

**Colour Key***Newly introduced vocabulary and structure**Recalled vocabulary, structure and skills***Modern Foreign Languages: French****Year Group 7****Half Term 1**

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|---|--|
| Number of Hours   | Topic <b>Module 1: Bienvenue!</b> (Approximately 8 weeks)  |
| 16 hours  | <p>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.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• memorising</li> <li>• respond appropriately</li> <li>• pronunciation and intonation</li> <li>• spoken and written language</li> <li>• use language within the classroom etc.</li> <li>• communicate in pairs etc.</li> <li>• make links with English</li> </ul> <p><b>Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Music: end of unit songs / celebrating French festivals.</li> <li>• Understanding of alternative ways of greeting people e.g. tu/vous.</li> </ul> |
| 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 – <i>using s’appeller, écrire and personal greetings</i>  |
| 2   | Numbers 1- 31  |
| 1   | Personal information – name, age and the verb avoir – <i>using numbers 1 - 12</i>  |
| 1   | Dates – <i>using numbers 1 - 31</i>  |
| 1   | Personal information – name, age, birthday - <i>using s’appeller, écrire, personal greetings, numbers 1-31 and months of the year</i>  |
| 1   | Days of week   |
| 1   | Classroom language- asking permission / help – using imperatives.  |
| 2   | Classroom items –introduce definite and indefinite articles, plurals - <i>using verb ‘avoir’</i>   |
| 2   | Parts of computer and verb ‘il y a’ as well as <i>avoir</i>  |
| <b>Reasons behind order of topic in this half term</b>  |  |
| <ul style="list-style-type: none"> <li>• Pupils coming from primary schools may never have studied French and need a basic introduction.</li> <li>• Topic of Welcome! allows pupils to begin to build their knowledge and be able to communicate about themselves in the target language.</li> <li>• Scaffolding – Each topic builds on the previous</li> <li>• Introduces basic yet high frequency verb formations</li> <li>• Classroom vocabulary allows students to speak in target language from an early stage, and understand basic instructions from the teacher.</li> </ul> |  |

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**Modern Foreign Languages: French****Year Group 7****Half Term 2**

|                 |  |
|-----------------|--|
| Number of Hours | Topic <b>Module 2: Toi et moi</b>  |
| 14 hours        | <p>Address; family &amp; pets; personal description; character description, countries and capitals; nationality (Approximately 7 weeks)</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• identify patterns</li> <li>• memorising</li> <li>• listen for gist/detail</li> <li>• pronunciation and intonation</li> <li>• ask and answer questions</li> <li>• write clearly and coherently</li> <li>• sounds and writing</li> <li>• apply grammar</li> <li>• different countries/cultures</li> <li>• communicate in pairs etc.</li> <li>• make links with English</li> <li>• language for interest/enjoyment</li> <li>• use TL in engaging topics</li> </ul> <p><b>Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Awareness of typical stereotypes.</li> <li>• Insight into family life in Spain.</li> </ul> |
| 2               | Countries and Capitals using third person singular and all persons plural of regular <i>-er</i> , <i>-ir</i> and <i>-re</i> verbs including <i>s'appeler</i> , <i>écrire</i> , <i>être</i> .   |
| 1               | Nationality  |
| 1               | Address, numbers 1-31 and 32-100, verb <i>habiter/vivre</i>  |
| 4               | <p>Personal descriptions including:</p> <ul style="list-style-type: none"> <li>• asking questions with <i>Comment?</i> <i>Combien?</i> <i>Quel?</i> and <i>Qui?</i></li> <li>• irregular verbs <i>avoir</i>, <i>être</i> (all persons)</li> <li>• definite article</li> <li>• agreement of adjectives</li> <li>• intensifiers (<i>très</i>, <i>assez</i>)</li> </ul>   |
| 4               | <p>Character description</p> <ul style="list-style-type: none"> <li>• asking questions with <i>Comment?</i> <i>Combien?</i> <i>Quel?</i> and <i>Qui?</i></li> <li>• irregular verbs <i>avoir</i>, <i>être</i> (all persons)</li> </ul>   |

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|---|---|
|   | <ul style="list-style-type: none"> <li>• definite article</li> <li>• agreement of adjectives</li> <li>• intensifiers (<i>très, assez</i>)</li> </ul>  |
| 2   | <p>Family &amp; pets</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• possessive adjectives</li> <li>• irregular verbs <i>avoir, être</i> (all persons)</li> <li>• definite article</li> <li>• agreement of adjectives</li> </ul> |
| <b><u>Reasons behind order of topic in this half term</u></b>   |   |
| <ul style="list-style-type: none"> <li>• Pupils continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>• Scaffolding – Each topic builds on the previous</li> <li>• Opportunity to revisit key grammatical structures and skills.</li> <li>• Talking about family and pets is something that children enjoy talking about.</li> </ul> |   |

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**Modern Foreign Languages: French****Year Group 7****Half Term 3 and some of half term 4**

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|-----------------|---|
| Number of Hours | Topics <b>Module 3: Quelle est la profession de ton père ?</b> (Approximately 2 weeks)  |
| 18 hours        | Jobs / opinion; job opportunities; advantages / disadvantages of jobs; personal qualities - suitability of jobs. Jobs which various members of the family do  |
|                 | <b>Module 4: Mon collège</b> (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   |
|                 | <b>Skills</b>   |
|                 | <ul style="list-style-type: none"> <li>• identify patterns</li> <li>• memorising</li> <li>• listen for gist/detail</li> <li>• pronunciation and intonation</li> <li>• ask and answer questions</li> <li>• write clearly and coherently</li> <li>• sounds and writing</li> <li>• apply grammar</li> <li>• different countries/cultures</li> <li>• communicate in pairs etc.</li> <li>• make links with English</li> <li>• language for interest/enjoyment</li> <li>• use TL in engaging topics</li> <li>• use reference materials</li> <li>• skim and scan</li> <li>• compare experiences</li> <li>• use language within the classroom</li> <li>• use more complex language</li> </ul> |
|                 | <b>Cultural Awareness</b>   |
|                 | <ul style="list-style-type: none"> <li>• Jobs specific to France.</li> <li>• Difference in schools – between France and England.</li> </ul>   |
| 1               | Jobs / opinion using <b>être</b> and penser and jobs which various <b>members of the family</b> do using <b>possessive adjectives</b>   |
| 1               | advantages / disadvantages of jobs using <b>être</b>  |
| 1               | job opportunities   |
| 1               | <b>personal qualities</b> and suitability of jobs   |
|                 | <ul style="list-style-type: none"> <li>• irregular verbs <b>avoir, être</b> (all persons)</li> </ul>  |

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|--|---|
|  | <ul style="list-style-type: none"> <li>• agreement of adjectives</li> <li>• intensifiers (<i>assez, très</i>)</li> </ul>  |
| 1  | School subjects <ul style="list-style-type: none"> <li>• definite article</li> </ul>  |
| 1  | likes / dislikes and simple opinions using aimer and <b>penser</b>  |
| 1  | time <b>using numbers 1-100</b>   |
| 1  | describing school timetable <b>using the time and avoir, days of the week and simple opinions</b>   |
| 1  | describing teachers <ul style="list-style-type: none"> <li>• irregular verbs <i>avoir, être</i> (all persons)</li> <li>• definite article</li> <li>• agreement of adjectives</li> <li>• intensifiers (<i>assez, très</i>)</li> </ul>  |
| 2  | describing school <ul style="list-style-type: none"> <li>• irregular verbs <i>avoir, être</i> (all persons)</li> <li>• il y a / il n'y a pas de</li> <li>• definite article</li> <li>• agreement of adjectives</li> <li>• intensifiers (<i>assez, très</i>)</li> <li>• school timetable</li> <li>• simple opinions</li> </ul> |
| 2  | modes of transport and saying how you get to school <b>and time of arrival / leaving</b>  |
| <b><u>Reasons behind order of topic in this half term</u></b>  |   |
| <ul style="list-style-type: none"> <li>• Pupils continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>• Scaffolding – Each topic builds on the previous</li> <li>• Opportunity to revisit key grammatical structures and skills.</li> <li>• Jobs and school topics contain lots of cognates making them ideal topics for new learners to cope with</li> </ul> |   |

**Colour Key***Newly introduced vocabulary and structure**Recalled vocabulary, structure and skills***Modern Foreign Languages: French****Year Group 7****Half Term 4**

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|--|---|
| Number of Hours  | <b>Module 4: Mon collège cont</b> (Approximately 2 weeks)   |
| 4 hours  | <p>talking about mealtimes and what you eat</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• identify patterns</li> <li>• memorising</li> <li>• listen for gist/detail</li> <li>• pronunciation and intonation</li> <li>• ask and answer questions</li> <li>• write clearly and coherently</li> <li>• sounds and writing</li> <li>• apply grammar</li> <li>• different countries/cultures</li> <li>• communicate in pairs etc.</li> <li>• make links with English</li> <li>• language for interest/enjoyment</li> <li>• use TL in engaging topics</li> <li>• use reference materials</li> <li>• skim and scan</li> <li>• compare experiences</li> <li>• use language within the classroom</li> <li>• use more complex language</li> </ul> <p><b>Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Typical French Foods.</li> </ul> |
| 4  | talking about mealtimes and what you eat, using verbs manger, boire, prendre, goûter, <b>time</b> and <b>simple opinions</b> in a new context. Introduce adverbs of frequency.  |
| <b>Reasons behind order of topic in this half term</b>   |   |
| <ul style="list-style-type: none"> <li>• Pupils continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>• Scaffolding – Each topic builds on the previous</li> <li>• Opportunity to revisit key grammatical structures and skills.</li> <li>• Food is another sub-topic which includes lots of cognates. This is a useful topic for students who will have the opportunity to visit the country.</li> </ul> |   |

**Colour Key***Newly introduced vocabulary and structure**Recalled vocabulary, structure and skills***Modern Foreign Languages: French****Year Group 7****Half Term 5**

|                 |   |
|-----------------|---|
| Number of Hours | Topics <b>Module 5: Miam miam!</b> (Approximately 3 weeks)  |
| 18 hours        | <p>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.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• identify patterns</li> <li>• memorising</li> <li>• listen for gist/detail</li> <li>• pronunciation and intonation</li> <li>• ask and answer questions</li> <li>• write clearly and coherently</li> <li>• sounds and writing</li> <li>• apply grammar</li> <li>• different countries/cultures</li> <li>• communicate in pairs etc.</li> <li>• make links with English</li> <li>• language for interest/enjoyment</li> <li>• use TL in engaging topics</li> <li>• use reference materials</li> <li>• skim and scan</li> <li>• respond appropriately</li> <li>• compare experiences</li> <li>• use language within the classroom</li> <li>• use more complex language</li> </ul> <p><b>Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Comparison of meal times between France and England.</li> <li>• Differences in diet</li> <li>• French money</li> </ul> |
|                 | Revision of drink and snack vocabulary and direct object pronouns with things (le, la, les)   |
|                 | ordering food / drinks in café using <i>aimer</i> in conditional tense, <i>simple present tense opinions</i>  |
|                 | numbers to <i>1-100</i> and 101-5000  |
|                 | healthy diet; meal <i>times</i> – talking about meals giving <i>simple opinions</i> using disjunctive pronoun with preposition e.g. <i>pour moi</i>   |
|                 | parts of body saying how you feel using idiomatic expressions such as <i>avoir mal à</i>  |

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|  | 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 using <b>numbers</b> to give quantities. |
| <b><u>Reasons behind order of topic in this half term</u></b>  |  |
| <ul style="list-style-type: none"> <li>• Pupils continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>• Scaffolding – Each topic builds on the previous</li> <li>• Opportunity to revisit key grammatical structures and skills.</li> <li>• Students are introduced to life in France which is an important element of learning a language as they can learn about French culture.</li> </ul> |  |



**Modern Foreign Languages: French****Year Group 7****Half Term 6****Colour Key***Newly introduced vocabulary and structure**Recalled vocabulary, structure and skills*

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|--|---|
| Number of Hours  | <b>Topics</b> <u>Module 6: Une fête</u> (approximately 4 weeks)   |
| 8 hours  | <p>Clothes – vocabulary items, materials, style, opinions and reasons.<br/>           Buying clothes – sizes, prices, asking for alternatives. Describing school uniform - opinions; ideal school uniform.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• identify patterns</li> <li>• memorising</li> <li>• listen for gist/detail</li> <li>• pronunciation and intonation</li> <li>• ask and answer questions</li> <li>• write clearly and coherently</li> <li>• sounds and writing</li> <li>• apply grammar</li> <li>• different countries/cultures</li> <li>• communicate in pairs etc.</li> <li>• make links with English</li> <li>• language for interest/enjoyment</li> <li>• use TL in engaging topics</li> <li>• use reference materials</li> <li>• skim and scan</li> <li>• respond appropriately</li> <li>• compare experiences</li> <li>• use language within the classroom</li> <li>• use more complex language</li> </ul> <p><b>Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• French festivals and celebrations.</li> <li>• Difference in English and European sizes.</li> </ul> |
| 2  | Clothes – vocabulary items. <ul style="list-style-type: none"> <li>• Possessive pronouns</li> </ul>   |
| 1  | Materials <i>using être (all forms)</i>   |
| 2  | style, opinions and reasons <ul style="list-style-type: none"> <li>• Colour</li> <li>• Basic opinion and reasons</li> </ul>   |
| 1  | Buying clothes – sizes, prices, asking for alternatives <i>using numbers and je voudrais / j'aimerais</i>   |
| 2  | Describing school uniform - opinions; ideal school uniform <i>using simple opinions, materials, colour and comparisons</i>  |
| <b>Reasons behind order of topic in this half term</b>   |   |
| <ul style="list-style-type: none"> <li>• Pupils continue to build their knowledge and be able to communicate about themselves in the target language.</li> </ul> |   |

- Scaffolding – Each topic builds on the previous
- Opportunity to revisit key grammatical structures and skills.
- The clothes vocabulary links with the school topic covered earlier, as now students are able to describe their uniforms.