

## Year 7 French Curriculum Overview Spring Term

### Sequencing Rationale

At the start of the Spring Term, students will complete the previous module to talk about themselves. Then they will study the topic of School to introduce complex opinions, then they will move on to the topic of Hobbies to consolidate the present tense and introduce high frequency words such as time phrases and frequencies.

### Curriculum goals – topics covered this term

1. Adjectives of character/ personality
2. Revisit and deeper understanding of irregular adjectival agreements (*curieuse/ gentille*)
3. Intro of basic qualifiers (**très, un peu...**)
4. Auxiliary **avoir** to use with physical descriptions
5. Auxiliary **être** to use to describe personality
6. Communicate about others – 3<sup>rd</sup> person singular and plural
7. Introduction of vocabulary about family members
8. Brief intro of possessive adjectives with family members (**mon/ ma/mes**)
9. Cultural knowledge: Xmas in France P42/43 Studio 1
10. Talking about school subjects
11. Giving your opinion on school subject including connectives **parce que, mais, et, aussi**
12. Giving reasons why you like a subject or not, including intensifiers **trop, très, assez, un peu**
13. Saying the time in French using the 12 hour clock
14. Describing your timetable
15. Describing a school day with regular -ER verbs
16. Talking about food we have at the canteen
17. Using the correct form of “some” to talk about food : **du, de la, de l’, des**
18. Vocabulary on New technology and activities we do on our phone/computer with regular -er verbs
19. Using time frames in the present tense to describe what we do on our phone/computer
20. Talking about which sport you play: using **je joue à la / au / aux**
21. Talking about activities you do using **je fais du, de la, des, de l’**
22. The weather : saying what you do when it is sunny, when it is cold
23. Saying what you like to do: use of **j’aime/ je n’aime pas + infinitive verbs**, use of time frames in the present tense
24. Using other pronouns (he/she/ they) to talk about activities

### Key skills, knowledge and understanding –

- Use connectives to extend our answers
- Understand formation of negatives using *ne* and *pas*
- Use intensifiers
- Understand the use of **à la / au / aux** after “je joue”
- Understand the role of the infinitive after “j’aime”
- Recognise and use present tense verb formation
- Use “some” in front of food
- Using different pronouns « *il/ elle/nous/ ils/ elles* »
- Not to translate word to word into English

### Assessments

Topic on school: Listening and reading assessment – peer assessed and a piece of writing mentioning their opinion on school, their timetable using the time, school day (break, lunch, friends) and what they can eat at the canteen

Topic on hobbies: Writing assessment including a **piece of writing** (students will mention what activities they do on the internet, how often, mention what other people do. They will also mention a mix of sports they do and play, when, what sports other people do/play. Finally, they will mention what activities they like/ dislike doing)

Alongside this piece of writing there will be a **grammar exercise** and a **short translation into French**.

### How will more able students be extended and challenged

- Exposure to a wide range of opinion vocabulary and adjectives (authentic material)
- Not looking at resources automatically
- Using a range of verbs including irregulars and use it to mention other people
- Creative writing tasks

### Classroom extra support

- Regular exposure/ retrieval of high frequency and key vocab. Regular practice of common sentence starters.
- Focus on regular verbs and I/he- she tense formation. Regular use of vocabulary and grammar booklets for writing tasks.