbs Time expressions Revisiting avoir and être. Sequencers	





Forming the plural of nouns (-	English, e.g. un pantalo	Tu veux aller au
· · · · · · · · · · · · · · · · · · ·	n = trousers	café?-
	Pronunciation of silent	Do you want to
	's' at the end of	go to the cafe?
	3 3.3 3.13 3.13 3.	The conjugation
	words, e.g. noir / noirs	, 5
Using the singular forms		of vouloir
	Pronunciation of	Pronouncing
	masculine and feminine	words correctly:
	forms of adjectives,	the silent
Using connectives	e.g. vert / verte	ending -x /
(et, mais, aussi) and word		Pronunciation
order with <i>aussi</i>	Un collége super cool! -	of aujourd'hui /
Using intonation when asking	A super-cool school!	Using intonation
questions	Using Il y a and Il n'y	when asking
	a pas de / d'	questions
	Agreeing and	questions
	disagreeing in French	Vous
	(Je suis d'accord, etc.)	désirez? - What
,	Using combien de	would you like?
, and the second	Using questions to	Using the
	structure a longer piece	correct word for
	of writing and finding	'you': <i>tu</i> and <i>vo</i>
3 3	ideas in other texts	us / Being
	Checking work for	polite
understanding infinitives of -	accuracy	Paying attention
er verbs		to pronouns and
Translating French infinitives	Ta journée scolaire est	verb endings
	comment ? - What is yo	and pronouncing
	ur school day like?	them
	Conjugation of -	correctly: ils / e
	er verbs	lles mangent / b
	Working back to the	oivent
·	infinitives (from	orvent
3 3 1	· ·	Out and an arra
	the je or on form) with	Qu'est-ce que
	a list of nine verbs	tu vas
	Questions: Qu'est-ce	faire? - What ar
	que tu? / Tu à	e you going to d
, , ,	quelle heure?	0?
Are you sporty?	Using words in a	Using sequencer
Pronouncing cognates	question to help you	s: d'abord, puis,
correctly	start your answer	ensuite, après
Conjugation of <i>jouer</i>	Using sequencers: d'abo	Using the near
, ,	rd, ensuite, puis, après	future tense
article	, , , , ,	(present tense
	C'est comment, un	of the
5 5	collège	verb aller + an
	francais? - What is a	infinitive)
, , ,	French school like?	/
		Using logic to
	Reading for gist	predict what
	Reading for detail	you might hear
,- 3 ,	Translation skills: word	in a listening
	order is sometimes	passage





Using faire de + the definite article / Using faire de in negative sentences Asking questions with Est-ce que? and Qu'est-ce que?  Le sport dans les pays francophones - Sport in French-speaking countries Predicting the pronunciation of cognates Using context to work out the meaning of unfamiliar vocabulary Using jouer à and faire de + the definite article  Tu aimes faire ça? - Do you like doing that? Understanding and recognising infinitives Using aimer, adorer and détes ter + the infinitive of another verb	different in French and English Listening for cognates which sound different due to French pronunciation  Dynamo 1 Module 4: Ma vie de famille - My family life  (GCSE theme: Identity and culture) (Use Module 1 Unit 4 for Week 3)  Décris-moi ta famille - Describe your family to me Writing complex numbers Using possessive adjectives: mon, ma, mes and ton, ta, tes  Tu est comment? - Whata are you like? Working out the meaning of unfamiliar vocabulary by looking for cognates Adjective agreement (masculine and feminine singular) Using qualifiers with adjectives (assez, très, trop, un peu) Using the singular forms of être / Using être in negative sentences	Reading the questions to help predict the answers before reading a text  Je vais visiter Paris! - I am going to vis it Paris! Using the present and near future tenses together Using time phrases as an indicator of the time frame Pronouncing verb endings that sound the same: -ais, -ait, -er, -é/ Pronouncing the liaison: -s at the end of a word followed by a vowel Peer assessment of tenses and pronunciation	
	Using the singular forms of être / Using être in negative sentences		





On fait la fête! - Let's celebrate! Using strategies to work out the meaning of unfamiliar vocabulary / Using the glossary to look up vocabulary / Looking up the infinitive of verbs		
The nous form of - er verbs Using the ils and elles form of -er verbs Listening out for pronouns and verb endings Paying attention to pronouns		
(nous and ils/elles) in reading texts  Une drôle de famille - A funny family Adapting texts by substituting words / Paying attention to vert forms and adjectival agreement when changing nouns and personal pronouns Checking written work for accuracy: verb forms, adjective agreement, spelling		



Dynamo 2 Vert	At the end of	AO1-4 covered in	Dynamo 2 Vert	At the end	AO1-4 covered in	Dynamo 2 Vert	At the end of	AO1-4 covered in
Module 1: Vive	every module	lessons and	Module 2: J'adore	of every	lessons and	Module 5: Le	every module of	lessons and
les vacances! - Long	of work,	assessments.	<u>les fêtes! - I</u>	module of	assessments.	sport en	work, students	assessments.
live holidays!	students will	The listening or	love celebrations!	work,	The listening or	direct - live	will complete	The listening or reading
(GCSE theme: Local,	complete	reading assessment	(GCSE theme: Identity	students will	reading	sport	either a	assessment will
national, international and	either a	will develop skill of	and culture)	complete	assessment will	(GCSE theme:	listening or a	develop skill of dealing
global areas of interest)	listening or a	dealing with	,	either a	develop skill of	Identity and	reading activity	with unpredictable
·	reading	unpredictable	Point de départ,	listening or	dealing with	culture / Local,	and a	language.
Point de départ, Talking	activity and a	language.	Understanding dates	a reading	unpredictable	national,	translation	
about school holidays	translation			activity and	language.	international	activity. Whilst	Various GCSE-style
The verb avoir	activity.	Various GCSE-style	C'est carnaval! - It's	a translation		and global	translation	activities included in
The verb <i>être</i>	Whilst	activities included in	Carnival!	activity.	Various GCSE-style	areas of	activities act as	lessons to prepare
	translation	lessons to prepare	The present tense of	Whilst	activities included	interest)	a written task,	students for prospect
Qu'est-ce que tu	activities act	students for	regular - <i>er</i> verbs	translation	in lessons to		student may	of studying a GCSE
as visité? - What have you visi	as a written	prospect of studying		activities	prepare students	Point de départ	also complete a	language.
ted?	task, student	a GCSE language.	La fête de la musique -	act as a	for prospect of	Talking about	piece of writing	
The perfect tense of regular -	may also		Music festival	written	studying a GCSE	sports	from memory.	Students will be able to
er verbs (visiter) Pupils use	complete a	Students will be	The present tense of re	task,	language.	Using jouer	Speaking	understand and create
opinion adjectives and	piece of	able to understand	gular -ir and	student may		à and faire	assessments	longer, more complex
qualifiers to talk about their	writing from	and create longer,	-re verbs	also	Students will be	de (with masculi	may be	sentences using a range
holiday	memory.	more complex		complete a	able to	ne nouns)	appropriate for	of opinion phrases and
	Speaking	sentences using a	Et avec ça? -	piece of	understand and	Present tense p	an end of year	adjectives. At this
Qu'est-ce que tu as fait	assessments	range of opinion	And with that?	writing from	create longer,	aradigms of <i>jou</i>	assessment.	stage, students can
pendant	may be	phrases and	Different ways of expre	memory.	more complex	er and faire		also use/understand 3
les vacances? - What have you	appropriate	adjectives. Students	ssing quantity	Speaking	sentences using a			time frames. All this
done during the holidays?	for an end of	can also		assessments	range of opinion	C'est plus amus		language is
The perfect tense of regular -	year	use/understand 3	Qu'est-ce que tu	may be	phrases and	ant! - It's more		transferable to future
<i>er</i> verbs	assessment.	time frames. All this	vas manger? - What are	appropriate	adjectives. At this	fun!		topics.
		language is	you going to eat?	for an end	stage, students	Adjective		
Qu'est-ce que tu		transferable to	The	of year	can also	agreement		Past links:
as fait? - What have you done?		future topics.	partitive article: 'some'	assessment.	use/understand 3	Using the		Sports and leisure
<b>T</b>		5 (1)			time frames. All	comparative		Jouer à and faire de
The perfect tense of irregular		Past links:	The near future tense		this language is	(plus que)		TRAPS strategies
verbs		Present tense	Le marché de Noël -		transferable to	Pour aller		M/F nouns Oualifiers
Negative sentences in		common verbs			future topics.			
the perfect tense		Opinions	Christmas market		Past links:	au stade? How		Adjective agreements
Tures		Qualifiers	The near future tense			do I get to		Adjectives of opinion
Tu es allé(e) où? - Where did you go		Sequencers Adjective	Asking questions in the near future tense		Numbers Opinions + inf	the stadium? Asking the way,		Places in a town Near future tense
atte(e) our - where ala you go		agreements	the near future tense		Opinions + inf	using the way,		Present tense
! Using the perfect tense of ver		Places in a town			Time expressions	à (+ definite arti		Perfect tense
bs which take être		Perfect tense			Weather	cle)		Il faut
Saying 'to' or		Family members			Using TRAPS	Using the imper		it juut
'in' with countries		Asking questions			strategies	ative (vous form		
(en, au, aux, à)		Telling the time			Pronunciation	)		
(en, du, dux, d)		Negatives			Food vocab	,		
		Near future tense			Near future tense	Qu'est-ce qu'il		
		Hobbies			Transport vocab	faut faire? - Wh		
		Hobbics			Sequencers	at do vou have		
					Modal verbs	to do?		
Dynamo 2 Vert Module 3: À			Dvnamo 2 Vert		Family members	Using il		
loisir - free-time/hobbies			Module 4: Le monde		Telling the time	faut and il ne		
totali ji ce ciiici ilobbies			module i. Le monde		realing the time	Jude and it he		





(GCSE theme: Identity and		est	Perfect tense	faut pas +	
culture)		petit - It's a small wor	Adjective	infinitive	
,		ld	agreements		
Point de départ,		(GCSE theme: Local,	Reflexive verbs	Vous	
Talking about TV		national, international		allez bien? -	
programmes, actors and		and global areas of		Are you OK?	
actresses		interest)		Near future	
Adjective agreement		interest)		tense	
Adjective agreement		Point de départ,		CCTISC	
Ma vie numérique - my digital		Talking about where		Allez les	
life		you live		futurs champion	
Asking questions		Pronunciation of silent		s! - Come on,	
(question word + est-ce		letters and weather		the	
que + tu form of the verb)		expressions.		future champio	
				ns!	
On va au ciné? Shall we go to		Elle est comment,		Recognising key	
the cinema?		ta région? - What is		questions	
The near future tense		your region like?		in different tens	
		Using the verb pouvoir		es (present, per	
Quels sont				fect, near futur	
tes loisirs? What are your hob		Qu'est-ce que tu dois		e)	
bies?		faire à		,	
Negatives (ne pas, ne		la maison? - What do yo			
jamais, ne rien)		u have to do at home?			
Possessive adjectives: son, sa,		Using the verb devoir			
ses		osing the verb deven			
363		Ma routine, ta			
Tu as fait des achats? -		routine - my routine, yo			
Have you been shopping?		ur routine			
Spotting verbs in		Reflexive verbs			
the perfect tense (regular -		Kertexive verbs			
er verbs, irregular verbs, verb					
		l'ai dámánagál l			
s which take <i>être</i> )		J'ai déménagé! I			
Ca alast la susational		have moved			
Ça, c'est la question! -		Irregular			
That is the question!		adjectives: beau, nouve			
The present and perfect tense		au and vieux			
s (regular -					
er verbs, irregular verbs, verb		Bienvenue en			
s which take <i>être</i> )		Corse - Welsome to			
		Corse			
		Using two tenses togeth			
		· ·			
		er (present and past)			



9 Topics and grammar	Every half	Future preparation	Topics and grammar	Every half	Future	Topics and	Every half term	Future preparation and
Half term 1:	term students	and past links	Half term 3	term	preparation and	grammar	students will	past links:
Me, family and friends	will complete	AO1-4 covered in	My studies - school	students will	past links:	Half term 5:	complete a	AO1-4 covered in
Relationships with	a Foundation	lessons and	subjects and	complete a	AO1-4 covered in	Free-time	Foundation	lessons and
family and friends(T1)	listening or	assessments.	opinions(T3)	Foundation	lessons and	activities Food	listening or	assessments.
Grammar:	reading paper.	The listening or	Grammar:	listening or	assessments.	and eating out	reading paper.	The listening or reading
	They will also	reading paper will	devoir + infinitive	reading	The listening or	Sport(T1/2))	They will also	paper will develop skill
avoir and être present tense	complete a	develop skill of	il faut + infinitive	paper. They	reading paper will	Grammar:	complete a	of dealing with
	writing and a	dealing with	(compulsory subjects)	will also	develop skill of	perfect tense	writing and a	unpredictable
possessive adjectives	translation	unpredictable	parce que/car to	complete a	dealing with	with avoir using	translation	language.
possessive adjectives	activity.	language.	express reasons	writing and	unpredictable	regular and	activity.	Photo cards (speaking
adjective agreement rules		Photo cards	perfect tense	a translation	language.	common	dec. r.cy r	and writing) practised
reflexive verbs		(speaking and	regular avoir verbs	activity.	Photo cards	irregular verbs		in lessons.
se disputer/se		writing) practised in	(choisir/décider de/lais	activity.	(speaking and	(ce que j'ai fait		Past links: activities,
fâcher/s'entendre avec		lessons.	ser tomber - options )		writing) practised	hier soir/le		food, sports(7)
comparatives plus		Past links:	ser tomber - options )		in lessons.	weekend		Perfect tense(last half
que/moins que		Family and	two verbs		Past links	dernier)		term)
que/moms que					School	deriller)		terrir)
a disarba at fua accessor		friends(7/9)	together eg aimer/aime			-:		
adverbs of frequency		Revisit and build on	r mieux/ préférer		subjects(7/9)	•simple opinion		
		present tense,			opinions and	statements to		
regular verbs in present tense		adjective	comparative and		comparatives.	express how it		
		agreement,	superlative in		Much more	was		
direct object pronouns		comparing ,	expressing opinions		complex language	(illustration		
		interrogatives.	about subjects		introduced to	of the		
		New grammar - DO			talk about	imperfect)		
		prons and reflexive	use of tu and vous in		opinions and			
		verbs in this	informal/formal		options choices.			
		context.	exchanges					
			Half term 4					
			Free-time activities					
			Music					
Half term 2								Future preparation and
Home, town, neighbourhood			Cinema and TV(T1)					past links:
and region(T2)			Grammar:					AO1-4 covered in
Grammar:			consolidation of present					lessons and
il y a			tense including					assessments.
ιtyα			irregular verbs sortir,		Future			The listening or reading
on a			prendre, mettre, voir, v		preparation and	Half term 6		paper will develop skill
OII a			ouloir		past links:	Customs and		of dealing with
c'est			extend range of two		AO1-4 covered in	festivals in		unpredictable
C est								•
propositions		Euturo proparation	verbs together		lessons and	French-speaking		language.
prepositions		Future preparation	advarbs such as		assessments.	countries/		Photo cards (speaking
alonel mentition entitle and de		and past links:	adverbs such as		The listening or	communities(T1		and writing) practised
plural partitive article and de		AO1-4 covered in	d'habitude/normaleme		reading paper will			in lessons.
after negative		lessons and	nt		develop skill of	Grammar:		Past links
		assessments.			dealing with	perfect of verbs		Holidays(8) Past tense
pouvoir + infinitive		The listening or	clauses introduced by		unpredictable	with être		and perfect tenses(7/8)
		reading paper will	quand/lorsque and si		language.	+ agreement		
expressions of quantity		develop skill of				rules		



	412211.		Dhata asside		
irregular verbs aller/faire	dealing with unpredictable		Photo cards (speaking and	reflexive verbs	
irregular verbs aller/raire			writing) practised	in perfect;	
cour qui L vorb	language. Photo cards		in lessons.	perfect and	
ceux qui + verb	(speaking and		Past links	imperfect	
s'intéresser à	(speaking and writing) practised in		Music, cinema TV	tenses together	
s interesser a	lessons.		Music, cinema i v	tenses together	
enhancing descriptions using	Past links:		(7) Present tense	describing a	
qui/que/dont	House and town		regular verbs(7)	past	
qui/ que/ donc	covered yr 7.		irregular	event/festival;	
demonstrative adjectives	Develop including		verbs(7/8)	actions and	
ce, cet, cette, ces	neighbourhood and		verbs(770)	opinions	
cc, cct, ccttc, ccs	region.			оринонз	
	il y a, on a c'est,				
	aller, faire and some				
	prepositions (7,8,9)				
	preparations (1,90,1)				



Assessment:  Me, family, friends- relationships(T1) Grammar avoir and être present tense possessive adjectives adjective gargement rules reflexive verbs se comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions plural partitive article and de after negative proporties reflexive verbs allers selections frequency regular verbs aller/sine relationships(7/9) Adjective agreement rules reflexive verbs se comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions plural partitive article and de after negative exporsor is infinitive expersors in infinitive expersors in sof quantity irregular verbs aller/faire ceut: life at school/ college transfer devoir/pouvoir/il faut/vouloir to school, relationships(7/9) Adjective agreement/R8/9) Present tense(7/8/9) Present resort reflexive verbs se discenting paper at foundation or higher level. They will also complete an appropriate worting adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions plural partitive article and de after negative exporsors in infinitive expersors in situations- reflexive verbs se soluted that half term  Future preparation and passulnas: A01-4 covered in lessons and assessments. Future preparation and past links: Scale the students will complete a nof spring term. April: Active preparation and past links: See end of spring term. April: Apri									
Me, family, friends-relationships(T1) Grammar avoir and être present tense possessive adjectives adjective agreement rules reflexive verbs se disputer/se fâcher/s'entendre avec comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar on a c'est prepositions  A01-4 covered in lessons and assessments. Healthy! uniq (2) Grammar past tinks: studients will, unhealthy living (2) Grammar assessments. The listening or reading paper will, develop skill of dealing with unpredictable language. (speaking and writing) practised in lessons. Past links: Steen of spring term. May assessments. The listening or reading paper will, develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Steen of spring term. May develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Steen of spring term. May develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Steen of spring term. May develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Steen of spring term. May develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Steen of spring term. May develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Steen of spring term. May develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Steen of spring term. May develop skill of dealing with unpredictable writing activity or equil devoir (7/8/9) and extended that half term or lessons and assessments. The listening or equil develop skill of devaling with unpredictable writing and writing) practised in lessons. Past links: Steen or ea									
relationships(T1) grammar relationships(T1) avoir and être present tense possessive adjectives agreement rules reflexive verbs agreement rules reflexive verbs se underding paper at foundation or higher level. They will also complete an appropriate writing adverbs of frequency regular verbs in present tense direct object pronouns October:  Home, town neighbourhood and region(T2) Grammar il y a on a c'est creat celestic points of a fer negative pouvoir + Infinitive expressions of quantity irregular verbs alter from the first of the dealing with verb in present tense clared the first of									
a past a past asessments. The listening or reading paper and elevelop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: spetiment introduce conditional forms reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. The listening or reading paper will develop skill of dealing with unpredictable writing practised in level. They will also complete an appropriate writing practised in lessons. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. The listening or reading paper will develop skill of dealing writing practised in lesvons.							•		
avoir and être present tense possessive adjectives agreement rules reflexive verbs se and foundation or higher level. They dealing with develop skill of or higher level. They disputer/se fâcher/s'entendre avec comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  Pural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire exux qui verbs aller/faire ceux qui verbs aller/faire ceux qui verbs  The listening or reading paper will develop skill of dealing with food items recap on devoir/il faut and introduce conditional forms - affirmative article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui verbs aller/faire ceux qui verbs aller/faire ceux qui verbs  The listening or reading paper will develop skill of dealing with food items recap on devoir/il faut and introduce conditional forms - affirmative article and de alter shoot cards (speaking and writing) practised in lessons.  Past links: September: Family, friends, habits using imperfect tense tense or reading paper will develop skill of dealing with food items recap on devoir/il faut and introduce condition or higher level. They will also complete an appropriate worting agreement set of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons.  Past links: September: Studied that half term sectory of devoir (78/9) devoir (78/9) devoir (78/9) devoir (78/9) devoir (78	,	will complete	lessons and		students will			•	
possessive adjectives adjectives agreement rules reading paper will develop skill of reflexive verbs se adjectives agreement rules reflexive verbs se disputer/se fâcher/s'entendre avec complete an appropriate writing que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs of guantity received and eather with a first term of the conditional quantity words beaucoup/trop/assez / pas assez + de (including with unpredictable unpredictable undevelop skill of dealing with undevelop skill of dealing with unpredictable undevelop skill of dealing with unpredictable undevelop skill of state in the son. September: September: Family, friends, relationships(7/9) Adjective and negative					complete a	lessons and	, ,	listening or	
adjective agreement rules reflexive verbs exceptions of higher level. They will also comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs of quantity irregular verbs of quantity irregular verbs on granting and to make the pouvoir of the finitive expressions of quantity irregular verbs alter/faire ceux quit verb to the dispositions  at foundation or higher level. They will also devolop skill of dealing with unpredictable language. Photo cards (speaking and mitroduce conditional forms - affirmative and negative il vau finitive activity relevant to the topics studied that half term  at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term  at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term  at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term  at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term  at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term  by a client method of dealing with unpredictable language.  Photo cards (speaking and writing) practised in lessons.  Past links: Food(8/9)  Present tense (avoir (7/8/9)  Algebra dealing appropriate will also unpredictable language.  Photo cards (speaking and writing) previous health half term  at foundation or higher level. They will also of the form higher level. They will also to th	avoir and être present tense	listening or	The listening or	Grammar	past	assessments.	May		lessons and
reflexive verbs se se disputer/se fâcher/s'entendre avec comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  or higher level. They will also complete an appropriate writing activity relevant to the topics February: I y a on a c'est prepositions  plural partitive article and de after negative propuori + infinitive expressions of quantity irregular verbs alter/faire ceux qui / verb  dealing with unpredictable language. Photo cards (speaking and writing) practised in level. They will also complete an introduce conditional forms - affirmative and negative in leux negativenjamais previous health habits using imperfect tense devoir, if faut and introduce conditional forms - affirmative and negative il vau mieux negativenjamais previous health habits using imperfect tense february: c'est. sentence complete an appropriate writing and writing) practised in lessons. Past links: September: february: the tense formation or higher level. They will also complete an appropriate writing and writing) practised in lessons. Past links: September: studied that half term  Alf term  on a c'est. sentence pattern spervious health habits using imperfect tense february: the topics studied that half term  or higher level. They will also complete an appropriate writing approximate vriting language. Photo cards (speaking and writing) practised in lessons. Past links: relevant to the topics studied that half term  or higher level. They will also complete an appropriate writing approximate vriting approximate vriting language. Photo cards scooles-Teylor scool(8-P) devolor (7-8-P) bloot cards scool(8-P) develor Skill of dealing with unpredictable language. Photo cards scool(8-P) to develor Skill of scools foundation or		reading paper	reading paper will	partitive articles with		The listening or	Education post-	foundation or	assessments.
se disputer/se fâcher/s'entendre disputer/se fâcher/s'entendre avec omplete an appropriate writing adverbs of frequency regular verbs in present tense of the topics studied that half term on a c'est sentence pattern building on si clauses with present tense of	adjective agreement rules	at foundation	develop skill of	food items recap on	reading	reading paper will	16(T)	higher level.	The listening or reading
disputer/se fâcher/s'entendre avec complete an apropriate comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  plural partitive article and de after negative propovoir + infinitive expressions of quantity irregular verbs in official conditional quantity words beaucoup/trop/assez / passez + de clinctuding with also ocmplete an appropriate will also ocmplete an appropriate witing and megative and negative will also complete an appropriate witing attivity relevant to the topics studied that half term of the topics of the topics of the topics studied that half term of the topics of th	reflexive verbs	or higher	dealing with	devoir/il faut and	paper at	develop skill of	Grammar:	They will also	paper will develop skill
avec comparatives plus que/moins que adverbs of frequency regular verbs in present tense of clauses with present il y a on a c'e'st sentence pattern writing and myriting activity relevant to the topics studied that half term of a greement (7/8/9) Present il y a on a c'e'st repositions plural partitive article and de after negative expressions of quantity irregular verbs aller/faire ceux qui + verb	se	level. They	unpredictable	introduce conditional	foundation	dealing with		complete an	of dealing with
comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(TZ) Grammar il y a on a c'est prepositions    Grammar il y a on a c'est prepositions   Purpositions	disputer/se fâcher/s'entendre	will also	language.	forms - affirmative	or higher	unpredictable	ce qui/ce que	appropriate	unpredictable
que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  plural partitive article and de after negative expressions of quantity irregular verbs aller/faire ceux qui + verb  que/moins que activity rait in elssons.  at timieux negativene; anais previous health habits using imperfect an negativene; at it mieux and may megativene; at it mieux negativene; at it mieux and may megativene; at it mieux and an appropriate writing activity relevant to the topics studied that half term wover bs tructur es (avoir (7/8/9))  Adjective agreement(7/8/9) Present tense(7/8/9) Present tense(7/8/9)  plural partitive article and de after negative expressions of quantity irregular verbs aller/faire ceux qui + verb	avec	complete an	Photo cards	and negative	level. They		c'est sentence	writing activity	language.
adverbs of frequency regular verbs in present tense the topics of the topics studied that half term of the previous health half term	comparatives plus		(speaking and	il vaut mieux/il vaudr	will also	Photo cards	pattern		
adverbs of frequency regular verbs in present tense the topics studied that half term October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb  activity relevant to the topics studied that half term Verb lessons. Past links: September: Family, friends, relationships(7/9) Adjective agreement(7/8/9) Present tense(7/8/9)  Adjective agreement(7/8/9) Present tense(7/8/9)  Adjective agreement(7/8/9) Present tense(7/8/9)  Adjective agreement(7/8/9) Present tense(7/8/9)  Present tense(7/8/9)  Adjective agreement(7/8/9)  Adjective agreement(7/8/9) Present tense(7/8/9)  Adjective agreement(7/8/9)  Adjective agreement(7/8/9) Present tense(7/8/9)  Adjective agreement(7/8/9)  Adjective agreem	que/moins que	writing	writing) practised in	ait mieux	complete an	(speaking and	building on si	topics studied	and writing) practised
regular verbs in present tense direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb  relevant to the topics studied that habits using imperfect tense  Past links: September: Family , friends, relationships(7/9) Adjective agreement(7/8/9) Present tense(7/8/9)  Present tense(7/8/9)  Present tense(7/8/9)  Present tense(7/8/9)  Present tense  Past links: September: Family , friends, relationships(7/9) Adjective agreement(7/8/9) Present tense(7/8/9)  Present tense  Past links: September: Family , friends, relevant to the topics studied that half term  February: Life at school/ college transfer devoir/pouvoir/il faut/vouloir to school rules context (see si clauses using imperfect and conditional quantity words beaucoup/trop/assez /pas assez + de (including with)  June Mocks	adverbs of frequency	activity	lessons.	negativenejamais	appropriate	writing) practised	clauses with pre		in lessons.
direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb  direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  studied that half term  Family, friends, relationships(7/9) Adjective agreement(7/8/9) Present tense(7/8/9) Present tense(7/8/9)  I imperfect tense  relevant to the topics studied that half term  Food(8/9) devoir (7/8/9)  Wo verb structur es (avoir (1/8/9))  I intention de/avoir envie de/avoir le droit de)  de avoir (1/8/9)  Volume (1/8/9)  Wo verb structur es (avoir (1/8/9))  I intention de/avoir envie de/avoir le droit de)  June Mocks	regular verbs in present	relevant to	Past links:	previous health	writing		sent and future		
direct object pronouns October: Home, town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb									
October: Home,town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb  Adjective adjective agreement(7/8/9) Adjective agreement (7/8/9) Adjective agr	direct object pronouns	studied that	Family , friends,			Food(8/9)			
Home,town neighbourhood and region(T2) Grammar il y a on a c'est prepositions  plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb  Home,town neighbourhood agreement(7/8/9)  Adjective agreement(7/8/9)  Present college transfer devoir/pouvoir/il faut/vouloir to school rules context (see si clauses using imperfect and conditional quantity words beaucoup/trop/assez /pas assez + de (including with)  It intention de/avoir envie de/avoir le droit de)  It intention de/avoir envie de/avoir le droit de/avoir le droit de)  It intention de/avoir envie de/avoir envie de/avoir le droit de)  It intention de/avoir envie de/avoir envie de/avoir le droit de/avoir envie de/avoir le droit de)  It intention de/avoir envie de/avoir le droit de/avoir envie de/avoir en			relationships(7/9)	•		` '			
and region(T2) Grammar il y a on a c'est prepositions  plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb  agreement(7/8/9) Present tense(7/8/9)  Life at school/ college transfer devoir/pouvoir/il faut/vouloir to school rules context (see si clauses using imperfect and conditional quantity words beaucoup/trop/assez /pas assez + de (including with)  Life at school/ college transfer dev)  de/avoir envie de/avoir le droit de)  June Me/avoir envie de/avoir le droit de)  June Mocks	Home, town neighbourhood			February:		, ,			
Grammar il y a on a c'est prepositions  Present tense(7/8/9)  Present tense(7/8/9)  transfer devoir/pouvoir/il faut/vouloir to school rules context (see si clauses using imperfect and conditional quantity words beaucoup/trop/assez irregular verbs aller/faire ceux qui + verb  Present tense(7/8/9)  transfer devoir/pouvoir/il faut/vouloir to school rules context (see si clauses using imperfect and conditional quantity words beaucoup/trop/assez /pas assez + de (including with			agreement(7/8/9)	Life at school/	half term		de/avoir envie		
on a c'est faut/vouloir to school rules context (see si clauses using imperfect and after negative pouvoir + infinitive expressions of quantity expressions of quantity irregular verbs aller/faire ceux qui + verb decimal devoir/pouvoir/il faut/vouloir to school rules context (see si clauses using imperfect and conditional quantity words beaucoup/trop/assez June Mocks	3 ( )			college			de/avoir le droit		
on a c'est faut/vouloir to school rules context (see si clauses using imperfect and after negative pouvoir + infinitive expressions of quantity expressions of quantity irregular verbs aller/faire ceux qui + verb decimal devoir/pouvoir/il faut/vouloir to school rules context (see si clauses using imperfect and conditional quantity words beaucoup/trop/assez June Mocks	il y a		tense(7/8/9)	transfer			de)		
c'est prepositions  faut/vouloir to school rules context (see si clauses using imperfect and after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb  faut/vouloir to school rules context (see si clauses using imperfect and conditional quantity words beaucoup/trop/assez /pas assez + de (including with  June Mocks			` ′	devoir/pouvoir/il			,		
prepositions  rules context (see si clauses using imperfect and cafter negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb  rules context (see si clauses using imperfect and conditional quantity words beaucoup/trop/assez / pas assez + de (including with	c'est			faut/vouloir to school					
si clauses using imperfect and cafter negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb si clauses using imperfect and conditional quantity words beaucoup/trop/assez /pas assez + de (including with	prepositions			rules context (see					
after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb  conditional quantity words beaucoup/trop/assez /pas assez + de (including with	, ,			,					
after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb  conditional quantity words beaucoup/trop/assez /pas assez + de (including with	plural partitive article and de			imperfect and					
expressions of quantity irregular verbs aller/faire ceux qui + verb beaucoup/trop/assez / June / Mocks									
expressions of quantity   beaucoup/trop/assez   June   irregular verbs aller/faire   /pas assez + de   Mocks   Ceux qui + verb   (including with   Ceux qui + verb   Ceux qui	pouvoir + infinitive			guantity words					
irregular verbs aller/faire /pas assez + de /ocks ceux qui + verb /ocks				beaucoup/trop/assez			June		
	irregular verbs aller/faire						Mocks		
	ceux qui + verb			including with					
	s'intéresser à			plurals)					
enhancing descriptions using Past links: perfect tense			Past links:						
qui/que/dont Home and town with avoir using			Home and town						
(7/9) regular and common Past links:	7. 7.			•		Past links:			
demonstrative Neighbourhood and irregular verbs School (7/9)	demonstrative		. ,						
adjectives ce, cet, cette, ces region(new) (ce que j'ai fait com			•	3					
Hay(7/9) me devoirs) June/July	uajeees ee, eet, eette, ees						June/July		
aller/faire(7/8/9 - 3 devoir/pouvoir Transition						devoir/pouvoir			
tenses) March (8/9) to Year 2:			`	March					
Customs and festivals Perfect tense( Me, my family a Future preparation and									Future preparation and
November: il y a in French-speaking school options nd friends past links:	November:		il v a						•
My studies(t3)  On a countries/communiti term 1 yr 10)  Marriage/  A01-4 covered in									
Grammar c'est es(T1) partnership(T1) lessons and						, , , , , , , , , , , , , , , , , , ,			
devoir + infinitiv  Grammar  Future  Grammar:  assessments.			_ ,,,	` '		Future			
il faut + infinitive (compulsory   Future preparation   perfect of verbs   preparation and   revisiting adject   The listening or reading			Future preparation						
subjects) and past links: with être + past links: ives paper will develop skill	` '						~ ,		
parce que/car to express AO1-4 covered in agreement rules AO1-4 covered in to describe and of dealing with			•			•			
reasons lessons and reflexive verbs in lessons and use of qui, que, unpredictable									
assessments. perfect; perfect and assessments. dont language.	. 50.55.15								•



perfect tense	The listening or	imperfect tenses	The listening or	to describe idea	Photo cards (speaking
regular avoir verbs	reading paper will	together	reading paper will	l partner and en	and writing) practised
(choisir/décider de/laisser to	develop skill of	describing a past	develop skill of	hance descriptio	in lessons.
mber - options)	dealing with	event/festival;	dealing with	ns	
• two verbs	unpredictable	actions and opinions	unpredictable	en + present par	Past links:
together eg aimer/aimer mieu	language.		language.	ticiple	Family and
x/préférer	Photo cards		Photo cards	revision of	friends(yr7/9)
comparative and superlative	(speaking and	April	(speaking and	future tense to	adjectives to describe
in expressing opinions about	writing) practised in	Travel and tourism	writing) practised	outline future	people(7/8/9)
subjects	lessons.	Grammar:	in lessons.	plans	Future tense(7/9)
use of tu and vous in		consolidation of		direct and	
informal/formal exchanges		perfect and		indirect object	
		imperfect tenses		pronouns	
		sequencing words,		i i	
December:	Past links	expressions and			
Free time - music, cinema, TV,	School subjects and	phrases			
food, eating out Sport(T1	opinions (7/9)	avant de/après avoir			
Grammar		etc/pendant	Past links		
consolidation of present tense		que/depuis/venir de	Festivals(Y9)		
including irregular	Future preparation	developing greater	Perfect(8/9)		
verbs sortir,	and past links:	complexity in spoken	être (7/8/9)		
prendre, mettre, voir, vouloir	AO1-4 covered in	and written accounts	Opinions(7/8/9)		
	lessons and	of past events or	· ` ` ´		
extend range of two verbs	assessments.	experiences			
together	The listening or	weather expressions	Past links:		
future tense introduced	reading paper will	with faire	Holidays(yr 8)		
for eg weekend plans	develop skill of		Preterite		
adverbs such	dealing with		tense(7/8/9)		
as d'habitude/normalement	unpredictable		, ,		
clauses introduced	language.				
by quand/lorsque and si	Photo cards				
., 4	(speaking and				
	writing) practised in				
	lessons.				
	Past links:				
	Music, cinema TV				
	food and				
	sport(7/8/9)				
	Present				
	tense(7/8/9) -				
	developed here with				
	more irregular verbs				
	Future tense(7/8/9)				
	Other grammar new.				
	Other graninal flew.				



11	Topics and grammar	Assessment	Future preparation	Topics and grammar	Assessment:		
	September	Every half	and past links	January:	Every half		
	Global issues	term students	The most	See December	term		
	Environment (T2)	will complete	challenging	February	students will		
	Grammar			Global issues			
		a past	subtopics vocabulary		complete a		
	modal verbs linked to	listening or	, grammar and	Poverty/	past		
	behaviours (must do/can	reading paper	content wise have	homelessness	listening or		
	do/should do/could do etc)	at foundation	been left until yr 11.	Grammar:	reading		
	past tense for effects of	or higher	Past links:	si j'étais	paper at		
	behaviours on environment	level. They	verbs with	à la place de with	foundation		
	si sentences revised for	will also	infinitives	conditional	or higher		
	outlining consequences of	complete an	perfect	completions	level. They		
	actions	appropriate	tense(pluperfect)	il faut + infinitive and	will also		
	pluperfect tense perspective	writing	Present tenses(si)	il faut que +	complete an		
		activity		subjunctive	appropriate		
	October	relevant to			writing		
	Social issues	the topics		March onwards	activity		
	Charity/ voluntary work(T2)	studied that		Revisionà la place de	relevant to		
		half term.		with conditional	the topics		
	Grammar	Students will		completions	studied that		
	vouloir + infinitive	also complete		il faut + infinitive and	half term		
	vouloir que + subjunctive	a mock around		il faut que +			
	il est possible que +	Christmas.		subjunctive			
	subjunctive						
				March onwards			
				Revision			
	November						
	Career choices and						
	ambitions(T3)						
	Grammar						
	enhanced statements of						
	possibility						
	including permettre de						
	<u> </u>						
			Past links:				
	December		vouloir				
	Technology in everyday life		present tense(to				
	Social media		help with forming				
	Mobile techn(T1)		the subjunctive)				
	Mock exam		, ,				
	Grammar						
	revision of past tenses to						
	recount how social media		Past links:				
	have been used; or life before		Jobs/subjects				
	technology						
	grâce à/sans/avec		Past links:				
	enhanced statements of		Mobile phones(yr8)				
	possibility		, a p(j. 0)				
	including permettre de						
	il est possible que +						
	subjunctive						



### **Enrichment Opportunities**

Key stage	
KS3	Use of technology to encourage out of lesson learning Professionals and former students come in to talk to students before options
KS4	P6/lunchtime revision Small group support/intervention with targeted students Use of technology to encourage out of lesson learning
KS5	A level students working with KS 4 pupils to improve speaking skills A level students working with KS 3 classes to support pupils Use of technology to encourage out of lesson learning