

## Subject Curriculum Overview

Subject: French		Year Group: 7		AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p><b>TOPIC 1 - GREETINGS</b></p>	<p><i>End point: To work on pronunciation, to introduce yourself and greet people.</i></p> <ol style="list-style-type: none"> <li>1. Find out a few facts about France / French speaking countries</li> <li>2. Greetings in French: ask and say how you are</li> <li>3. Introduce yourself (name)</li> <li>4. French alphabet and phonics</li> <li>5. Count to 31</li> <li>6. Say when your birthday is</li> <li>7. Form dates (Days of the week and months)</li> <li>8. Know articles (<b>le, la, les, un, une</b>)</li> <li>9. Clothes (<b>un pull, un polo, un tee-shirt, un sweat, un pantalon, des chaussures, des chaussettes, des collants, une jupe</b>)</li> <li>10. Learn colours and understand order of nouns and adjectival agreements</li> </ol>	<p>See attached vocabulary booklet</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></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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### TOPIC 2 – ABOUT ME

*End point: 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.*

1. Use context and cognates to understand texts
2. Giving opinions : **j'aime/ je n'aime pas/ j'adore/ je déteste** followed by **le/la/les**
3. Intro of connectives : **et, mais, aussi, parce que/ car**
4. Use of basic adjectives (**super, intéressant, nul, ennuyeux, génial, fantastique**)
5. Present tense of -er verbs
6. Describe yourself using adjectives of personality
7. Describe a friend's personality
8. Revisit and deeper understanding of irregular adjectival agreements (**curieuse/ gentille**)
9. Intro of basic qualifiers (**très, assez, un peu**)
10. Auxiliary **être** to use to describe personality
11. Describe a friend's personality using the 3<sup>rd</sup> person singular (**Il/Elle**) and the correct adjectival agreements
12. Auxiliary **avoir** to use with physical descriptions
13. Use the correct word order when describing hair and eyes
14. Communicate about others – 3<sup>rd</sup> person singular and plural
15. Know family members
16. Brief intro of possessive adjectives with family members (**mon/ ma/mes**)
17. Understand the description of family members (personality, hair and eyes)

#### Formative Assessment:

- Each lesson starts with a review starter, the teacher provides feedback and students mark in green pen.
- 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.
- At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.

#### Summative Assessment:

- At the end of the term students will have a summative assessment.

#### Homework:

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.

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Subject: French		Year Group: 7		SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments	
<p><b>TOPIC 3 – SCHOOL</b></p>	<p><i>End point: 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> </ol>	<p>See vocabulary booklet attached</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></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>	

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### TOPIC 4 - HOBBIES

*End point: 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.*

1. Introduction of vocabulary of new technology and activities we do on our phone/computer with regular -er verbs
2. Use time frames in the present tense to describe what we do on our phone/computer
3. Give your opinion about sports using reasons
4. Talk about which sport you play: using **je joue à la / au / aux**
5. Talk about activities you do using **je fais du , de la , de l' , des**
6. Use other pronouns (he/she/ they) to talk about activities
7. The weather: say what you do and others do when it is sunny , when it is cold
8. Say what you like to do: use of **j'aime+ infinitive** verbs, use of time frames in the present tense
9. Say what you don't like to do: use **je n'aime pas+infinitive** verbs, use of time frames in the present tense
10. Use sequencing words such as **d'abord, ensuite** and **puis**

- 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.
- At the end of each lesson there is a short plenary to review learning. Students review their own work in green pen.

#### **Summative Assessment:**

- At the end of the term students will have a summative assessment.

#### **Homework:**

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## Subject Curriculum Overview

Subject: French		Year Group: 7	SUMMER TERM
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<p><b>TOPIC 5 – HOLIDAYS</b></p>	<p><i>End point: 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>	<p>See vocabulary booklet attached</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></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 – Food and Health</b>	<p><i>End point: To Learn basic vocabulary on food and drinks. Say what is healthy and unhealthy. Talk about unhealthy habits such as drinking alcohol, smoking and drugs. Talk about healthy habits such as having a good sleep and exercising.</i></p> <ol style="list-style-type: none"><li>1. Talk about food you eat at the canteen using <b>“Je mange”</b></li><li>2. Use the correct form of “some” to talk about food : <b>du, de la, de l’, des</b></li><li>3. Say what we eat and drink using the <b>“On”</b> and <b>“Nous”</b></li><li>4. Create your ideal French menu</li><li>5. Recognise healthy and unhealthy habits</li><li>6. Say what we must do and mustn’t do to stay healthy using <b>“Il faut”</b> and <b>“Il ne faut pas”</b> + infinitives</li><li>7. Create a poster about healthy and unhealthy habits</li><li>8. Recognise body parts</li></ol> <p>Say what hurts using <b>“J’ai mal ....”</b></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></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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### 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) / [DuoLinguo](https://duolinguo.com) / [Memrise](https://memrise.com) / [BBC Bitesize](https://bbc.com/bitesize)