

Year 10 French Curriculum Overview Spring Term

Sequencing Rationale

During the Spring term, students in Mrs Piva and Ms Lehmann's classes will learn the topic of Town, followed by the topic of Holidays and students in Miss Escande's class will learn the topic of Holidays and School. All topics will revisit key knowledge and grammar from Year 9 including more challenging grammar points and a lot of complex structures to get high grades.

Curriculum goals – topics covered this term

TOWN -

1. Revisiting the vocabulary of town
2. Revisiting how to say *there is/are* and *there isn't any* and *there aren't any*
3. Higher – using the pronoun “y” to say “we go there”
4. Revisiting On peut + infinitive to say what we can do in town
5. Revisiting directions with the imperative tense and asking your way
6. Describing our town/village and our region
7. Revisiting more complex adjectives and adjectival agreements (masculine, feminine, plural)
8. Using the superlative by saying *the most*
9. Finding out tourist information
10. Revisiting question words
11. Asking more complex questions
12. Discussing plans and the weather by using “if”
13. Higher – revisiting the simple future
14. Revising negation “ne....pas”
15. Using more complex negatives
16. Saying what your village/town used to be like by using the imperfect tense
17. Higher – describing community projects to improve your town

HOLIDAYS –

1. Revisiting countries and saying “in” and “to”
2. Revisiting how to say what you normally do on holiday with the present tense
3. Revisiting how to ask more complex questions
4. Talking about a hotel stay using the “nous” form
5. Revisiting means of transport
6. Talking about travelling / Higher – using “avant de + infinitive”
7. Revisiting comparatives “more than” and “less than”
8. Talking about activities you usually do on holiday (revisiting)
9. Revisiting reflexive verbs with the present tense/ Higher – reflexive verbs with the perfect tense
10. Talking about what you did on holiday using the perfect tense
11. Talking about holiday disasters and saying what went wrong on holiday
12. Higher – using the pluperfect tense to say “had gone”, “had been” etc
13. Higher – talking about your ideal holiday using the conditional tense
14. Using three tenses: present, perfect and future tenses
15. Revisiting how to order in a restaurant
16. Writing a hotel review
17. Higher – using “en + present participle” to say “on or while doing something”
18. Revisiting expressions with “avoir” such as *I'm hungry, I'm thirsty, etc...*

SCHOOL –

1. Revisiting school subjects and simple opinions/reasons
2. Talking about your timetable
3. Using more complex opinions and reasons with direct object pronouns “him, her, them etc”
4. Talking about your school and schools in France – cultural differences by using “ils=they”
5. Discussing school rules using “Il faut” and “Il est interdit de”

6. Describing your school uniform
7. Talking about extra-curricular activities
8. Talking about what you used to do at Primary school revisiting the imperfect tense
9. Talking about successes at school using the perfect tense
10. Higher – talking about a school exchange using the future and perfect tense
11. Discussing healthy and unhealthy habits using adverbs / Higher- revisiting the imperfect tense
12. Higher – discussing vices and addictions using present and perfect tense
13. Higher – discussing what you will do (resolutions)

Key skills, knowledge and understanding – what will students learn?

- Higher – use the pronoun “y” to say “we go there”
- Use the imperative tense
- Use the superlative
- Higher - Use of the pronouns ‘en’ and ‘y’ to gain in complexity
- Ask more complex questions
- Higher – use of complex structures “*avant de + infinitive*” and “*venir de*”
- Know the vocab to write hotel/ restaurant reviews
- Use complex structure si – imperfect/ conditional tenses
- Extended opinions and justifications
- Use of more challenging high frequency words (pourtant, sauf, à moins que)
- Describe in more detail (il est interdit de...)
- Understand question words and formulate questions

ASSESSMENTS

Reading and listening assessment (Tiered: Foundation or Higher) and questions to be completed as well for speaking exam.

How will more able students be extended and challenged?

- Exposure to authentic material to widen vocabulary
- Not looking at resources automatically
- Produce pieces of writing with present/ past/ future/ imperfect/ conditional/ pluperfect in various forms including irregular verbs
- Systematic use a wide range of complex structures
- Use new opinions, high frequency words, connectives

Classroom extra support

- Regular exposure/ retrieval of high frequency and key vocab
- Regular practise of common sentence starters
- Focus on regular verbs in the present/ past/ future and I/he- she tense formation
- Focus on c’était/ il y avait for the imperfect tense
- Memorise a few simpler structures (avant de/ j’avais oublié)
- Regular use of vocab and grammar booklets for writing tasks
- Use of speaking booklet for support