

## Subject Curriculum Overview by Term

Subject: French		Subject Leader: Florence Lehmann	Year Group: 7	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<b>TOPIC 1 - GREETINGS</b>	<p><i><b>End point:</b> To work on pronunciation, to introduce yourself and greet people.</i></p> <ol style="list-style-type: none"> <li>Find out a few facts about France / French speaking countries</li> <li>Greetings in French: ask and say how you are</li> <li>Introduce yourself (name)</li> <li>French alphabet and phonics</li> <li>Count to 31</li> <li>Say when your birthday is</li> <li>Form dates (Days of the week and months)</li> <li>Know articles (le, la, les, un, une)</li> <li>Clothes (<b>un pull, un polo, un tee-shirt, un sweat, un pantalon, des chaussures, des chaussettes, des collants, une jupe</b>)</li> <li>Learn colours and understand order of nouns and adjectival agreements</li> </ol>		See attached vocabulary booklet	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li> <li>Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li> <li>At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>At the end of the term students will have a summative assessment.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</li> </ul>

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<b>TOPIC 2 – ABOUT ME</b>	<p><i><b>End point:</b> To describe appearance and personality. Use basic opinion phrases, qualifiers and reasons to say what you like and dislike and understand, recognise and use vocabulary of family members.</i></p> <ol style="list-style-type: none"> <li>1. Use context and cognates to understand texts</li> <li>2. Giving opinions : <b>j’aime/ je n’aime pas/ j’adore/ je déteste</b> followed by <b>le/la/les</b></li> <li>3. Intro of connectives : <b>et, mais, aussi, parce que/ car</b></li> <li>4. Use of basic adjectives (<b>super, intéressant, nul, ennuyeux, génial, fantastique</b>)</li> <li>5. Present tense of -er verbs</li> <li>6. Describe yourself using adjectives of personality</li> <li>7. Describe a friend’s personality</li> <li>8. Revisit and deeper understanding of irregular adjectival agreements (<b>curieuse/ gentille</b>)</li> <li>9. Intro of basic qualifiers (<b>très, assez, un peu</b>)</li> <li>10. Auxiliary <b>être</b> to use to describe personality</li> <li>11. Describe a friend’s personality using the 3<sup>rd</sup> person singular (<b>Il/Elle</b>) and the correct adjectival agreements</li> <li>12. Auxiliary <b>avoir</b> to use with physical descriptions</li> <li>13. Use the correct word order when describing hair and eyes</li> <li>14. Communicate about others – 3<sup>rd</sup> person singular and plural</li> <li>15. Know family members</li> <li>16. Brief intro of possessive adjectives with family members (<b>mon/ ma/mes</b>)</li> <li>17. Understand the description of family members (personality, hair and eyes)</li> </ol>		<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li> <li>• Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li> <li>• At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• At the end of the term students will have a summative assessment.</li> </ul> <p><b>Homework:</b></p> <p>Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</p>
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<b>TOPIC 3 – SCHOOL</b>	<p><i><b>End point:</b> To understand, recognise and use school subjects in French and use opinion phrases, connectives and reasons. Say what you eat at the canteen.</i></p> <ol style="list-style-type: none"><li>1. Talk about school subjects</li><li>2. Give your opinion on school subject including connectives <b>parce que, mais, et , aussi</b></li><li>3. Give reasons why you like a subject or not, including qualifiers <b>trop, très, assez , un peu</b></li><li>4. Say what your favourite subject is and why</li><li>5. Describe your timetable and use the days of the week</li><li>6. Say the time in French using the 12 - hour clock</li><li>7. Describe a school day with regular -ER verbs</li><li>8. Describe different kind of food we eat at the canteen</li><li>9. Use the correct form of “some” to talk about food : <b>du, de la, de l’, des</b></li></ol>	See vocabulary booklet attached	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"><li>• Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li><li>• Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li><li>• At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li></ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"><li>• At the end of the term students will have a summative assessment.</li></ul> <p><b>Homework:</b></p> <p>Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"><li>• Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li></ul>	
<b>TOPIC 4 - HOBBIES</b>	<p><i><b>End point:</b> To use regular verbs in the present tense, say what sport you play and activities you do, talking about the weather and giving opinions with reasons.</i></p>			

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	<ol style="list-style-type: none"> <li>1. Introduction of vocabulary of new technology and activities we do on our phone/computer with regular -er verbs</li> <li>2. Use time frames in the present tense to describe what we do on our phone/computer</li> <li>3. Give your opinion about sports using reasons</li> <li>4. Talk about which sport you play: using <b>je joue à la / au / aux</b></li> <li>5. Talk about activities you do using <b>je fais du , de la , de l' , des</b></li> <li>6. Use other pronouns (he/she/ they) to talk about activities</li> <li>7. The weather: say what you do and others do when it is sunny , when it is cold</li> <li>8. Say what you like to do: use of <b>j'aime+ infinitive</b> verbs, use of time frames in the present tense</li> <li>9. Say what you don't like to do: use <b>je n'aime pas+infinitive</b> verbs, use of time frames in the present tense</li> <li>10. Use sequencing words such as <b>d'abord, ensuite</b> and <b>puis</b></li> </ol>		<ul style="list-style-type: none"> <li>• Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li> <li>• At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• At the end of the term students will have a summative assessment.</li> </ul> <p><b>Homework:</b></p> <p>Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</p>
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<b>TOPIC 5 – HOLIDAYS</b>	<p><i><b>End point:</b> To recognise, understand and say where you go on holiday. Read and understand prices in euros using higher number. Order food at a café and talk about your future holidays using the near future and the conditional tense.</i></p> <ol style="list-style-type: none"><li>1. Say where you go on holiday using “<b>nous</b>”</li><li>2. Holiday destinations (countries) using <b>au, en, aux</b></li><li>3. Talk about getting ready using reflexive verbs with <b>je, tu, il, elle, on</b></li><li>4. Use higher numbers (31-100)</li><li>5. Introduction of main food and drinks at a café</li><li>6. Say a price in euros</li><li>7. Order food and drinks using <b>Je voudrais</b></li><li>8. Talk about future holidays using the near future with all pronouns</li><li>9. Talk about where you would like to travel using <b>Je voudrais + infinitive</b></li><li>10. Talk about what you would like to do on holiday using <b>Je voudrais + infinitive</b></li></ol>	See vocabulary booklet attached	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"><li>• Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li><li>• Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li><li>• At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li></ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"><li>• At the end of the term students will have a summative assessment.</li></ul> <p><b>Homework:</b></p> <p>Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</p>	

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<b>Topic 6 - Revision</b>	<p><b>End point:</b> To revise and embed key grammar points learnt throughout the year.</p> <p>Revision of present tense with all pronouns Revision of opinion phrases Revision of adjectives Revision of qualifiers Revision of connectives Revision of opinion + infinitives Revision of near future Revision of numbers Revision of the time</p>		<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"><li>• Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.</li><li>• Teachers constantly assess students, (for example using questioning, mini-whiteboards, short quizzes and true or false activities) and provide immediate verbal feedback during the lesson.</li><li>• At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.</li></ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"><li>• At the end of the term students will have a summative assessment.</li></ul> <p><b>Homework:</b> Every week students are set learning homework from their booklet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</p>
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### How parents can support learning in the subject this academic year

Encourage the learning of the weekly vocabulary.  
Encourage the completion of homework to a good standard.  
Encourage use of vocabulary booklet.  
Ask what they are learning and to teach you what they have learnt.

### Recommended Reading

### Points to note

Use online language learning apps or websites to expand and practice the vocabulary:  
[Quizlet.com](https://quizlet.com/) / [SentenceBuilder.com](https://sentencebuilder.com/) / [DuoLingo](https://www.duolingo.com/) / [Memrise](https://www.memrise.com/) / [BBC Bitesize](https://www.bbc.com/learningenglish/)