

## Subject Curriculum Overview

Subject: French		Year Group: 9	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
<b>TOPIC 1 Qui suis-je ?</b>  <b><u>Half term 1 &amp; 2</u></b>	<p><i><b>End point:</b> To describe family members and friends. To talk about family relationships and friendships. To say who your role model is using a range of tenses. To make arrangements to go out and describe a day out. To use more more complex opinion phrases and reasons.</i></p> <ul style="list-style-type: none"> <li>• Revision of family members</li> <li>• Say how many people are in your family</li> <li>• Introduction of possessive adjectives (whole paradigm)</li> <li>• Revision of adjectives and adjectival agreements</li> <li>• Use of positive and negative adjectives to describe family members</li> <li>• Revision of physical description and describe others</li> <li>• Revision of –er endings in the present tense as well as <b>être</b> and <b>avoir</b></li> <li>• To say what you do with friends</li> <li>• Talk about what makes a good and bad friend with new adjectives</li> <li>• Introduction of irregular verbs in the present tense</li> <li>• Talk about family relationships</li> <li>• Introduction of reflexive verbs in the present tense including in negative sentences</li> <li>• Say who your role model is and why</li> <li>• Use the present tense and perfect tense together</li> <li>• Revision of places in town</li> <li>• Revision of definite and indefinite articles (le, la, les) and (un, une, des)</li> <li>• Prepositions</li> <li>• Revision of time and time expressions</li> <li>• Revision of the verb “<b>aller</b>” in the present tense followed by “to the”</li> <li>• Make arrangements to go out using the near future</li> <li>• Introduction of questions</li> <li>• Describe a day out using the perfect tense</li> <li>• Give your opinion in the past tense</li> </ul> <p><b><u>Extension</u></b></p> <ul style="list-style-type: none"> <li>• Say what people wear using the verb “<b>porter</b>” in the present tense</li> <li>• Introduction of emphatic pronouns</li> <li>• Talk about your life when you were younger using the imperfect tense</li> </ul>	See Module 1 <i>Qui suis-je?</i> Vocab list 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> <ul style="list-style-type: none"> <li>• Every week students are set learning homework from their vocabulary sheet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</li> </ul> <p><b>Weekly speaking practice with our Language Assistant, Ms Roybon</b></p>

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Topic	Key Learning Points	Key Vocabulary	Assessments
<b>Topic 2 Le temps des loisirs</b>  <u>Half term 3 &amp; 4</u>	<p><i>End point: To say what sport you play and activities you do. To give extended opinions about sports, activities, film genres, TV programmes, books, music genres and technology. To say how often you do certain activities and how long you have done them for. To describe a night out with friends.</i></p> <ul style="list-style-type: none"> <li>Revision of leisure activities in the present tense with opinions and reasons</li> <li>Say what sport you play/do using <b>jouer à</b> and <b>faire du/de la/de l'/des</b></li> <li>Say what other people play/do</li> <li>Say how long you've been doing a sport using <b>depuis + the present tense</b></li> <li>Say if you prefer individual or team sports and why</li> <li>Revision of film genres</li> <li>Make arrangements and invite friends to the cinema using questions words</li> <li>Say what your favourite TV programme is with an opinion and reason</li> <li>Use qualifiers and use comparative adjectives (more...than/less...than)</li> <li>Revision of vocabulary of technology</li> <li>Say what you do on your phone using the present tense of regular and irregular verbs</li> <li>Say how often you do each activity using a range of frequencies</li> <li>Say what other people do online</li> <li>Talk about the pros and cons of the internet</li> <li>Revision of types of books</li> <li>Say what you read, don't read and never read using the present tense and negatives</li> <li>Introduction of types of music</li> <li>Say what music you listen to and how often using complex opinion phrases, qualifiers, reasons and frequencies</li> <li>Describe a night out with friends or family using the perfect tense</li> </ul> <p><u>Extension</u></p> <ul style="list-style-type: none"> <li>Introduction of relative pronouns (who, which, that)</li> <li>Use direct object pronouns to replace a noun in a sentence (it/them)</li> <li>Use superlatives (the most, the best, the least)</li> <li>Describe a photo</li> </ul>	See Module 2 <b>Le temps des loisirs</b> Vocab list 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> <ul style="list-style-type: none"> <li>Every week students are set learning homework from their vocabulary sheet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</li> </ul> <p><b>Weekly speaking practice with our Language Assistant, Ms Roybon</b></p>

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	<ul style="list-style-type: none"> <li>Say what you used to read when you were younger using the imperfect tense</li> </ul>		
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<b>Topic</b>	<b>Key Learning Points</b>	<b>Key Vocabulary</b>	<b>Assessments</b>
<b>Topic 3 Jours ordinaires, jours de fête</b>  <u>Half term 5 &amp; 6</u>	<p><i><b>End point:</b> To say what you eat and drink for different meals. Use high numbers to read out prices in euros and ask questions in context. To find out more about French celebrations and to describe important celebrations using different tenses. To describe what you wear for certain occasions and discuss problems related to clothes. To describe your daily life.</i></p> <ul style="list-style-type: none"> <li>Revision of food, drinks and meals</li> <li>Say what food/drinks you like and dislike using opinion phrases, qualifiers and reasons</li> <li>Revision of the present tense of the verbs <b>manger, boire</b> and <b>prendre</b></li> <li>Revision of “some” (<b>du, de la, de l’, des</b>)</li> <li>Say what you eat/drink for breakfast, lunch and dinner and as a snack</li> <li>Say what other people eat/drink</li> <li>Use quantities</li> <li>Revision of high numbers (1- 1,000)</li> <li>Buy food in a market using questions (eg how much is it?, etc...)</li> <li>Revision of vocabulary linked with family celebrations</li> <li>Say what you usually do to celebrate Easter using the present tense, time expressions and opinions</li> <li>Say what your favourite celebration is and why</li> <li>Say what you are going to do to celebrate Christmas and New Year’s Eve using the near future, time expressions and opinions</li> <li>Say how you celebrated your birthday using time expressions, the perfect tense and opinions</li> <li>Introduction of more festivals and celebrations including DOM and TOM</li> <li>Use the present tense, perfect tense and future tense</li> <li>Revision of main clothes items</li> <li>Introduction of new patterns and fabrics with clothes</li> <li>Revision of word order with colours and clothes</li> <li>Say what you wear at the weekend</li> <li>Introduction of problems linked with clothes</li> </ul>	See Module 3 <i>Jours ordinaires, jours de fête</i> Vocab list 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> <ul style="list-style-type: none"> <li>Every week students are set learning homework from their vocabulary sheet for which they can use the technique read/cover/rewrite to check spelling. They will also be required to complete practice exercises.</li> </ul> <p><b>Weekly speaking practice with our Language Assistant, Ms Roybon</b></p>

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	<ul style="list-style-type: none"><li>• Description of daily life</li><li>• Revision of reflexive verbs in the present tense</li><li>• Introduction of modal verbs to say what you have to do in the morning before going to school (<b>devoir and pouvoir</b>)</li></ul> <p><b><u>Extension</u></b></p> <ul style="list-style-type: none"><li>• Ask questions using questions words</li><li>• Ask questions using “<b>vous</b>”</li><li>• Use <b>venir de + infinitive</b> to say what has just happened</li><li>• Use the pronoun ‘<b>en</b>’ to replace a partitive article</li></ul>		
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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 sheets.  
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 / SentenceBuilder.com / DuoLingo / Memrise / BBC Bitesize