

# Curriculum Scheme

## Modern Foreign Languages (French)



*Believe, Succeed, Together*

## Curriculum Scheme

The fundamental aim of a curriculum scheme is to coherently plan and sequence the cumulative acquisition of subject content to facilitate retention, recall and application.

## CREATE Curriculum

Curriculum schemes are underpinned by the CREATE Curriculum which brings together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

CREATE Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop transferable literacy and numeracy skills.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve. Undertake regular in-class assessment to monitor strengths and highlight specific areas of improvement.
Target	Consolidate identified strengths and develop and overcome areas of improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

## Curriculum Allocation

Year Group	7	8	9	10	11
Number of Lessons	2	2	2	3	3

## Curriculum Intent

English is a National Curriculum foundation subject – refer to [National Curriculum English Programmes of Study](#)

### Key Stage 2

Learning Intentions
<ul style="list-style-type: none"><li>• Listen attentively to spoken language and show understanding by joining in and responding.</li><li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>• Present ideas and information orally to a range of audiences.</li><li>• Read carefully and show understanding of words, phrases and simple writing.</li><li>• Appreciate stories, songs, poems and rhymes in the language.</li><li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li><li>• Describe people, places, things and actions orally and in writing.</li><li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li></ul>

### Key Stage 3

#### Learning Intentions

##### Grammar and Vocabulary

- Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied.
- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
- Use accurate grammar, spelling and punctuation.

##### Linguistic Competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.
- Read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

## Key Stage 4

French is a compulsory GCSE subject - [Edexcel GCSE French 1FR0](#)

### Learning Intentions

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Express and develop thoughts and ideas spontaneously and fluently.
- Listen to and understand clearly articulated, standard speech at near normal speed.
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- Develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment.
- Develop language strategies, including repair strategies.

## Curriculum Assessment

### Key Stage 3 Indicative Competencies

Grade	Listening	Speaking	Reading	Writing
8+	I can understand the main points and detail in more challenging passages and produce developed responses.	I can speak creatively and spontaneously using extended sentences on a range of topics. I can answer unprepared questions.	I can recognise and translate a wide variety of important detail in a range of challenging topics. I can answer challenging questions in French with good levels of accuracy.	I can write creatively on a range of topics, expressing and justifying my thoughts and opinions. I can translate into French with high levels of accuracy.
6/7	I can understand the three main tenses in passages with unfamiliar vocabulary and respond with accuracy.	I can use the three main tenses accurately and justify my opinions in a detailed / extended way.	I can recognise the three main tenses in passages with unfamiliar vocabulary.	I can write accurately using the three main tenses, talking about other people, and using negatives.
4/5	I can understand some details and tenses in longer passages with more complex language such as time phrases and connectives.	I can use the present and future tenses accurately and I am starting to speak spontaneously. I may include the perfect tense if appropriate.	I can understand tenses in passages, and I am able to translate into French with a good level of accuracy (grammar and spelling).	I am beginning to write accurate, longer paragraphs using the present and future tenses, giving detailed opinions. I may also include the perfect tense.
3	I can understand the main points of a short passage which include some complex language such as opinions and feelings.	I can take part in a simple conversation expressing feelings and opinions with little hesitation.	I can understand the main points of a short passage which includes more complex language such as feelings and opinions.	I can write short paragraphs which will be linked with examples of connectives and time phrases.
2	I can understand longer sentences and produce responses without prompts.	I can take part in a short, prepared conversation with some hesitation.	I can understand information in longer sentences and can answer with a good level of accuracy.	I am starting to write short sentences from memory expressing feelings and opinions.
1	I can understand a few words/ short sentences and can select some correct multiple-choice answers, transcribing with accuracy.	I can say single words and simple sentences with some correct pronunciation.	I can recognise and translate individual words and short sentences with some accuracy.	I can write and copy words and symbols accurately. I can write short sentences with some accuracy using prompts.

### Key Stage 4 GCSE Scheme of Assessment

[Edexcel GCSE French Scheme of Assessment](#)

[Pearson Edexcel GCSE French \(2024\) | Pearson qualifications](#)

## Curriculum Overview

### Key Stage 3

Year Group	Autumn Term	Spring Term	Summer Term
7	<ul style="list-style-type: none"> <li>• Discussing facts about France</li> <li>• The alphabet, saying your name and learning numbers</li> <li>• European Day of Languages</li> <li>• Talking about brothers and sisters</li> <li>• Describing a classroom</li> <li>• Discussing likes and dislikes</li> <li>• Describing yourself and others</li> <li>• Free time activities</li> <li>• Telling the time</li> <li>• Talking about school subjects and giving opinions</li> <li>• Talking about clothes, school uniform and describing a photo</li> <li>• Talking about your school day</li> <li>• Talking about school facilities</li> <li>• Talking about a typical French school</li> <li>• Christmas traditions in France</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about weather and seasons</li> <li>• Talking about sports and activities</li> <li>• Discovering sport in Francophone countries</li> <li>• Talking about what you like doing</li> <li>• Forming questions and creating an interview</li> <li>• Describing pets</li> <li>• Describing appearance</li> <li>• Numbers up to 100</li> <li>• Describing your family</li> <li>• Talking about where you live</li> <li>• Talking about breakfast and other foods</li> <li>• Learning about French festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about places in town</li> <li>• To give opinions about your town</li> <li>• Saying where you go at the weekend</li> <li>• Inviting someone out</li> <li>• Discussing plans for the weekend using the near future tense</li> <li>• Ordering food and drink items</li> <li>• Talking about plans for a special weekend</li> </ul>
8	<ul style="list-style-type: none"> <li>• Talking about school holidays in France using avoir and être</li> <li>• Saying what you did during the school holidays (perfect tense)</li> <li>• European Day of Languages</li> <li>• Describing a visit to a theme park, saying where you went and how</li> <li>• Holiday problems</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about celebrities and TV programmes</li> <li>• Talking about digital technology</li> <li>• Arranging to go to the cinema and buying tickets</li> <li>• Talking about leisure activities</li> <li>• Describing a visit to the shopping centre</li> <li>• Using three tenses</li> <li>• Talking about where you live</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about sports</li> <li>• Giving opinions about sports</li> <li>• Asking the way and giving directions</li> <li>• Talking about qualities needed to be a sports person</li> <li>• Healthy living</li> <li>• Talking about illness and injury (including body parts)</li> </ul>

	<ul style="list-style-type: none"> <li>• Talking about an extraordinary trip – asking and answering questions</li> <li>• Talking about festivals and celebrations</li> <li>• Describing festivals and special days</li> <li>• Talking about French speciality dishes</li> <li>• Buying food at the market</li> <li>• Talking about a future trip</li> <li>• Discussing Christmas and New Year traditions in French</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the weather</li> <li>• Talking about how you help at home</li> <li>• Revising time</li> <li>• Talking about your daily routine</li> <li>• Talking about moving to a new house</li> <li>• Discussing areas using three tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Taking part in a conversation with a doctor</li> <li>• Interviewing a sports person</li> <li>• Revision of places in town</li> <li>• Directions</li> </ul>
9	<ul style="list-style-type: none"> <li>• Likes and dislikes</li> <li>• Free time activities and after school clubs</li> <li>• Describing friends</li> <li>• Describing a birthday celebration</li> <li>• Discussing what you're going to wear</li> <li>• Part time jobs and future careers</li> <li>• Talking about your future life</li> <li>• Discussing what the world will be like in the future</li> <li>• Inventions and Inventors</li> <li>• Christmas and New Year traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Musical tastes</li> <li>• Talking about what you used to be like</li> <li>• School subjects and facilities</li> <li>• Comparing primary and secondary schools</li> <li>• Talking about how things have changed</li> <li>• Interviewing a young person about their experiences</li> <li>• Discussing food preferences</li> <li>• Talking about eating habits</li> <li>• Animals and the natural world</li> <li>• Plastic and the environment</li> <li>• Helping the world around us and making changes</li> </ul>	<ul style="list-style-type: none"> <li>• Countries and holiday destinations</li> <li>• Talking about where you'd like to go</li> <li>• Describing impressive sites and monuments</li> <li>• Talking about what you enjoy doing on a trip</li> <li>• Preparing a fact file on a francophone country</li> <li>• Talking about meeting young French speakers</li> <li>• Discussing plans for the future</li> <li>• Talking about a past trip</li> <li>• Discovering famous francophone people</li> </ul>



## Key Stage 4

Year Group	Autumn Term	Spring Term	Summer Term
10	<p>Local Area, holiday and travel (Town, region and country)</p> <ul style="list-style-type: none"> <li>Talking about where you live, weather and transport</li> <li>Describing a town and asking the way</li> <li>Describing a region</li> <li>Finding out tourist information and asking questions</li> <li>Discussing plans and the weather</li> <li>Talking about your town and neighbourhood (discussing problems)</li> <li>Talking about what you have done recently in your town/area</li> </ul> <p>Local area, holiday and travel (Holidays, travel and tourist transactions)</p> <ul style="list-style-type: none"> <li>Countries and holiday destinations</li> <li>Transport and accommodation</li> <li>Holiday activities (present tense)</li> <li>Talking about what you normally do on holiday (present tense)</li> <li>Christmas Traditions in France</li> </ul>	<p>Local area, holiday and travel (Holidays, travel and tourist transactions)</p> <ul style="list-style-type: none"> <li>Dealing with a hotel stay including a hotel role play</li> <li>Talking about travelling</li> <li>Holiday activities using a perfect tense</li> <li>Ordering in a restaurant</li> <li>Talking about holiday disasters</li> <li>Discussing future holiday plans (future and conditional tenses)</li> </ul> <p>School (what is school like, school activities)</p> <ul style="list-style-type: none"> <li>Revision of school subjects and talking about your timetable</li> <li>Talking about your school and the facilities</li> <li>Talking about and comparing your school with schools in France</li> </ul>	<p>School (what is school like, school activities)</p> <ul style="list-style-type: none"> <li>Discussing rules and regulations</li> <li>Talking about school activities</li> <li>Talking about successes at school</li> </ul> <p>Future Aspirations, study and work (work, ambitions, using languages beyond the classroom)</p> <ul style="list-style-type: none"> <li>Discussing jobs and employment sectors</li> <li>Talking about work preferences and career choices</li> <li>Talking about future plans and wishes</li> <li>Discussing the importance of languages</li> <li>Talking about part time jobs and jobs around the house</li> <li>Discussing work experience (perfect and imperfect tenses)</li> <li>Preparation for the Year 10 mocks – speaking - presentation, role plays and photo cards</li> </ul> <p>Listening/reading – past papers/questions Writing – practice questions on Modules 1-7</p>
11	<p>Future Aspirations, study and work (work, ambitions, using languages beyond the classroom)</p> <ul style="list-style-type: none"> <li>Discussing jobs and employment sectors</li> <li>Talking about work preferences and career choices</li> <li>Talking about future plans and wishes</li> <li>Discussing the importance of languages</li> </ul>	<p>Revision of all modules 1-8 and in all 4 skills in preparation for the GCSE exams</p>	<p>Revision of all modules 1-8 and in all 4 skills in preparation for the GCSE exams</p> <p>GCSE Exams</p>

	<ul style="list-style-type: none"><li>• Talking about part time jobs and jobs around the house</li><li>• Discussing work experience (perfect and imperfect tenses)</li></ul> <p>International and global dimension</p> <ul style="list-style-type: none"><li>• Talking about what concerns you and what is important to you</li><li>• Talking about protecting the environment</li><li>• Discussing ethical shopping</li><li>• Talking about volunteering</li><li>• Discussing big events</li><li>• Revision of all 4 skills and preparation for the mock exams.</li></ul>		
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## Curriculum Content

### Year 7

Topic	La rentrée	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>To transcribe words and short sentences that they see and hear with increasing accuracy.</li> <li>To listen to a variety of forms of spoken language to obtain information and respond appropriately.</li> <li>To speak coherently and confidently, with increasingly accurate pronunciation and intonation.</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>To be able to greet someone in French and to introduce yourself.</li> <li>To understand the pronunciation of the alphabet in French, being able to spell your name.</li> <li>To be able to count to 31 in French and then use these numbers to talk about your age and birthday.</li> <li>To have a cultural understanding of Francophone countries and the benefits of knowing a language. To discuss European Day of Languages.</li> <li>To be able to talk about your siblings using the verb <i>AVOIR</i>.</li> <li>To use the definite and indefinite article to describe a photograph and classroom.</li> <li>To express likes and dislikes using the verb <i>AIMER</i> and the definite article.</li> <li>To describe yourself and others using adjective agreement.</li> <li>To say what you do in your free time by understanding infinitives and regular -er verbs</li> </ol>	✓		✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Create a role play in French using basic greetings, instructions and information about family, interests, age, and birthdays.</li> <li>Look at examples of KS4 photo cards in both speaking and writing skills.</li> </ul>				✓		
<b>Resources</b>	<ul style="list-style-type: none"> <li>Dynamo 1 Textbook</li> <li>Dynamo 1 listening files and Video clips</li> <li>Dynamo 1 Worksheets</li> <li>Dynamo 1 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>KS4 Foundation photo cards in writing and speaking - <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> </ul>		✓		✓		✓

	<ul style="list-style-type: none"> <li>• EDL resources <a href="http://ecml.at">European Day of Languages &gt; Home (ecml.at)</a></li> <li>• Alphabet song <a href="#">♪ La Chanson de l'Alphabet</a> <a href="#">♪ French ABC Song</a> <a href="#">♪ French Alphabet</a> <a href="#">♪ Les Lettres de l'Alphabet</a> <a href="#">♪ - YouTube</a></li> <li>▪ <a href="#">Pronouncing words in French - KS3 French - BBC Bitesize - BBC Bitesize</a></li> <li>▪ <a href="#">Understanding silent letters - KS3 French - BBC Bitesize - BBC Bitesize</a></li> <li>▪ <a href="#">Introducing yourself - KS3 French - BBC Bitesize - BBC Bitesize</a></li> </ul>						
<b>DRAFT</b>	Speaking assessment – be able to understand and answer questions in French about yourself. Fortnightly vocabulary tests.		✓		✓	✓	
<b>Literacy</b>	Tier 2 & 3 vocabulary – Conjunction ( <i>et, mais, aussi</i> ), infinitive, verb, qualifier ( <i>assez, très, trop, un peu</i> ), definite article ( <i>le, la, les</i> ), indefinite article ( <i>un, une, des</i> )			✓			
<b>Numeracy</b>	Numbers and Dates			✓			
<b>Challenge</b>	Act out a conversation without support, asking for and giving basic information in French.	✓					✓

Topic	En classe	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>To use and manipulate a variety of key grammatical structures and patterns.</li> <li>To understand and respond to spoken language from a variety of authentic sources</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>To be able to tell the time in French using the analogue clock.</li> <li>To say what you think of your school subjects using regular -er verbs, justifying why.</li> <li>To talk about what you wear to school using adjectives after nouns as well as making sure the adjective agrees with the noun.</li> <li>To describe a photograph accurately, using increasingly accurate grammar.</li> <li>To talk about your school day, using a new range of -er verbs.</li> <li>To describe your school, saying what facilities there are / aren't.</li> <li>To learn about a typical French school using gist to gain information from reading or listening passages.</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Describing photographs.</li> <li>Design a plan of your school labelling all facilities in French.</li> <li>Create a comic strip/story board showing a typical day at school, using time accurately</li> </ul>				✓		
<b>Resources</b>	<ul style="list-style-type: none"> <li>Dynamo 1 Textbook</li> <li>Dynamo 1 listening files and video clips</li> <li>Dynamo 1 Worksheets</li> <li>Dynamo 1 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li><a href="#">French Colours and colours endings - YouTube</a></li> <li><a href="#">Adjectives - KS3 French - BBC Bitesize - BBC Bitesize</a></li> <li><a href="#">Telling the time French using 'être' - KS3 French - BBC Bitesize - BBC Bitesize</a></li> <li><a href="#">Vocabulary - school - What school is like in French - GCSE French Revision - Edexcel - BBC Bitesize</a></li> <li>Dynamo 1 Knowledge Organiser <a href="#">\\Eastwood7\restricted\Subjects\Languages\KNOWLEGE ORGANISERS\Dynamo 1 sentence builders FINAL.pptx</a></li> </ul>				✓		✓
<b>DRAFT</b>	Listening Assessment. Fortnightly vocabulary tests.		✓		✓	✓	
<b>Literacy</b>	Tier 2 & 3 vocabulary – conjunctions ( <i>et, mais, parce que, car</i> ), qualifiers ( <i>très, trop, vraiment</i> ), sentence starters ( <i>personnellement, moi perso</i> ), negatives ( <i>il n'y a pas de..</i> )			✓			

<b>Numeracy</b>	Telling the time in French using the analogue clock. Shapes. Discussing timetables.			✓			
<b>Challenge</b>	Design your ideal school uniform, labelling each item accurately using adjectives Create an advertising brochure for your school in French, giving information about the subjects, school day, uniform and facilities.	✓					✓

Topic	Mon temps libre						
NC Learning Intention	<ul style="list-style-type: none"> <li>To use accurate grammar, spelling and punctuation.</li> <li>To take part in discussion about wider issues and topics.</li> <li>To initiate and develop conversations making use of important social conventions such as formal modes of address.</li> </ul>	C	R	E	A	T	E
Lesson Learning Intentions	<ol style="list-style-type: none"> <li>To talk about the weather and different seasons in French.</li> <li>To talk about which sports you and others play using <i>jouer à</i> and activities you and others do using <i>faire</i>.</li> <li>Discovering sport in French speaking countries.</li> <li>To talk about what you like/dislike doing using <i>aimer/adorer/n'aimer pas/détester + infinitive</i>.</li> <li>Forming and answering questions in the TL.</li> </ol>				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Draw and label a map of France with weather symbols.</li> <li>Research different sports that are played/practised in Francophone countries.</li> </ul>				✓		
Resources	<ul style="list-style-type: none"> <li>Dynamo 1 Textbook</li> <li>Dynamo 1 listening files and Video clips</li> <li>Dynamo 1 Worksheets</li> <li>Dynamo 1 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Dynamo 1 Knowledge Organiser <a href="\\Eastwood7\restricted\Subjects\Languages\KNOWLEGE ORGANISERS\Dynamo 1 sentence builders FINAL.pptx">\\Eastwood7\restricted\Subjects\Languages\KNOWLEGE ORGANISERS\Dynamo 1 sentence builders FINAL.pptx</a></li> <li><a href="#">Vocabulary - sports - Sport in French - GCSE French Revision - Edexcel - BBC Bitesize</a></li> <li><a href="#">Talking about what you like to do in French using the verb 'faire' - KS3 French - BBC Bitesize - BBC Bitesize</a></li> <li><a href="http://letour.fr">Official website of Tour de France 2023 (letour.fr)</a></li> <li><a href="http://frenchbien.com">Here are the Most Popular Sports in These 5 Francophone Countries (frenchbien.com)</a></li> </ul>		✓		✓		✓
DRAFT	Fortnightly vocabulary tests.		✓				
Literacy	Tier 2 & 3 vocabulary – cognate, context, question words ( <i>qu'est-ce que / est-ce que ?</i> ), frequency words ( <i>souvent, parfois, tout le temps, tous les jours</i> )			✓			
Numeracy	AMA – Discussing scores of recent games, distances of races, 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> positions	✓		✓			✓

<b>Challenge</b>	Create and label a weather powerpoint for a French speaking country / region. Use hyperlinks and animation where possible. Research information about French sports – create a fact sheet about a team or competition.	✓					✓
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Topic	Ma vie de famille	C	R	E	A	T	E
NC Learning Intention	<ul style="list-style-type: none"> <li>Read and show comprehension of material and provide accurate translation in English of short, suitable material.</li> <li>Read resources to develop creative expansion and expand understanding of the language and culture.</li> </ul>						
Lesson Learning Intentions	<ol style="list-style-type: none"> <li>To talk about animals and pets.</li> <li>To learn high numbers (up to 100)</li> <li>To describe your family using possessive adjectives my and your (<i>mon, ma, mes, ton, ta, tes</i>)</li> <li>To describe physical appearance.</li> <li>Describing where you live, using the nous form of -er verbs.</li> <li>Talking about breakfast and other foods, using the partitive article (<i>du/de la/de l'/des</i>)</li> <li>Learning about Bastille Day – La fête Nationale</li> </ol>				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Bring in a photo of a family member /draw a family member and describe them using (<i>il/elle</i>)</li> <li>Create a plan of your house, labelling the rooms in French.</li> <li>Watch video clips and research information about how the French celebrate Bastille day and why.</li> </ul>				✓		
Resources	<ul style="list-style-type: none"> <li>Dynamo 1 Textbook</li> <li>Dynamo 1 listening files and Video clips</li> <li>Dynamo 1 Worksheets</li> <li>Dynamo 1 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li><a href="#">Family and pets – KS3 French – BBC Bitesize - BBC Bitesize</a></li> <li><a href="#">Bastille Day: What are the July 14 celebrations all about? - YouTube</a></li> <li><a href="#">Talking about food in French - KS3 French - BBC Bitesize - BBC Bitesize</a></li> <li>Dynamo 1 Knowledge Organiser <a href="#">\\Eastwood7\restricted\Subjects\Languages\KNOWLEGE ORGANISERS\Dynamo 1 sentence builders FINAL.pptx</a></li> </ul>		✓		✓		✓
DRAFT	Reading and translation assessment. Fortnightly vocabulary tests.		✓		✓	✓	
Literacy	Tier 2 – Subject pronouns ( <i>il, elle, nous, ils, elles</i> ), partitive article ( <i>de, de la, de l', des</i> ), possessive adjectives ( <i>mon, ma, mes, ton, tas, tes</i> ) Tier 3 ambitious vocabulary – le défilé militaire, un jour de congé, la fête, le feu d'artifice			✓			

<b>Numeracy</b>	Numbers up to 100			✓			
<b>Challenge</b>	Draw your dream house and label the rooms in French – research extension vocabulary. Create a weekly menu, writing what you eat and drink for breakfast. Create a poster in English explaining Bastille Day – why and how they celebrate. Bring in/sample some French breakfast items.	✓					✓

Topic	En ville	C	R	E	A	T	E
NC Learning Intention	<ul style="list-style-type: none"> <li>Identify and use the future tense.</li> <li>Express and develop ideas clearly and with increasing accuracy in writing.</li> <li>Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions</li> <li>Transcribe words and short sentences that they hear with increasing accuracy</li> </ul>						
Lesson Learning Intentions	<ol style="list-style-type: none"> <li>Talking about different places in town and saying what there is /isn't in your town.</li> <li>To give opinions about your town.</li> <li>Talking about where you go at the weekend using the verb <i>aller</i>.</li> <li>Inviting someone out using the verb <i>vouloir</i>.</li> <li>Ordering food and drink in a café/restaurant using <i>tu</i> and <i>vous</i>.</li> <li>Discussing plans for the weekend using the near future tense.</li> <li>To talk about plans for a special weekend, using two tenses.</li> </ol>				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Create a plan of your town, labelling the different places.</li> <li>Role plays inviting people out and ordering food in a café/restaurant.</li> </ul>				✓		
Resources	<ul style="list-style-type: none"> <li>Dynamo 1 Textbook</li> <li>Dynamo 1 listening files and video clips</li> <li>Dynamo 1 Worksheets</li> <li>Dynamo 1 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li><a href="#">Eating Out - KS2 French - BBC Bitesize - BBC Bitesize</a></li> <li><a href="#">Ordering Food At a Restaurant in French Conversation for Beginners - YouTube</a></li> <li><a href="#">Pearson Edexcel GCSE French (2016)   Pearson qualifications (Role Plays)</a></li> <li><a href="#">Expressing future intentions (Part 1/4) (thenational.academy)</a></li> <li>Dynamo 1 Knowledge Organiser <a href="#">\\Eastwood7\restricted\Subjects\Languages\KNOWLEGE ORGANISERS\Dynamo 1 sentence builders FINAL.pptx</a></li> </ul>		✓		✓		✓
DRAFT	<p>Writing assessment.</p> <p>Dictation assessment.</p>		✓		✓	✓	
Literacy	Tier 2 & 3 vocabulary – sequencers ( <i>d'abord, puis, ensuite, après</i> ), <i>si</i> clauses, time phrases ( <i>normalement, d'habitude, le weekend prochain</i> )			✓			
Numeracy	Asking for /Saying / Understanding prices in a café/restaurant			✓			

<b>Challenge</b>	Create and act out a role play in a restaurant. Design your ideal town, labelling all buildings and facilities. Include at least 5 ambitious /new pieces of vocabulary.	✓					✓
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Year 8

Topic	Vive les vacances	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>Identify and use tenses or other structures which convey the past as appropriate to the language being studied</li> <li>Expand understanding of the language and culture Languages</li> <li>Read literary texts such as poems to stimulate ideas and develop creative expression</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>To talk about school holidays in France.</li> <li>To say what you did during a holiday (perfect tense)</li> <li>To have a cultural understanding of Francophone countries and the benefits of knowing a language. To discuss European Day of Languages.</li> <li>To describe a visit to a theme park.</li> <li>To talk about how you travelled on holiday.</li> <li>To talk about holiday problems.</li> <li>To talk about an extraordinary trip.</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Writing a postcard or diary extract from a recent holiday.</li> <li>To create a travel guide / review for a destination of your choice</li> </ul>	✓			✓		✓
<b>Resources</b>	<ul style="list-style-type: none"> <li>Dynamo 2 Textbook</li> <li>Dynamo 2 listening files and Video clips</li> <li>Dynamo 2 Worksheets</li> <li>Dynamo 2 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Sample materials <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> <li>EDL resources <a href="#">European Day of Languages &gt; Home (ecml.at)</a></li> </ul>		✓		✓		✓
<b>DRAFT</b>	Fortnightly vocabulary tests.		✓		✓		
<b>Literacy</b>	Tier 2 & 3 vocabulary – Tense (perfect), Accent, Past Participle			✓			
<b>Numeracy</b>	Percentages and numbers, dates, times (24-hour clock)			✓			
<b>Challenge</b>	Create a letter of complaint detailing a problem that occurred. Understanding literary extracts and poems	✓					✓

Topic	J'adore les fêtes						
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>Identify and use tenses or other structures which convey the future as appropriate to the language being studied</li> <li>Expand understanding of the language and culture</li> <li>To develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests allowing them to take part in discussion about wider issues.</li> <li>Write using an increasingly wide range of grammar and vocabulary.</li> </ul>	C	R	E	A	T	E
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>To talk about festivals and special days.</li> <li>To learn about French speciality dishes</li> <li>Buying food and drink at the market.</li> <li>To talk about a future trip (near future tense).</li> <li>To talk about Christmas traditions and plans for the New Year</li> </ol>	✓		✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Research speciality dishes from different Francophone countries.</li> <li>To research traditions associated with different festivals and celebrations in French speaking countries.</li> </ul>	✓			✓		✓
<b>Resources</b>	<ul style="list-style-type: none"> <li>Dynamo 2 Textbook</li> <li>Dynamo 2 listening files and Video clips</li> <li>Dynamo 2 Worksheets</li> <li>Dynamo 2 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Sample materials <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> </ul>		✓		✓		✓
<b>DRAFT</b>	Writing and translation assessments. Fortnightly vocabulary tests.		✓		✓	✓	
<b>Literacy</b>	Tier 2 & 3 vocabulary – Future tense, adjectives ( <i>dégoûtant, délicieux</i> )			✓			
<b>Numeracy</b>	Dates of celebrations, prices when shopping.			✓			
<b>Challenge</b>	Cook a speciality dish that you have learned about in this topic. Create a guide to festivals in French speaking countries.	✓					✓

Topic	À loisir						
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied</li> <li>Expand understanding of the language and culture</li> <li>Read and show comprehension of original and adapted materials, understanding important ideas and details.</li> </ul>	C	R	E	A	T	E
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>To talk about celebrities and TV programmes.</li> <li>To talk about digital technology and discussing what you do online.</li> <li>Arranging to go to the cinema and buying tickets.</li> <li>Discussing leisure activities</li> <li>To recognise the perfect tense in more complex reading complex and to spot synonyms.</li> <li>Using three tenses together to talk about your free time activities</li> </ol>	✓		✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Creating and understand a survey in French on TV habits</li> <li>Creating a performing a role play conversation based around going to the cinema</li> <li>Forming and answering a range of questions.</li> </ul>	✓			✓	✓	
<b>Resources</b>	<ul style="list-style-type: none"> <li>Dynamo 2 Textbook</li> <li>Dynamo 2 listening files and Video clips</li> <li>Dynamo 2 Worksheets</li> <li>Dynamo 2 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Sample materials <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> </ul>		✓		✓		✓
<b>DRAFT</b>	Reading Assessment Fortnightly vocabulary tests.		✓		✓	✓	
<b>Literacy</b>	Tier 2 & 3 vocabulary – Past tense, part participle, adjective agreement, question words ( avec qui, comment, où, quand, que, pourquoi), time phrases (d’habitude, souvent, parfois, de temps en temps, tout le weekend, tous les soirs, après-midi, matins), synonym, infinitive, future tense			✓			
<b>Numeracy</b>	Time (24 hour clock), prices			✓			
<b>Challenge</b>	Researching free time activities in African francophone countries and presenting the information in a creative way.	✓					✓

Topic	Le monde est petit	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied</li> <li>Expand understanding of the language and culture</li> <li>Listen to a variety of forms of spoken language and respond appropriately</li> <li>Transcribe words and short sentences that they hear with increasing accuracy</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>Revision of countries and place you live</li> <li>The weather.</li> <li>Describing where you live.</li> <li>Talking about how you help at home</li> <li>Daily routine using the reflexive</li> <li>Talking about moving to a new house.</li> <li>Places in town and directions</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Flag recognition with countries</li> <li>Create a comic strip talking about your daily routine.</li> <li>Create a flyer advertising your town, giving information about places of interest.</li> <li>Create a dialogue asking for and giving directions.</li> </ul>				✓	✓	
<b>Resources</b>	<ul style="list-style-type: none"> <li>Dynamo 2 Textbook</li> <li>Dynamo 2 listening files and Video clips</li> <li>Dynamo 2 Worksheets</li> <li>Dynamo 2 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Sample materials <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> </ul>		✓		✓		✓
<b>DRAFT</b>	Dictation assessment Fortnightly vocabulary tests.		✓		✓	✓	
<b>Literacy</b>	Tier 2 & 3 vocabulary – modal verbs, reflexive verbs, infinitive, irregular adjectives, beau/nouveau/vieux, past tense, present tense, future tense, 3rd person, imperative, ordinal numbers.			✓			
<b>Numeracy</b>	Time (24 hour clock)			✓			
<b>Challenge</b>	Create an advert for a property, giving all details and talking about amenities in the area. Create a plan of your ideal town, labelling amenities.	✓					✓



Topic	Le sport en direct						
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>Identify and use tenses or other structures which convey the past, present and future as appropriate to the language being studied</li> <li>Use and manipulate a variety of key grammatical structures and patterns</li> <li>Listen to a variety of forms of spoken language and respond appropriately</li> </ul>	C	R	E	A	T	E
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>Revision of sports and free time activities</li> <li>Talking about sports and frequency of activities.</li> <li>Giving opinions about sports.</li> <li>Talking about how you stay healthy</li> <li>Discussing injury and illness</li> <li>Interviewing a sportsperson</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Discussing famous sports people and the achievements they have had</li> <li>Create a healthy living poster aimed at teenagers to stay fit</li> <li>Label the parts of the body in French and create a doctor/patient dialogue</li> </ul>	✓			✓		✓
<b>Resources</b>	<ul style="list-style-type: none"> <li>Dynamo 2 Textbook</li> <li>Dynamo 2 listening files and Video clips</li> <li>Dynamo 2 Worksheets</li> <li>Dynamo 2 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Sample materials <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> </ul>		✓		✓		✓
<b>DRAFT</b>	Listening assessment Speaking Assessment Fortnightly vocabulary tests.		✓		✓	✓	
<b>Literacy</b>	Tier 2 & 3 vocabulary – comparative, il faut + infinitive, Est-ce que / Qu'est-ce que, plus que / moins que.			✓			
<b>Numeracy</b>	Percentages, dates.			✓			
<b>Challenge</b>	Create an interview with a famous sports person.	✓					✓

Year 9

Topic	Mon monde à moi	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>Identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studied</li> <li>Use and manipulate a variety of key grammatical structures and patterns</li> <li>To read and show comprehension of materials and to provide an accurate English translation of short, suitable material.</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>To talk about likes and dislikes</li> <li>To discuss after school clubs and free-time activities</li> <li>To have a cultural understanding of Francophone countries and the benefits of knowing a language. To discuss European Day of Languages.</li> <li>To describe friends.</li> <li>To discuss a past birthday celebration</li> <li>To talk about what you are planning to wear</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Write about extra-curricular activities giving reasons for their opinions</li> <li>Understand and produce descriptions of friends</li> <li>Use sequencers and visual prompts to describe a past birthday celebration</li> </ul>	✓		✓	✓		
<b>Resources</b>	<ul style="list-style-type: none"> <li>Dynamo 3 Activelearn resouces</li> <li>Dynamo 3 listening files and Video clips</li> <li>Dynamo 3 Worksheets</li> <li>Dynamo 3 Phonics and Vocabulary Building Pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Sample materials <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> <li>EDL resources <a href="#">European Day of Languages &gt; Home (ecml.at)</a></li> </ul>		✓		✓		✓
<b>DRAFT</b>	Fortnightly vocabulary tests. Translation assessment (TL to English)		✓		✓	✓	
<b>Literacy</b>	Tier 2 & 3 vocabulary – Tense (present, perfect, near future), Accent, Past Participle, reflexive verbs, negatives (ne...pas, ne..jamais, ne...rien), jouer à , adjective endings (colours)			✓			
<b>Numeracy</b>	24-hour clock revision			✓			
<b>Challenge</b>	Create a dialogue discussing plans for your birthday including details about activities and clothes Create an ideal party outfit using a range of adjectives correctly. Present in an interesting way.	✓					✓

Topic	Projets d'avenir	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>• Transcribe words and short sentences that they hear with increasing accuracy</li> <li>• Use accurate grammar spelling and punctuation</li> <li>• Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>1. To talk pocket money; saying how to earn and spend pocket money</li> <li>2. To understand jobs and careers and talking about where you want to work in the future</li> <li>3. To talk about future aspirations and what you will do in your future life</li> <li>4. To imagine what the world will be like in the future</li> <li>5. To understand information about inventions and inventors</li> </ol>	✓		✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>• Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>• To create a dialogue based around work-related questions</li> <li>• To discuss a wide range of jobs and be able to understand information given in spoken and written form.</li> <li>• Encourage discussion about what the world will be like in the future putting forward arguments for and against ideas.</li> </ul>	✓		✓	✓		✓
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Dynamo 3 Activelearn resources</li> <li>• Dynamo 3 listening files and Video clips</li> <li>• Dynamo 3 Worksheets</li> <li>• Dynamo 3 Phonics and Vocabulary Building Pack</li> <li>• Dynamo 3 Assessment pack</li> <li>• <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>• Sample materials <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> </ul>		✓		✓		✓
<b>DRAFT</b>	Fortnightly vocabulary tests and Dictation Assessment		✓		✓	✓	
<b>Literacy</b>	Tier 2 & 3 vocabulary – Tense (simple future), modal verb, (pouvoir, devoir, vouloir), adjective endings - masculine / feminine ( professions/jobs), sequencers, opinion phrases			✓			
<b>Numeracy</b>	Ages, dates, money			✓			
<b>Challenge</b>	<p>Research a famous inventor of their choice and present their findings in a creative way, using a variety of tenses.</p> <p>Create an interview for a magazine, imagining that they are a young inventor.</p> <p>Understanding a challenging extract on the use of robots in the future</p>	✓					✓

Topic	Ma vie en musique	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>Write prose with an increasingly wide range of grammar and vocabulary</li> <li>To write creatively, expressing your own ideas and opinions.</li> <li>Express and develop ideas clearly and with increasing accuracy</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>To discuss musical tastes and preferences</li> <li>To describe what you used to be like</li> <li>To compare your primary and secondary schools</li> <li>To talk about how things have changed with regard to accessing music</li> <li>To understand and create an interview, posing questions to a young refugee musician.</li> </ol>	✓		✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Listen to a variety of musical genres and give opinions based on what they have heard</li> <li>Brainstorm and discuss aspects of their childhood using the imperfect tense</li> <li>Create a comparison of their primary and secondary school</li> <li>Understand information and create a short article on music in the past and the present</li> </ul>	✓			✓		✓
<b>Resources</b>	<ul style="list-style-type: none"> <li>Dynamo 3 Activelearn resources</li> <li>Dynamo 3 listening files and Video clips</li> <li>Dynamo 3 Worksheets</li> <li>Dynamo 3 Phonics and Vocabulary Building Pack</li> <li>Dynamo 3 Assessment pack</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Sample materials <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> </ul>		✓		✓		✓
<b>DRAFT</b>	Fortnightly vocabulary tests. Writing Assessment		✓		✓	✓	
<b>Literacy</b>	Tier 2 & 3 vocabulary – Direct object pronouns (le, la, les), imperfect tense (j'étais, j'avais, je portais, j'allais, je jouais, je faisais, je lisais, je restais, j'aimais), comparative (plus / moins), present tense, il y a ____ans / aujourd'hui, vouloir +infinitive (expressing the future)			✓			
<b>Numeracy</b>	Numbers (for discussing how many years ago something happened)			✓			
<b>Challenge</b>	<ul style="list-style-type: none"> <li>Research a famous francophone singer/group and present the information in a creative way.</li> <li>Create comparison of their current childhood compared to their grandparent's childhood.</li> <li>Understand a complex text on refugees which uses three tenses.</li> </ul>	✓					✓

Topic	Le meilleur des mondes	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>• Speak coherently and confidently, with increasingly accurate pronunciation and intonation.</li> <li>• Express and develop ideas clearly and with accuracy.</li> <li>• Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussions about wider issues.</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>1. To talk about the food you eat and what people eat in different francophone countries</li> <li>2. To discuss your eating habits</li> <li>3. Animals and their natural world</li> <li>4. Plastic and the environment</li> <li>5. To discuss what you could do to change the world.</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>• Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>• Look at menus from different francophone countries</li> <li>• Describe a photo based around food using the 4Ws to guide them (who/where/what/weather)</li> <li>• Listen to and read extracts on people’s dietary preferences.</li> <li>• Talk about animals and the natural world, including endangered animals</li> <li>• Understand environmental issues, especially concerning plastic use and create an advert /poster saying what people could do to change the world.</li> </ul>	✓			✓		✓
<b>Resources</b>	<ul style="list-style-type: none"> <li>▪ Dynamo 3 Activelearn resources</li> <li>▪ Dynamo 3 Listening files and video clips</li> <li>▪ Dynamo 3 Worksheets</li> <li>▪ Dynamo 3 Phonics and Vocabulary Building Pack</li> <li>▪ Dynamo 3 Assessment pack</li> <li>▪ <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>▪ Sample materials <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> <li>▪ <a href="#">Talking about food in French - KS3 French - BBC Bitesize - BBC Bitesize</a></li> </ul>		✓		✓		✓
<b>DRAFT</b>	Fortnightly vocabulary tests. Speaking Assessment		✓		✓	✓	
<b>Literacy</b>	Tier 2 & 3 vocabulary – the superlative (le/la plus.....), il faut/il ne faut pas, Je suis d’accord/je ne suis pas d’accord, négatives, conditional tense (je voudrais /j’aimerais), perfect tense (passé composé), imperfect tense, question words (où, comment, que, qui, pourquoi)			✓			

<b>Numeracy</b>	Numbers (when referring to an amount of time),			✓			
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• To hold a small group/class discussion on the pros and cons of vegetarianism, ensuring opinions are justified.</li> <li>• Create a healthy school's menu for their school, explaining what the benefits would be.</li> <li>• Research an endangered animal of their choice and present the facts in a creative way.</li> <li>• Write a short text about their efforts to eliminate plastic using the present, imperfect and perfect tenses accurately.</li> </ul>	✓					✓

Topic	Le monde francophone						
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>• Read and show comprehension of original and adapted materials, understanding the purpose, important ideas and details.</li> <li>• Read texts in the language to stimulate ideas, develop creative expression and expand understanding of the language and culture.</li> <li>• Listen to a variety of forms of spoken language to obtain information and respond appropriately.</li> </ul>	C	R	E	A	T	E
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>1. To talk about where you would like to go.</li> <li>2. To discuss impressive sites and monuments.</li> <li>3. To say what you like and dislike doing on a trip.</li> <li>4. To use a range of structures and verbs to advertise a visit to a francophone country.</li> <li>5. To discuss young French speakers, you would like to meet</li> <li>6. To talk about your plans for the future</li> <li>7. To discuss a past trip around the world</li> <li>8. To discover information about a francophone artist, musician, sportsperson or writer.</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>• Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>• Listen to and read extracts in French about francophone destinations.</li> <li>• Research and present information about famous sites and monuments using a range of creative language.</li> <li>• Listen to dialogues in the tourist office understanding details of the conversation</li> <li>• Create their own dialogue in a tourist office.</li> <li>• Learn about things you can do and see in francophone countries and create an advert for that destination.</li> <li>• Read and understand an interview with a famous person and then prepare your own interview.</li> <li>• Listen to and read extracts in the future tense about young sports people’s plans for the future.</li> <li>• Discuss the real-life adventures of two adventurers (Caroline Moireaux and Xavier Rosset)</li> </ul>	✓			✓		✓
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Dynamo 3 Activelearn resouces</li> <li>• Dynamo 3 listening files and Video clips</li> <li>• Dynamo 3 Worksheets</li> <li>• Dynamo 3 Phonics and Vocabulary Building Pack</li> </ul>		✓		✓		✓

	<ul style="list-style-type: none"> <li>• <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>• Sample materials <a href="#">Pearson Edexcel GCSE French (2024)   Pearson qualifications</a></li> </ul>						
<b>DRAFT</b>	Fortnightly vocabulary tests.		✓		✓		
<b>Literacy</b>	Tier 2 & 3 vocabulary – definite and indefinite articles, partitive articles, modal verbs plus infinitive (pouvoir, vouloir, devoir), il faut, opinion verbs, comparative, adjectival agreement, adjectives (grand, beau, haut, petit, nouveau, vieux, animé, moderne), perfect and imperfect tenses, present tense, future tenses,			✓			
<b>Numeracy</b>	Numbers (years), times, prices,			✓			
<b>Challenge</b>	Pupils research and create a presentation about a francophone celebrity of their choice.	✓					✓



## Curriculum Content

### Year 10

Topic	De la ville à la campagne – Local Area	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>Understand general and specific details within texts using high frequency familiar language</li> <li>Identify the overall message, key points, details, and opinions in a variety of short and longer texts, involving some more complex languages and recognising the relationship between past, present and future events.</li> <li>Recognise and respond to key information, important themes, and ideas in more extended written texts.</li> <li>Demonstrate understanding by being able to scan for specific information.</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>To talk about where you live and what you can do there.</li> <li>Describing a town and asking the way /using directions.</li> <li>Describing your region.</li> <li>Finding out information, discussing what to do and asking questions.</li> <li>Talking about the weather and discussing future plans, linked with the weather forecast.</li> <li>Talking about your town using negatives and discussing problems in your town or area.</li> <li>To discuss what you have done recently in your town using the perfect tense.</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Create a description of your town and area.</li> <li>Create a plan of your town and use it to direct your partner to different places.</li> <li>Create conversations asking for directions / asking for information in a tourist information.</li> <li>Create a weather report for your area.</li> </ul>	✓			✓		
<b>Resources</b>	<ul style="list-style-type: none"> <li>Studio Edexcel GCSE French 9-1 Textbooks (Foundation and/or Higher)</li> <li>Studio Edexcel GCSE French 9-1 sound files</li> <li>Studio Edexcel GCSE French 9-1 workbooks and worksheets</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Past papers and resources <a href="#">Pearson Edexcel GCSE French (2016)   Pearson qualifications</a></li> <li>Exam Wizard questions</li> </ul>		✓		✓		✓
<b>DRAFT</b>	Fortnightly vocabulary tests.		✓				

	HT1 – Reading assessment (Foundation, Crossover and Higher) DRAFT 80-90 word writing task on town and local area					
<b>Literacy</b>	Tier 2 & 3 vocabulary – infinitive, modal verb, superlative, imperative, if clauses, negatives, imperfect tense, present tense, future tense			✓		
<b>Numeracy</b>	Points of a compass, ordinal numbers, times using the 24 hour clock, prices.			✓		
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• Research a French town and create a fact file /present the town using interesting and engaging language.</li> <li>• Imagine you are a local council leader – how could you improve your town/area? Present your ideas.</li> <li>• Create a review of a town you have visited using a range of tenses and discussing positives and negatives.</li> </ul>	✓				✓

<b>Topic</b>	<b>Le grand large – Holiday and Travel</b>						
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>• Demonstrate general and specific understanding of different types of spoken language.</li> <li>• Recognise and respond to key information, including authentic sources and be able to extract information.</li> <li>• Translate a short passage from the assessed language into English.</li> <li>• Translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</li> </ul>	C	R	E	A	T	E
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>1. To say where you normally go on holiday.</li> <li>2. To discuss transport, accommodation, and your normal holiday activities.</li> <li>3. Dealing with a hotel stay.</li> <li>4. Talking about travelling.</li> <li>5. Saying what you did on holiday.</li> <li>6. Talking about a holiday disaster using three time frames.</li> <li>7. Ordering food in a restaurant.</li> <li>8. Discussing plans for future holidays.</li> <li>9. Talking about an ideal holiday using the conditional tense.</li> <li>10. Discussing shopping on holiday.</li> </ol>			✓	✓	✓	✓

<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>• Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>• Produce a holiday postcard in the TL.</li> <li>• Create and practice conversations booking a hotel/travel tickets, buying food on holiday and shopping for souvenirs.</li> <li>• Create a review for a past holiday (eg trip advisor review)</li> </ul>	✓			✓		
<b>Resources</b>	<ul style="list-style-type: none"> <li>▪ Studio Edexcel GCSE French 9-1 Textbooks (Foundation and/or Higher)</li> <li>▪ Studio Edexcel GCSE French 9-1 sound files</li> <li>▪ Studio Edexcel GCSE French 9-1 workbooks and worksheets</li> <li>▪ <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>▪ Past papers and resources <a href="#">Pearson Edexcel GCSE French (2016)   Pearson qualifications</a></li> <li>▪ Exam Wizard questions</li> </ul>		✓		✓		✓
<b>DRAFT</b>	<p>Fortnightly vocabulary tests.</p> <p>HT2 – Listening assessment (Foundation, Crossover and Higher)</p> <p>DRAFT 2 – Foundation – 80/90 word writing on Holidays Higher – 130/150 word writing on Holidays</p> <p>HT3 – Translation (TL to English and English to TL)</p>		✓				
<b>Literacy</b>	Tier 2 & 3 vocabulary – infinitive, present tense, perfect tense, future tense, conditional tense, comparative			✓			
<b>Numeracy</b>	Prices, times / timetables (Transport), quantities (shopping/food),			✓			
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• Research a French speaking holiday resort and produce a promotional piece of literature saying what you can do/where you can stay etc</li> <li>• Create a review of a holiday resort you have visited using a range of tenses and discussing positives and negatives. Include information about holiday disasters.</li> <li>• Create a holiday blog / vlog</li> </ul>	✓					✓

Topic	Au college - School	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>Write short texts using simple sentences and familiar language accurately to convey meaning and exchange information.</li> <li>Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past present and future events.</li> <li>Manipulate the language with increasing accuracy and fluency, including using appropriate style and register.</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>Talking about school subjects and your timetable.</li> <li>Giving opinions on your school subjects.</li> <li>Giving opinions on the facilities and talking about what your school is like.</li> <li>Comparing your school with schools in France.</li> <li>Discussing rules and regulations with opinions</li> <li>Talking about school activities using present and past tenses.</li> <li>Getting the most out of school and discussing achievements.</li> <li>Talking about past school trips and visits.</li> <li>Discussing your future educational aspirations and plans</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Create a labelled plan of your school, detailing all facilities.</li> <li>Create your timetable in French.</li> <li>Design your ideal school uniform using adjectives accurately.</li> <li>Write a blog / magazine article about a trip you have recently been on.</li> </ul>	✓			✓		
<b>Resources</b>	<ul style="list-style-type: none"> <li>Studio Edexcel GCSE French 9-1 Textbooks (Foundation and/or Higher)</li> <li>Studio Edexcel GCSE French 9-1 sound files</li> <li>Studio Edexcel GCSE French 9-1 workbooks and worksheets</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Past papers and resources <a href="#">Pearson Edexcel GCSE French (2016)   Pearson qualifications</a></li> <li>Exam Wizard questions</li> </ul>		✓		✓		✓
<b>DRAFT</b>	Fortnightly vocabulary tests. HT4 Writing		✓				

<b>Literacy</b>	Tier 2 & 3 vocabulary – infinitive, present tense, perfect tense, future tense, conditional tense, adjectival agreement, direct object pronouns, il faut and il est interdit de, imperfect tense, the definite article, the imperative, comparisons			✓		
<b>Numeracy</b>	Times, numbers (discussing facilities and your school), timetable			✓		
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• Create links with a French school and exchange letters to practise TL skills.</li> <li>• Imagine you were the school Headteacher – design your ideal school including rules, uniform and timetable.</li> <li>• Create a welcome guide for new year 6 pupils to familiarise themselves with the school and lessons.</li> </ul>	✓				✓

<b>Topic</b>	<b>Bon travail – Future Aspirations, study and work</b>						
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>• Develop their ability to communicate effectively in speech and writing, conveying what they want to say with increasing accuracy.</li> <li>• Listen to and understand clearly articulated speech at near normal speed.</li> <li>• Develop language learning skills and to develop language strategies.</li> <li>• To express and justify individual thoughts and points of view.</li> </ul>	C	R	E	A	T	E
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>1. Discussing work preferences and career choices.</li> <li>2. To talk about plans, hopes and wishes for the future.</li> <li>3. Discussing the importance of languages.</li> <li>4. Talking about how you earn money (part time jobs and household chores)</li> <li>5. To talk about work experience using the perfect and imperfect tenses.</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>• Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>• Investigate the personal qualities and skills needed for certain professions</li> <li>• Create a future plan timeline, detailing when you would like to complete certain life goals.</li> <li>• Research jobs using authentic French job adverts.</li> <li>• Create a diary of your work experience.</li> </ul>	✓			✓		
<b>Resources</b>	<ul style="list-style-type: none"> <li>▪ Studio Edexcel GCSE French 9-1 Textbooks (Foundation and/or Higher)</li> <li>▪ Studio Edexcel GCSE French 9-1 sound files</li> </ul>		✓		✓		✓

	<ul style="list-style-type: none"> <li>▪ Studio Edexcel GCSE French 9-1 workbooks and worksheets</li> <li>▪ <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>▪ Past papers and resources <a href="#">Pearson Edexcel GCSE French (2016)   Pearson qualifications</a></li> <li>▪ Exam Wizard questions</li> </ul>						
<b>DRAFT</b>	Fortnightly vocabulary tests. End of Year Mock exams in 4 skills – Listening, Speaking, Reading and Writing		✓				
<b>Literacy</b>	Tier 2 & 3 vocabulary – perfect tense, conditional tense, infinitive, adverbs, simple future tense, near future tense, direct object pronouns, subjunctive (higher tier), masculine and feminine endings for jobs and adjectives.			✓			
<b>Numeracy</b>	Time (Working hours), numbers (rates of pay),			✓			
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• Create an application letter for a job advert you have seen</li> <li>• Understand higher level case studies about different jobs</li> </ul>	✓					✓

# Curriculum Content

## Year 11

Topic	Bon travail – Future Aspirations, study and work	C	R	E	A	T	E
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>Develop their ability to communicate effectively in speech and writing, conveying what they want to say with increasing accuracy.</li> <li>Listen to and understand clearly articulated speech at near normal speed.</li> <li>Develop language learning skills and to develop language strategies.</li> <li>To express and justify individual thoughts and points of view.</li> </ul>						
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>Discussing work preferences and career choices.</li> <li>To talk about plans, hopes and wishes for the future.</li> <li>Discussing the importance of languages.</li> <li>Talking about how you earn money (part time jobs and household chores)</li> <li>To talk about work experience using the perfect and imperfect tenses.</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>Investigate the personal qualities and skills needed for certain professions</li> <li>Create a future plan timeline, detailing when you would like to complete certain life goals.</li> <li>Research jobs using authentic French job adverts.</li> <li>Create a diary of your work experience.</li> </ul>	✓			✓		
<b>Resources</b>	<ul style="list-style-type: none"> <li>Studio Edexcel GCSE French 9-1 Textbooks (Foundation and/or Higher)</li> <li>Studio Edexcel GCSE French 9-1 sound files</li> <li>Studio Edexcel GCSE French 9-1 workbooks and worksheets</li> <li><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>Past papers and resources <a href="#">Pearson Edexcel GCSE French (2016)   Pearson qualifications</a></li> <li>Exam Wizard questions</li> </ul>		✓		✓		✓
<b>DRAFT</b>	<p>Fortnightly vocabulary tests.</p> <p>DRAFT 1 – 80/90 word writing on My future</p> <p>Mock speaking exams</p>		✓				
<b>Literacy</b>	Tier 2 & 3 vocabulary – perfect tense, conditional tense, infinitive, adverbs, simple future tense, near future tense, direct object pronouns, subjunctive (higher tier), masculine and feminine endings for jobs and adjectives.			✓			

<b>Numeracy</b>	Time (Working hours), numbers (rates of pay),			✓			
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• Create an application letter for a job advert you have seen</li> <li>• Understand higher level case studies about different jobs</li> </ul>	✓					✓

<b>Topic</b>	<b>Un oeil sur le monde – International and global dimension</b>						
<b>NC Learning Intention</b>	<ul style="list-style-type: none"> <li>• Develop their ability to communicate effectively in speech and writing, conveying what they want to say with increasing accuracy.</li> <li>• Convey information and narrate events coherently and confidently.</li> <li>• Communicate and interact effectively in speech for a variety of purposes across a range of specified contexts.</li> <li>• To express and justify individual thoughts and points of view.</li> </ul>	C	R	E	A	T	E
<b>Lesson Learning Intentions</b>	<ol style="list-style-type: none"> <li>1. Discussing weather, natural disasters and problems facing the world</li> <li>2. Talking about protecting the environment</li> <li>3. Discussing ethical shopping</li> <li>4. Talking about volunteering</li> <li>5. Discussing big events</li> </ol>			✓	✓	✓	✓
<b>Lesson Tasks</b>	<ul style="list-style-type: none"> <li>• Low stakes knowledge retrieval exercise (LSKRE) to advise or inform adaptive teaching.</li> <li>• Read reports on natural disasters that are occurring around the world using authentic texts.</li> <li>• Choose a world problem that concerns you – create a leaflet on the problem, to highlight the issue.</li> <li>• Create a leaflet aimed at teenagers, stating what they can do to help the environment.</li> <li>• Research a present a large event which takes place in the French speaking world eg Le tour de France, le carnaval de Nice etc</li> </ul>	✓			✓		✓
<b>Resources</b>	<ul style="list-style-type: none"> <li>▪ Studio Edexcel GCSE French 9-1 Textbooks (Foundation and/or Higher)</li> <li>▪ Studio Edexcel GCSE French 9-1 sound files</li> <li>▪ Studio Edexcel GCSE French 9-1 workbooks and worksheets</li> <li>▪ <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>▪ Past papers and resources <a href="#">Pearson Edexcel GCSE French (2016)   Pearson qualifications</a></li> <li>▪ Exam Wizard questions</li> </ul>		✓		✓		✓
<b>DRAFT</b>	Fortnightly vocabulary tests. Whole school mock exams in Listening, Reading and Writing		✓				



	(use past GCSE exam papers)						
<b>Literacy</b>	Tier 2 & 3 vocabulary – simple future tense, on doit + infinitive, on peut + infinitive, the passive, emphatic pronouns, pluperfect tense, Perfect tense, present tense, near future tense, indirect object pronouns, conditional tense (higher)			✓			
<b>Numeracy</b>	Dates and temperatures			✓			
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• Produce a report on a natural disaster that has occurred in the world.</li> <li>• Complete some volunteering of your own and create a text detailing what you did and the benefits of the volunteering.</li> <li>• Research and produce a promotional piece on a big event in the French speaking world.</li> </ul>	✓					✓