

| Year 7                    | Half Term 1  | Half Term 2  | Half Term 3   | Half Term 4   | Half Term 5   | Half Term 6   |
|---------------------------|--|--|---|---|---|---|
| Knowledge                 | <ul style="list-style-type: none"> <li>Saying your name and learning numbers</li> <li>Using the French alphabet</li> <li>Talking about brothers, sisters and age</li> <li>Describing a classroom</li> <li>Talking about likes and dislikes</li> <li>Describing yourself and others</li> <li>Saying what you do</li> </ul>  | <ul style="list-style-type: none"> <li>Talking about colours</li> <li>Telling the time</li> <li>school subjects</li> <li>what you wear to school</li> <li>comparing your school with a French school</li> <li>Saying what there is / isn't, using <i>il y a ...</i> and <i>il n'y a pas de ...</i></li> <li>Agreeing and disagreeing</li> </ul>  | <ul style="list-style-type: none"> <li>Describing the weather and seasons</li> <li>Talking about which sports you play</li> <li>Talking about activities you like to do</li> <li>Creating an interview with a celebrity</li> </ul>  | <ul style="list-style-type: none"> <li>Talking about animals</li> <li>Using higher numbers</li> <li>Describing your family</li> <li>Describing where you live</li> <li>Talking about breakfast</li> <li>Learning about Bastille Day</li> <li>Using the glossary</li> </ul>  | <ul style="list-style-type: none"> <li>Talking about places in a town or village</li> <li>Understanding prices</li> <li>Saying where you go at the weekend</li> <li>Inviting someone out</li> <li>Ordering drinks and snacks in a café</li> <li>Saying what you are going to do</li> </ul>  | <ul style="list-style-type: none"> <li>Designing a "Thank you" card in French</li> <li>Learning about French-speaking countries</li> <li>Describing a photo and a film extract</li> <li>Learning about Senegal's culture</li> </ul> |
| Themes                    | <b>Module 1:</b> "La Rentrée" – Introducing myself   | <b>Module 2:</b> "En classe" – Talking about school  | <b>Module 3:</b> "Mon temps libre" – Talking about free time activities   | <b>Module 4:</b> "Ma vie de famille" – Talking about my family  | <b>Module 5:</b> "En ville" – Talking about my town   | <b>Film Study</b>   |
| Grammar & Skills          | <ul style="list-style-type: none"> <li>Pronunciation of unfamiliar words / nasal sounds</li> <li>Different meanings of <i>comment</i> ('how' and 'what')</li> <li>Using the indefinite and definite articles</li> <li>Using the verb <i>avoir</i></li> <li>Using the verb <i>aimer</i> + the definite article</li> <li>Using adjective agreement</li> <li>Using connectives (<i>et, mais, aussi</i>) and word order with <i>aussi</i></li> <li>Using intonation when asking questions</li> </ul> | <ul style="list-style-type: none"> <li>Using adjectives</li> <li>Using context and cognates to decode words</li> <li>Using a dictionary to check genders</li> <li>Using a range of verbs to express opinions</li> <li>Using <i>parce que</i> to give reasons for your opinions</li> <li>Using <i>et, mais</i> and <i>parce que</i> to join sentences</li> <li>Using qualifiers to give more detailed opinions</li> <li>Using <i>on</i> to mean 'we'</li> <li>Forming questions</li> <li>Using sequencers:</li> <li>Translation skills:</li> <li>Using <i>combien de</i></li> </ul> | <ul style="list-style-type: none"> <li>Conjugating the verb <i>jouer</i></li> <li>Using the verb <i>faire</i></li> <li>Using <i>aimer</i> + infinitive</li> <li>Forming and answering questions</li> <li>Listening for negatives</li> <li>Predicting the pronunciation of cognates</li> <li>Using context to work out the meaning of unfamiliar vocabulary</li> <li>Adding variety and interest to your responses / Paying attention to pronunciation and intonation / Peer assessment</li> </ul> | <ul style="list-style-type: none"> <li>Using the possessive adjectives 'my' and 'your'</li> <li>Using the partitive article (<i>du / de la / de l' / des</i>)</li> <li>Forming the plural of nouns (-s and -x)</li> <li>Checking written work for accuracy</li> <li>The conjugation of <i>manger</i> (-er verb) and <i>boire</i> (irregular verb)</li> <li>Using strategies to work out the meaning of unfamiliar vocabulary / Using the glossary to look up vocabulary / Looking up the infinitive of verbs</li> <li>Paying attention to pronouns (<i>nous</i> and <i>ils/elles</i>) in reading texts</li> </ul> | <ul style="list-style-type: none"> <li>Using the verb <i>aller</i> (to go)</li> <li>Using <i>il y a un / une / des ...</i> and <i>il n'y a pas de ...</i></li> <li>Learning about the euro</li> <li>Conjugating the verb <i>vouloir</i> (to want)</li> <li>Using the near future tense (<i>aller</i> + infinitive)</li> <li>Using the definite article <i>le</i> to convey 'at' (<i>le weekend</i>) and 'on' (<i>le samedi après-midi</i>)</li> <li>Understanding the difference between <i>ou</i> and <i>où</i></li> <li>Using sequencers: <i>d'abord, puis, ensuite, après</i></li> </ul> | <ul style="list-style-type: none"> <li>To produce sentences in the near future tense using the pronouns "I", "s/he"</li> <li>To revisit infinitives</li> </ul>  |
| Independent Learning Link | <a href="#">Module 1 Student Resources</a>   | <a href="#">Module 2 Student Resources</a>   | <a href="#">Module 3 Student Resources</a>  | <a href="#">Module 4 Student Resources</a>  | <a href="#">Module 5 Student Resources</a>  |   |

| Year 8                    | Half Term 1  | Half Term 2   | Half Term 3  | Half Term 4  | Half Term 5  | Half Term 6  |
|---------------------------|--|---|--|--|--|--|
| Knowledge                 | <ul style="list-style-type: none"> <li>Talking about school holidays ;</li> <li>Saying what you visited and what it was like ;</li> <li>Saying what you did during the holidays ;</li> <li>Understanding the perfect tense of irregular verbs; listening and reading for negatives in the perfect tense</li> <li>talking part in an interview about a special holiday</li> </ul> | <ul style="list-style-type: none"> <li>Understanding dates ; saying what festivals you like and dislike</li> <li>describing a festival</li> <li>Understanding more detailed information about a festival; identifying the subject when listening and reading</li> <li>buying food at a market; working on a role-play</li> <li>Talking about what you are going to eat on a special day</li> <li>Talking about future trip</li> </ul> | <ul style="list-style-type: none"> <li>Talking about TV programmes, actors and actresses</li> <li>Talking about digital technology</li> <li>Arranging to go to the cinema ; using the 24-hour clock</li> <li>Talking about leisure activities</li> <li>Spotting synonyms when listening and reading</li> <li>Asking and answering questions in two tenses</li> </ul> | <ul style="list-style-type: none"> <li>Talking about where you live ; describing the weather</li> <li>Describing where you live,</li> <li>Talking about how you must help at home</li> <li>Talking about daily routines</li> <li>Reading texts for overall meaning ; spotting alternative ways of saying the same thing</li> <li>Bringing together what you have learned into a piece of writing;</li> </ul> | <ul style="list-style-type: none"> <li>Talking about sports</li> <li>Giving opinions about sports</li> <li>Asking the way and giving directions</li> <li>Talking about injuries and illness ; taking part in a conversation with the doctor</li> <li>Understanding sportspeople</li> </ul> | <ul style="list-style-type: none"> <li>Designing a “Thank you” card in French to a member of staff (teaching and non-teaching)</li> <li>to watch the film “Ratatouille” in French with English subtitles; to talk about French Gastronomy</li> <li>to describe a photo</li> </ul>  |
| Themes                    | <b>Module 1:</b> “Vive les vacances”<br>Talking about holidays   | <b>Module 2:</b> “En classe”<br>Talking about school  | <b>Module 3:</b> “Mon temps libre”<br>Talking about free time activities   | <b>Module 4:</b> “Ma vie de famille”<br>Talking about my family  | <b>Module 5:</b> “En ville”<br>Talking about my town   | <ul style="list-style-type: none"> <li><b>“Kindness” activity</b></li> <li><b>Film Study</b></li> </ul>  |
| Grammar & Skills          | <ul style="list-style-type: none"> <li>using the verb « avoir » and « être »</li> <li>using the perfect tense of « visiter »</li> <li>using the perfect tense of regular -er verbs</li> <li>using the perfect tense of « aller »</li> </ul>  | <ul style="list-style-type: none"> <li>using the present tense of regular -er verbs</li> <li>using the partitive article (du, de la, de l’, des)</li> <li>using the near future tense with questions</li> </ul>   | <ul style="list-style-type: none"> <li>using adjective agreement</li> <li>forming and answering questions</li> <li>using negatives</li> <li>spotting verbs in the perfect tense</li> </ul>   | <ul style="list-style-type: none"> <li>using « pouvoir » + infinitive</li> <li>using « devoir » + infinitive</li> <li>using reflexive verbs</li> <li>using two tenses in writing</li> </ul>  | <ul style="list-style-type: none"> <li>using « jouer à » and « faire de »</li> <li>using the comparatives<br/>Listening for cognates ;<br/>Translating from French into English</li> <li>Applying the present, past and near future tenses using the pronouns „I“, „s/he“</li> </ul>       | <ul style="list-style-type: none"> <li>to consolidate the perfect and near future tenses</li> <li>to revisit pronouns and infinitives</li> <li>to revisit adjectival agreement rule</li> <li>to extract key information from a text and to infer the meaning of unfamiliar vocabulary</li> <li>to avoid distractors in listening and reading activities</li> </ul> |
| Independent Learning Link | <a href="#">Module 1 Student Resources</a>   | <a href="#">Module 2 Student Resources</a>  | <a href="#">Module 3 Student Resources</a>   | <a href="#">Module 4 Student Resources</a>   | <a href="#">Module 5 Student Resources</a>   |  |

| Year 9                    | Half Term 1  | Half Term 2  | Half Term 3  | Half Term 4  | Half Term 5   | Half Term 6  |
|---------------------------|--|--|--|--|---|--|
| Knowledge                 | <ul style="list-style-type: none"> <li>Revising family and describing people</li> <li>Revising places in town, activities and times</li> <li>Talking about what makes a good friend</li> <li>Talking about family relationships</li> </ul> | <ul style="list-style-type: none"> <li>Making arrangements to go out,</li> <li>Describing a day out</li> <li>Discussing role models</li> </ul>                                       | <ul style="list-style-type: none"> <li>Revising leisure activities</li> <li>Revising films and going to the cinema</li> <li>Talking about sport</li> <li>Talking about using technology</li> </ul> | <ul style="list-style-type: none"> <li>Discussing reading habits and music</li> <li>Talking about television programmes</li> <li>Talking about a night out with friends</li> </ul> | <ul style="list-style-type: none"> <li>Talking about food and meals</li> <li>Discussing clothes and what to wear</li> <li>Describing your daily life</li> <li>Shopping for clothes</li> </ul> | <ul style="list-style-type: none"> <li>Describing festivals and traditions</li> <li>Talking about shopping for a special meal</li> <li>Describing family celebrations</li> </ul>   |
| Themes                    | <p><b>Module 1:</b> “Qui suis-je?”<br/>Introducing myself</p> <p><b>THEME 1:</b> Identity and culture</p>  | <p><b>Module 1:</b> “Qui suis-je?”<br/>Introducing myself- part 2</p> <p><b>THEME 1:</b> Identity and culture</p>  | <p><b>Module 2:</b> “Le temps des loisirs”<br/>Talking about leisure activities</p> <p><b>THEME 1:</b> Identity and culture</p>  | <p><b>Module 2:</b> “Le temps des loisirs”<br/>Talking about leisure activities</p> <p><b>THEME 1:</b> Identity and culture</p>  | <p><b>Module 3:</b> « Jours ordinaires, jours de fête »<br/>Talking about daily life, clothing items, food and drinks</p> <p><b>THEME 1:</b> Identity and culture</p>                         | <p><b>Module 3:</b> « Jours ordinaires, jours de fête »<br/>Talking about festivals and celebrations</p> <p><b>THEME 1:</b> Identity and culture</p>   |
| Grammar & Skills          | <ul style="list-style-type: none"> <li>using regular -er verbs in the present tense</li> <li>using reflexive verbs in the present tense</li> </ul>   | <ul style="list-style-type: none"> <li>Using the near future tense</li> <li>Conjugating verbs in the perfect tense</li> <li>Using the present and perfect tenses together</li> </ul> | <ul style="list-style-type: none"> <li>using « depuis » + the present tense</li> <li>using irregular verbs in the present tense</li> </ul>   | <ul style="list-style-type: none"> <li>using negatives</li> <li>using the comparative</li> <li>using the perfect tense accurately</li> </ul>                                       | <ul style="list-style-type: none"> <li>using « devoir » and « pouvoir »</li> <li>using quel(s)/ quelle(s) and ce/cet/cette/ces</li> </ul>   | <ul style="list-style-type: none"> <li>asking questions using « est-ce que... ? » and « qu’est-ce que... ? »</li> <li>using the present and near future tenses</li> <li>using past, present and future tenses</li> </ul> |
| Independent Learning Link | <a href="#">Module 1 Student Resources</a>   | <a href="#">Module 1 Student Resources</a>   | <a href="#">Module 2 Student Resources</a>   | <a href="#">Module 2 Student Resources</a>   | <a href="#">Module 3 Student Resources</a>  | <a href="#">Module 3 Student Resources</a>   |