**Modern Foreign Languages: French**

***Colour Key***

*Newly introduced vocabulary and structure*

*Recalled vocabulary, structure and skills*

**Year Group 7**

**Half Term 1**

|  |  |
| --- | --- |
| Number of Hours16 hours | Topic **Module 1: Bienvenue! (**Approximately 8 weeks)Greetings; personal information – name, age, birthday, numbers 1- 31; dates; days of week; French alphabet; classroom language- asking permission / help; classroom items; parts of computer.**Skills*** memorising
* respond appropriately
* pronunciation and intonation
* spoken and written language
* use language within the classroom etc.
* communicate in pairs etc.
* make links with English

Cultural Awareness* Music: end of unit songs / celebrating French festivals.
* Understanding of alternative ways of greeting people e.g. tu/vous.
 |
| 2 | Greetings |
| 1 | Personal information – name and verb ‘s’appeller’, introduce question words. |
| 1 | French alphabet and verb ‘s’écrire’. Pupils study the pronunciation and spelling link. |
| 1 | Personal information – name & spelling – using s’appeller, écrire and personal greetings |
| 2 | Numbers 1- 31 |
| 1 | Personal information – name, age and the verb avoir – using numbers 1 - 12 |
| 1 | Dates – using numbers 1 - 31 |
| 1 | Personal information – name, age, birthday - using s’appeller, écrire, personal greetings, numbers 1-31 and months of the year |
| 1 | Days of week |
| 1 | Classroom language- asking permission / help – using imperatives. |
| 2 | Classroom items –intrduce definite and indefinite articles, plurals - using verb ‘avoir’ |
| 2 | Parts of computer and verb ‘il y a’ as well as avoir |
| **Reasons behind order of topic in this half term** |
| * Pupils coming from primary schools may never have studied French and need a basic introduction.
* Topic of Welcome! allows pupils to begin to build their knowledge and be able to communicate about themselves in the target language.
* Scaffolding – Each topic builds on the previous
* Introduces basic yet high frequency verb formations
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**Half Term 2**

|  |  |
| --- | --- |
| Number of Hours14 hours | Topic **Module 2: Toi et moi**Address; family & pets; personal description; character description, countries and capitals; nationality **(**Approximately 7 weeks)**Skills*** identify patterns
* memorising
* listen for gist/detail
* pronunciation and intonation
* ask and answer questions
* write clearly and coherently
* sounds and writing
* apply grammar
* different countries/cultures
* communicate in pairs etc.
* make links with English
* language for interest/enjoyment
* use TL in engaging topics

Cultural Awareness* Awareness of typical stereotypes.
* Insight into family life in Spain.
 |
| 2 | Countries and Capitals using third person singular and all persons plural of regular *-er, -ir* and *-re* verbs including s’appeller, écrire, être. |
| 1 | Nationality |
| 1 | Address, numbers 1-31 and 32-100, verb habiter/vivre |
| 4 | Personal descriptions including:* asking questions with *Comment?* Combien*?* Quel? and *Qui?*
* irregular verbs *avoir, être* (all persons)
* definite article
* agreement of adjectives
* intensifiers (*très, assez*)
 |
| 4 | Character description* asking questions with *Comment?* Combien*?* Quel? and *Qui?*
* irregular verbs *avoir, être* (all persons)
* definite article
* agreement of adjectives
* intensifiers (*très, assez*)
 |
| 2 | Family & pets * colour
* possessive adjectives
* irregular verbs *avoir, être* (all persons)
* definite article
* agreement of adjectives
 |
| **Reasons behind order of topic in this half term** |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Scaffolding – Each topic builds on the previous
* Opportunity to revisit key grammatical structures and skills.
 |

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**Half Term 3 and some of half term 4**

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| --- | --- |
| Number of Hours18 hours | Topics **Module 3: Quelle est la profession de ton père ?** (Approximately 2 weeks)Jobs / opinion; job opportunities; advantages / disadvantages of jobs; personal qualities - suitability of jobs. Jobs which various members of the family do**Module 4: Mon collège** (Approximately 7 weeks)School subjects; likes / dislikes and simple opinions; time; describing school timetable; describing school; describing teachers; modes of transport and saying how you get to school**Skills*** identify patterns
* memorising
* listen for gist/detail
* pronunciation and intonation
* ask and answer questions
* write clearly and coherently
* sounds and writing
* apply grammar
* different countries/cultures
* communicate in pairs etc.
* make links with English
* language for interest/enjoyment
* use TL in engaging topics
* use reference materials
* skim and scan
* compare experiences
* use language within the classroom
* use more complex language

Cultural Awareness* Jobs specific to France.
* Difference in schools – between France and England.
 |
| 1 | Jobs / opinion using être and penser and jobs which various members of the family do using possessive adjectives  |
| 1 | advantages / disadvantages of jobs using être |
| 1 | job opportunities |
| 1 | personal qualities and suitability of jobs* irregular verbs *avoir,* être (all persons)
* agreement of adjectives
* intensifiers (*assez, très*)
 |
| 1 | School subjects* definite article
 |
| 1 | likes / dislikes and simple opinions using aimer and penser |
| 1 | time using numbers 1-100 |
| 1 | describing school timetable using the time and avoir, days of the week and simple opinions |
| 1 | describing teachers* irregular verbs *avoir,* être (all persons)
* definite article
* agreement of adjectives
* intensifiers (*assez, très*)
 |
| 2 | describing school* irregular verbs *avoir,* être (all persons)
* il y a / il n’y a pas de
* definite article
* agreement of adjectives
* intensifiers (*assez, très*)
* school timetable
* simple opinions
 |
| 2 | modes of transport and saying how you get to school and time of arrival / leaving |
| **Reasons behind order of topic in this half term** |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Scaffolding – Each topic builds on the previous
* Opportunity to revisit key grammatical structures and skills.
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**Half Term 4**

|  |  |
| --- | --- |
| Number of Hours4 hours | **Module 4: Mon collège cont** (Approximately 2 weeks)talking about mealtimes and what you eat**Skills*** identify patterns
* memorising
* listen for gist/detail
* pronunciation and intonation
* ask and answer questions
* write clearly and coherently
* sounds and writing
* apply grammar
* different countries/cultures
* communicate in pairs etc.
* make links with English
* language for interest/enjoyment
* use TL in engaging topics
* use reference materials
* skim and scan
* compare experiences
* use language within the classroom
* use more complex language

Cultural Awareness* Typical French Foods.
 |
| 4 | talking about mealtimes and what you eat, using verbs manger, boire, prendre, goûter, time and simple opinions in a new context. Introduce adverbs of frequency. |
| **Reasons behind order of topic in this half term** |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Scaffolding – Each topic builds on the previous
* Opportunity to revisit key grammatical structures and skills.
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**Half Term 5**

|  |  |
| --- | --- |
| Number of Hours18 hours | Topics **Module 5: Miam miam!**Approximately 3 weeks)Revision of drink and snack vocabulary; ordering food / drinks in café; numbers to 5000; healthy diet; meal times – talking about meals; parts of body; saying how you feel; illnesses and remedies – in the chemists; French festivals; buying food for party – more food vocab, measures.**Skills*** identify patterns
* memorising
* listen for gist/detail
* pronunciation and intonation
* ask and answer questions
* write clearly and coherently
* sounds and writing
* apply grammar
* different countries/cultures
* communicate in pairs etc.
* make links with English
* language for interest/enjoyment
* use TL in engaging topics
* use reference materials
* skim and scan
* respond appropriately
* compare experiences
* use language within the classroom
* use more complex language

Cultural Awareness* Comparison of meal times between France and England.
* Differences in diet
* French money
 |
|  | Revision of drink and snack vocabulary and direct object pronouns with things (le, la, les) |
|  | ordering food / drinks in café using aimer in conditional tense, simple present tense opinions |
|  | numbers to 1-100 and 101-5000 |
|  | healthy diet; meal times – talking about meals giving simple opinions using dijunctive prounoun with preposition e.g. pour moi |
|  | parts of body saying how you feel using idiomatic expressions such as avoir mal à |
|  | illnesses and remedies in the chemists using il (ne) faut (pas), on (ne) doit (pas)  |
|  | French festivals; buying food for party – more food vocab, measures uisng numbers to give quantities. |
| **Reasons behind order of topic in this half term** |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Scaffolding – Each topic builds on the previous
* Opportunity to revisit key grammatical structures and skills.
 |

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**Year Group 7**

**Half Term 6**

|  |  |
| --- | --- |
| Number of Hours8 hours | Topics Module 6: Une fête (approximately 4 weeks)Clothes – vocabulary items, materials, style, opinions and reasons.Buying clothes – sizes, prices, asking for alternatives. Describing school uniform - opinions; ideal school uniform.**Skills*** identify patterns
* memorising
* listen for gist/detail
* pronunciation and intonation
* ask and answer questions
* write clearly and coherently
* sounds and writing
* apply grammar
* different countries/cultures
* communicate in pairs etc.
* make links with English
* language for interest/enjoyment
* use TL in engaging topics
* use reference materials
* skim and scan
* respond appropriately
* compare experiences
* use language within the classroom
* use more complex language

Cultural Awareness* French festivals and celebrations.
* Difference in English and European sizes.
 |
| 2 | Clothes – vocabulary items.* Possessive pronouns
 |
| 1 | Materials using être (all forms) |
| 2 | style, opinions and reasons* Colour
* Basic opinion and reasons
 |
| 1 | Buying clothes – sizes, prices, asking for alternatives using numbers and je voudrais / j’aimerais |
| 2 | Describing school uniform - opinions; ideal school uniform using simple opinions, materials, colour and comparisons |
| **Reasons behind order of topic in this half term** |
| * Pupils continue to build their knowledge and be able to communicate about themselves in the target language.
* Scaffolding – Each topic builds on the previous
* Opportunity to revisit key grammatical structures and skills.
 |