



Curriculum Plan - French



Year 7	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) Phonics and sound/spelling correspondence Key common verbs (être, avoir, faire) + common -ER verbs in the present tense Numbers				Enrichment: What is offered through the year to support learning in the classroom? - MFL language club once a term		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1 & Term 2	Theme 1 : “Qui suis-je?”	Week 7 : Knowledge Quiz Week 12: phonics assessment	Understanding and expressing : - name - nationality - where you live - age - birthday - numbers up to 31 - simple descriptions using être - indefinite article -Differences between Christmas in France and the UK.	Phonics – understanding not to pronounce silent letters at the end of words e.g “t” and “s” as well as those those that are pronounced. Cognates – words spelt or sounding similarly in French and English. Genders – understanding the concept of masculine and feminine nouns, how to look these up in a dictionary. De-coding strategies – recognising similar words to English. Using clues to determine meaning. Verb conjugations – understanding how verb endings change, depending on the pronoun being used.	- Difference between cognates and false friends can be hard to work out. - Questions often change word order - word order with adjectives and adjective endings	- ages - birthdays / months - numbers up to 31 - Personality type - Key Christmas present tense verbs - Christmas themed vocab	- Phonics – letters / accents we need to say and those we don’t that are silent. - Setting up dictionary use to enable effective use in the future, both understanding French – English sections and English – French (including abbreviations) - Introducing the essential verbs avoir and être to be used in the present tense. - Introducing the idea of masculine and feminine genders which change how adjectives are spelt e.g français (if male) française (if female)
Term 3	Theme 2: Ma famille	N/A	- introducing family members - use of possessive pronoun - Using articles effectively -Using sophisticated opinions -Describing self and others using the verb avoir	Dictation – pupils learning to write accurately (correct spellings & accents from words or short sentences that they listen to. Inversion – swapping pronoun and verb when asking questions. Pronouns and Possessive adjectives – Example un (a) and mon (my) = masculine nouns. Verb endings – change based upon pronoun(person) and / or tense.	- Silent sounds/letters cannot be heard, so harder to write these words accurately simply from just hearing them. - Possessive adjectives agree with the or thing being described, NOT the person who is describing.	- Negatives - Describing my best friend - Je voudrais phrases (conditional tense) & quand j’étais petit	- Using dictation to build on phonics skills built on last term to recognise and continue pronouncing letters, words and accents correctly (including silent sounds) -Building on use of Use of être in present tense from term 1. - Building on use of articles by using gender to determine possession. -Continued use of present tense key verbs such as être from last term. Building in different pronouns (people) and seeing how verb endings change based upon the person.



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Term 4	Theme 3 : Mes animaux	Whole School assessment weeks: Reading, Writing and Listening tasks	- Comparing yourself to others - Understanding and using negatives, to talk about yourself and others. - colours - Describing your pets including a range of intensifiers, definite and indefinite articles - Describing a photo - using plurals - extended reading and listening tasks - Easter vocabulary and traditions.	- Direct object pronouns – referring to him / her / them etc. (je l'aime) - Negatives – go round the verb - use of articles - Present and future tense time phrases - conditional tense + infinitive (je voudrais avoir) - use of connectives with subordinate clauses Adjectival agreement – extra letters added on to adjectives like colours to agree with nouns. E.g E on the end for Feminine, S for plural.	-Direct Object Pronouns go before the verb - Students do not always need to understand every word in a passage. Key words, cognates, verbs are often enough to gain enough understanding to get the “gist”.	- Comparatives (e.g comparing one Family member to another, or two different pets.) - Negative expressions with “ne” and “pas” going around the verb.	- Use of knowledge of gender and articles to help with direct object pronouns. - Link to previous knowledge of present tense by adding negatives to present tense. - Decoding - Adding time phrases to present tense.
Term 5	Theme 4 : Au collège	N/A	- review of avoir and être with je, tu, il/elle/on, nous, ils/elles - using regular -ER verbs in the present tense (porter/étudier) - talking about likes and dislikes at school (subjects/teachers) - understanding a school timetable - using conditional tense (je voudrais/j'aimerais porter/étudier)	Dictation - pupils learning to write accurately (correct spellings & accents from words or short sentences that they listen to. Coding / reading for gist – pupils always looking for clues, especially in longer texts to get the general “idea” of a text. Phonics – words that look the same as English words: applying phonics accurately	- Clarity with compass points in English could confuse when in French. -French speaking parts of the world extend well beyond France itself. -Phonics – retrieval practice and growing awareness of silent letters (like H) at the start of words; “S” and “T” at ends of words etc.		- Decoding : identifying nouns, adjectives, verbs, pronouns etc. in a variety of texts. - Linking back to reading for gist, using cognates to work out what the text probably would mean. - Phonics – silent and non silent sounds and accents.
Term 6	Theme 4: Au collège ctd Theme 5 : Les fêtes (festivals / celebrations/music)	Speaking (Read Aloud + follow up questions)	- Sophisticated opinions – opinions + infinitive -Describing what's in a photo/picture and where. -Different genres of French music -Listening to French music -Understanding and learning about unique French festivals such as Bastille Day -Similarities /differences between French and English festivals & celebrations.	Adjectival order – BAGS rule. Beauty Age Greatness Size all come before the noun. Opinion phrases: je pense que / je crois que / à mon avis - basic perfect tense (je suis allé, j'ai regardé, j'ai écouté) - Cultural capital – learning more about the historical and cultural importance of festivals such as “Bastille Day” and French music.	Order of adjectives in a sentence may cause confusion. E.g colour comes before noun in English but after the noun in French.	- comparatives - Genres of music - How to express like / dislike of types of music with reasons. - Forming questions - Musical instruments - Vocab describing the National Festival (Bastille Day)	-Revision from all KO's (Knowledge organisers) used this year.



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