

**Y7 French Scheme of Work - Overview**

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| **Term** | **Topic & Grammar Covered** | **Differentiation** |
| **Autumn** | **Personal information, physical appearance, favourite objects, personality, family, school subjects, friends** Introduce yourself and others, describe your favourite object, French speaking-regions, describe your personality, talk about family members and friends, give opinions of school subjects, home and family life, compare how yourself now to how **Transition work-** Introduction to French, classroom instructions, alphabet, numbers, days of week and months, introduce yourself and others, French speaking-regions, describe your personality, talk about family members and friends, give opinions of school subjects, home and family life **Grammar**: nouns and articles; adjectives; in + countries; c’est, il est, c’est quoi; present tense of avoir + être ; adjective agreement ; possessive adjectives (mon/ma/mes, ton/ta/tes) ; comparisons using plus/moins ; connectives ; object pronouns (le/la/les)**Learning strategies**: memorization strategies, sound strategies, reading strategies; use transferable language; ask and answer questions; pronunciation- sound patterns, silent letters  | The Y7 French course gives pupils a thorough grounding in French grammar. Some students will have studied French before, others will be complete beginners. The range of exercises in the Allez 1 textbook ensures that all students can progress at a pace appropriate to them – higher ability students tackle extra tasks while less able complete tasks suited to their pace of learning.Teachers use assessment for learning opportunities to encourage pupils to think for themselves, to learn how to spot their own errors and to be in greater control of their learning. Teachers can also incorporate team-work as a way of differentiating. This type of work can offer stretch and challenge, as well as extra support. In addition to this, it will promote collaborative learning.Teachers review progress weekly to ensure co-ordination between different divisions and correct pacing of the material. However, adjustments can be made for divisions moving at different speeds. Additionally, tasks completed every topic will give both the teacher and the student a better idea of what progress they are making in French.Cultural elements to be incorporated into classes at appropriate points during the year, allowing scope for reflection on both French and **British values**. |
| **Spring** | **School, home and animals**- talk about school and where you live; talk about leisure activities and personal possessions; describe animals**Food**- say what you eat and drink and different mealtimes; give opinions of food and drinks; say where you like to eat out; order food in a café; use quantities and understand recipes; talk about food specialties and art**Local area**- describe a town; say what you can do at different places; ask for and give directions; arrange to go out and where to meet**Lifestyle**- talk about clothes and give opinions on styles; talk about the weather and what you wear for different occasions; say when/how often you do activities; discuss weekend activities; talk about music preferences and national events**Grammar**: present tense of regular –er verbs and irregular verbs (aller, faire, avoir, être); adjective agreement; noun plurals and adjectives; perfect tense (j’ai visité, j’ai vu); je voudrais + noun, j’avais, c’était ; partitive articles ; present tense of manger and boire ; negatives ; pouvoir + infinitive ; opinions + infinitive ; je voudrais + infinitive ; il faut + noun/infinitive ; il y a ; prepositions ; imperative**Learning strategies**: writing strategies; cognates and false friends; using a bilingual dictionary; pronunciation  |
| **Summer** | **Holidays**: talk about usual holidays and preferred holidays; describe your ideal holiday; describe a past holiday, where you went and what you did; talk about festivals**Sport and leisure**: talk about sports, leisure activities and active holidays; name parts of the body and talk about sports injuries; describe sports personalities and sports events**Grammar:** present tense of regular er verbs (porter, jouer); present tense of faire; reflexive verbs (se lever, se coucher); possessive adjectives (son/sa/ses); present tense of ir/re verbs (chosir, finir, prendre); near future; in + countries/cities; perfect tense with avoir; perfect tense of aller; depuis + present tense; pouvoir + infinitive; j’ai mal au/ à la/aux **Extra**: comparisons using plus/moins ; near future ; reflexive verbs ; perfect tense with avoir + être; avoir expresssions eg avoir faim/soif/peur**Learning strategies**: grammar memorization strategies, listening strategies, reading strategies; use transferable language; use time expressions as clues to identify tenses; thinking strategies- preparing for a test; pronunciation- speaking with a good accent |

**Y7 French Scheme of Work**

5 lessons a fortnight 35 minutes long 1 homework per week

Teachers review progress weekly to ensure co-ordination between different divisions and correct pacing of the material.

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| **Date** | **Topic Area** | **Grammar & Language Skills** | **Resources** | **Key Activities: (opportunities for differentiation)** | **Spiritual Moral Social Contribution (SMSC)** |

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| **Autumn Term**Second half First half | **Personal information, physical appearance, favourite objects.** Introduce yourself and others, describe your favourite object, French speaking-regions, **Beginners Transition work-** As above plus Introduction to French, classroom instructions, alphabet, numbers, days of week and months, introduce yourself and others, | - nouns and articles-adjectives- in + countries- c’est, il est, c’est quoi | Allez 1: Chapter 1Kerboodle resources for AllezHandouts and PowerPoints in the shared area. Other resources created by the teacher.Quizlet/FireflyWebsites: duolingo, languagesonline, linguascope, quia… | Extra support and challenge offered in activities in lessons.Number & spelling games.Differentiated transition work for lower ability students; extension tasks for higher ability studentsWritten assignment: “Une déscription” | European Day of Languages preparation activities, allowing scope for reflection on values in the UK, France and the French-speaking world.Quiz on French vs British schools in order to make students aware of cultural differences. |
| **Personality, family, school subjects, friends** describe your personality, talk about family members and friends, give opinions of school subjects, home and family life, compare how yourself now to how  | - present tense of avoir + être -adjective agreement- possessive adjectives (mon/ma/mes, ton/ta/tes) ; comparisons using plus/moins ; connectives ; object pronouns (le/la/les) | Allez 1: Chapter 2Kerboodle resources for AllezHandouts and PowerPoints in the shared area. Other resources created by the teacher.Quizlet/FireflyWebsites: duolingo, languagesonline, linguascope, quia… | As above. Independent tasks and team work as appropriate. Use of questioning to offer extra challenge.Focus on grammatical content and aim to include as many of the points covered so far in the year as possible.Written task: “Ma famille” | Focus on Christmas towards the end of term.Introduce key vocabulary related to the celebration of Christmas in French Possibility of making a Christmas card in French for their family/a friend. |

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| **Date** | **Topic Area** | **Grammar & Language Skills** | **Resources** | **Key Activities: (opportunities for differentiation)** | **Spiritual Moral Social Contribution (SMSC) and FBV (Fundamental British Values)** |
| **Spring Term**Second half First half | **School, home and animals**- talk about school and where you live; talk about leisure activities and personal possessions; describe animals**Food**- say what you eat and drink and different mealtimes; give opinions of food and drinks; say where you like to eat out; order food in a café; use quantities and understand recipes; talk about food specialities and art | present tense of regular –er verbs and irregulars (aller, faire, avoir, être)-adjective agreement- noun plurals and adjectives-perfect tense (j’ai visité, j’ai vu)- je voudrais + noun-j’avais, c’était  -partitive articles -present tense of manger and boire - negatives -pouvoir + infinitive  -opinions + infinitive - je voudrais + infinitive -il faut + noun/infinitive   | Allez 1:Chapter 3 + 4Kerboodle resources for AllezHandouts and PowerPoints in the shared area. Other resources created by the teacher.Quizlet/FireflyFrench music.Websites: duolingo, languagesonline, linguascope, quia… | As above. More able: presentation to rest of class on topicsWritten assignment: “Chez moi”Role play – ordering food in a restaurant | Understanding the unique features of the French-speaking world, eg Mardi Gras; French culinary traditions |
| **Local area**- describe a town; say what you can do at different places; ask for and give directions; arrange to go out and where to meet**Lifestyle**- talk about clothes and give opinions on styles; talk about the weather and what you wear for different occasions; say when/how often you do activities; discuss weekend activities; talk about music preferences and national events | - il y a -prepositions - imperative  | Allez 1:Chapter 5+6Kerboodle resources for AllezHandouts and PowerPoints in the shared area. Other resources created by the teacher.Quizlet/FireflyWebsites: duolingo, languagesonline, linguascope, quia… | As above. More able: cultural topic work: a project on customs, people, places in the French-speaking world.Written assignment: “Ma ville”. | An introduction to regional differences in France.Discussion of different customs in French speaking world, with comparisons with British values.Brief introduction of Easter in France- what it means to people and how it compares to UK traditions. |

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| **Dates** | **Topic Area** | **Grammar & Language Skills** | **Resources** | **Key Activities: (opportunities for differentiation)** | **Spiritual Moral Social Contribution (SMSC)** |
| **Summer Term**Second half Frst half. | **Holidays**: talk about usual holidays and preferred holidays; describe your ideal holiday; describe a past holiday, where you went and what you did; talk about festivalsComplete review of Allez 1 material. Internal exam preparation: practice of the four skills. | - present tense of regular er verbs (porter, jouer)-present tense of faire; reflexive verbs (se lever, se coucher- possessive adjectives (son/sa/ses)- present tense of ir/re verbs (chosir, finir, prendre)-near future; in + countries/cities- perfect tense with avoir-perfect tense of aller- depuis + present tense- pouvoir + infinitive- j’ai mal au/ à la/aux   | Allez 1:Chapter 7Kerboodle resources for AllezHandouts and PowerPoints in the shared area. Other resources created by the teacher.Quizlet/FireflyFrench music.Websites: duolingo, languagesonline, linguascope, quia… | The labo-langue and extra star section of Allez 1 work in tandem with revision sheets to re-cap every aspect of the course studied to date.Extra grammatical challenge offered to more able students.Written assignment: “Mes vacances”. | Conversational skills.Study of French countries and holiday destinations, and comparisons with fundamental British values. |
| **Sport and leisure**: talk about sports, leisure activities and active holidays; name parts of the body and talk about sports injuries; describe sports personalities and sports events**Differentiation** as above plus daily life and issues in francophone countries: talk about where you live and where you’re going to live; describe your daily routine; discuss what you do to help others; learn about French-speaking countries in AfricaStudy a movie at the end of term in order to discuss a cultural topic. | Recap grammar through games and cultural topic of filmTop set as above plus comparisons using plus/moins ; near future ; reflexive verbs ; perfect tense with avoir + être; avoir expresssions eg avoir faim/soif/peur | Allez 1:Chapter 7Kerboodle resources for AllezHandouts and PowerPoints in the shared area. Other resources created by the teacher.Quizlet/FireflyWebsites: duolingo, languagesonline, linguascope, quia… | Pupils will sit their first speaking tests: differentiation by outcome in questionsRole play – going to a sporting event | Historical awareness, and comparisons with **Fundamental British values.** |