

# Key Stage 3: French Curriculum Map

## Prior Learning:

They will, however, have had formal instruction in French. All feeder primaries offer the standard 45-1hr weekly provision in a foreign language.

All do French, apart from one which does Spanish. The feeders offer French from year 4 to 6 and will typically cover:

- Standard phonics and pronunciation
- Syntax and punctuation conventions
- Noun gender
- Adjectival compliments
- Giving preference
- Getting familiar with a dictionary

Register

## Curriculum Intent:

In the MFL department we recognise that every lesson needs to be a holistic learning experience and not just focused on language teaching. All lessons incorporate aspects of SMSC, particularly when talking about family, relationships, emotions and stresses in school. Oracy is also embedded – we aim to devote at least 25% of the lesson to oracy and oral skills. Literacy is again embedded with full support in things like dictionaries and vocab glossaries. Numeracy occurs regularly, particularly when talking about shopping, ordering in a restaurant and telling the time. IT skills are used regularly, particularly when making powerpoints and now that students have their own individual laptops. We subscribe to a comprehensive resources that students have 24 hour access to. There are multiple opportunities for cross-curricular work, particularly in the form of trips: History and Geography trips to France and Germany. Contact also made with Onatti, an MFL theatre company for future MFL and drama crossover.

## Year 7

	Autumn Term 1 7 weeks	Autumn Term 2 7weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
<b>Module Title</b>	<b><u>La rentrée</u></b>	<b><u>La rentrée</u></b>	<b><u>En classe</u></b>	<b><u>En classe</u></b>	<b><u>Mon temps libre</u></b>	<b><u>Mon temps libre</u></b>
<b>Learning Focus</b>	Phonics, brothers and sisters, age, describing a classroom, talking about likes/dislikes  <i>Using 'avoir', definite and indefinite articles, the verb aimer + definite article</i>	Describing yourself and others, saying what you do  <i>Adjective agreement, understanding infinitives and regular 'er' verbs in present tense</i>	Telling the time, giving opinions on school subjects, talk about what you wear to school  <i>Using adjectives after nouns, using new -er verbs</i>	Talking about the school day, learning about French schools, agreeing and disagreeing  <i>Saying what there is and isn't using 'il y a' and 'il n'y a pas de'</i>	Talking about weather, what sports you play, what activities you do  <i>Using 'jouer à' and 'faire de', aller plus infinitive, ils and elles</i>	Learning about sport in francophone countries, talking about what you like doing, creating interviews  <i>Using 'aimer' + the infinitive, forming and answering questions</i>

<b>Careers Focus</b>	Personal qualities and interests		Academic interests and personal organisation		Talking about hobbies and asking questions	
<b>Assessment</b>	<b>Baseline Assessment</b>	Listening & reading		Writing		Speaking
<b>Learning statement</b>	I can: <i>understand and recreate phonics, as well as language relating to brothers and sisters, age, describing a classroom, talking about likes/dislikes.</i>		I can: <i>understand and recreate language relating pets, family members, physical appearance and dates, including personal opinion.</i>		I can: <i>understand and recreate language relating to talking about weather, what sports I play, what activities I do, learning about sport in francophone countries, talking about what I like doing and creating interviews.</i>	

Year 8						
	Autumn Term 1 7 weeks	Autumn Term 2 7weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
<b>Module Title</b>	<b><u>Ma vie de famille</u></b>	<b><u>Ma vie de famille</u></b>	<b><u>En ville</u></b>	<b><u>En ville</u></b>	<b><u>Vive les vacances!</u></b>	<b><u>Vive les vacances!</u></b>
<b>Learning Focus</b>	Talking about animals, describing your family, describing where you live  <i>Using higher numbers, using possessive adjectives 'my' and 'your', using the 'nous' form of -er verbs</i>	Talking about breakfast, learning about Bastille day  <i>Using the partitive article (du/de la/ des), using cognates and glossaries</i>	Talking about places, saying where you go at the weekend, inviting someone out  <i>Understanding prices, using the verb 'aller' (to go), and 'vouloir' (to want)</i>	Ordering food and drink, saying what you are going to do, talking about plans for a special weekend  <i>Using the tu and vous forms of verbs, using the near future tense (aller + infinitive), using two tenses</i>	Talking about school holidays, saying what you visited on holiday  <i>Using the verbs 'avoir' and 'être', using the perfect tense of regular -er verbs</i>	Talking about what you did on holiday, talking about a special holiday  <i>Understanding the perfect tense of irregular verbs, negatives in the perfect tense, using the perfect tense of 'aller'</i>
<b>Careers Focus</b>	Numeracy and ordering food		Transactional language and future plans		Talking about a visit and expressing opinions	
<b>Assessment</b>		Listening & reading		Writing		Speaking

<b>Learning statements</b>	I can: <i>understand and recreate language relating to animals, describing your family and describing where you live, including personal and opinion and expanded sentences</i>	I can: <i>understand and recreate language relating to talking about places, saying where you and others go at the weekend and inviting someone out, including personal opinion and expanded sentences.</i>	I can: <i>understand and recreate language relating to talking about school holidays and saying what you and others visited on holiday, including personal opinion and expanded sentences.</i>
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Year 9						
	Autumn Term 1 7 weeks	Autumn Term 2 7weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	<u>J'adore les fêtes!</u>	<u>J'adore les fêtes!</u>	<u>À loisir</u>	<u>Le monde est petit</u>	<u>Le sport en direct</u>	<u>Que suis-je?</u>
<b>Learning Focus</b>	Understanding dates, describing festivals, buying food at a market  <i>Likes and dislikes, present tense of regular -er verbs, using regular -ir, -re verbs</i>	Talking about what you are going to eat on a special day, talking about a future trip  <i>Using the partitive article, using the near future tense with questions</i>	Talking about digital technology, arranging to go to the cinema, talking about leisure activities  <i>Adjective agreement, forming questions, using the 24-hour clock, using negatives, questioning in two tenses</i>	Talking about where you live, describing the weather, talking about helping at home, talking about daily routine  <i>Using 'pouvoir' + infinitive, using 'devoir' + infinitive, using reflexive verbs, using synonyms and two tenses.</i>	Talking about sports and giving opinions, asking the way and giving directions, talking about injuries and illness  <i>Using 'jouer à' and 'faire de', using the comparative, using the vous form of the imperative, using three tenses together</i>	Talking about friends and family, making arrangements, relationships, discussing role models, days out  <i>Regular '-er' verbs, reflexive verbs, perfect tense, near future</i>
<b>Careers Focus</b>	Asking questions in role play context, future plans		Personal organisation and responsibilities, timekeeping, transactions.		Conversations in formal settings, manners. Giving instructions	Describing personality and role models, making plans
<b>Assessment</b>		Listening & reading		Writing		speaking
<b>Learning statements</b>	I can: <i>understand and recreate language relating to dates, describing festivals, buying food at a market, talking about what you are going to eat on a special day and talking about a future trip</i>		I can: <i>understand and recreate language talking about digital technology, arranging to go to the cinema, talking about leisure activities, talking about where you live, describing the weather, talking about helping at home, talking about</i>		I can: <i>understand and recreate language relating to sports and giving opinions, asking the way and giving directions, talking about injuries and illness, talking about friends and family, making arrangements, relationships, discussing role models, days out.</i>	

	<i>including my and others' opinions in and expanded sentences.</i>	<i>daily routine, including personal opinion and expanded sentences.</i>	
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