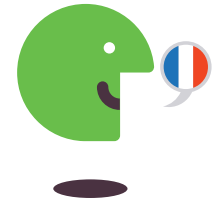


French Key Stage 3

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS3 French is formed of 18 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Year 7 Unit 1	Year 7	14
2 Year 7 Unit 2	Year 7	14
3 Year 7 Unit 3	Year 7	12
4 Year 7 Unit 4	Year 7	10
5 Year 7 Unit 5	Year 7	12
6 Year 7 Unit 6	Year 7	14
7 Year 8 Unit 1	Year 8	14
8 Year 8 Unit 2	Year 8	14
9 Year 8 Unit 3	Year 8	12

10 Year 8 Unit 4

Year 8

10

11 Year 8 Unit 5

Year 8

12

12 Year 8 Unit 6

Year 8

14

13 Year 9 Unit 1

Year 9

14

14 Year 9 Unit 2

Year 9

14

15 Year 9 Unit 3

Year 9

12

16 Year 9 Unit 4

Year 9

10

17 Year 9 Unit 5

Year 9

12

18 Year 9 Unit 6

Year 9

14





3. Lessons

Unit 1 Year 7 Unit 1

14 Lessons

Lesson
number

Lesson question

About the lesson

1.

Describing a thing or a person (Part 1/4)

Pupils will learn

- In this lesson, we will learn how to use the verb 'être' with adjectives to describe a person or a thing.

Guidance warnings

- Contains external content.

2.

Describing a thing or a person (Part 2/4)

Pupils will learn

- In this lesson, we will practise our use of the verb 'être' to describe a person or a thing, using masculine and feminine forms of adjectives.

Guidance warnings

- Contains external content.



3. Describing a thing or a person (Part 3/4) Pupils will learn

- In this lesson, we will practise the use of 'être' to describe a person or a thing, and talk about some rules of French pronunciation.

4. Describing a thing or a person (Part 4/4)

Pupils will learn

- In this lesson, we will practise how to describe a thing or a person using adjectives, and look at how adjectives change for masculine and feminine nouns. We also learn how to ask a question using intonation.

Guidance warnings

- Contains external content.

5. Saying what people have (Part 1/2)

Pupils will learn

- In this lesson, we will practise saying what people have using 'avoir'.

6. Saying what people have (Part 2/2)

Pupils will learn

- In this lesson, we will learn to say what people have in French. We will also learn what is meant by the 'indefinite article' and 'gender'.

Guidance warnings

- Contains external content.
-



- 7. Describing what people have (Part 1/2)** **Pupils will learn**
- In this lesson, we will learn to describe what people have using adjectives. We will also learn the alphabet in French.
-

- 8. Describing what people have (Part 2/2)** **Pupils will learn**
- In this lesson, we will learn to use adjectives to describe what people have and we learn about post nominal adjectival position. We also practise using intonation to form questions.

Guidance warnings

- Contains external content.
-

- 9. Distinguishing between having and being (Part 1/2)** **Pupils will learn**
- In this lesson, we will practise using "être" and "avoir" to distinguish between having and being, and we use feminine noun forms.
-

- 10. Distinguishing between having and being (Part 2/2)** **Pupils will learn**
- In this lesson, we will practise using 'être' and "avoir" to distinguish between having and being, and we use the subject pronoun 'it'.

Guidance warnings

- Contains external content.
-



- 11. Talking about a thing or a person (Part 1/2)** **Pupils will learn**
- In this lesson, we will learn how to talk about a thing or a person using the definite articles 'le' and 'la'.
-

- 12. Talking about a thing or a person (Part 2/2)** **Pupils will learn**
- In this lesson, we will learn how to talk about a thing or a person using the definite articles 'l' and 'les', and how to make nouns plural by adding an 's'.
-

- 13. Talking about making and doing things (Part 1/2)** **Pupils will learn**
- In this lesson, we will talk about making and doing things using faire ('je' and 'il/elle') for English equivalents 'do' and 'make' when following 'le/la/l'/les'. We also learn to use intonation to form questions with question words.

Guidance warnings

- Contains external content.
-

- 14. Talking about making and doing things (Part 2/2)** **Pupils will learn**
- In this lesson, we will talk about making and doing things, using faire ('je and 'tu') for English equivalents 'do' and 'make' when followed by 'le/la/l'/les'.

Guidance warnings

- Contains external content.
-



Lesson number	Lesson question	About the lesson
1.	Extended reading 'Sept Couleurs Magiques' (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will be analysing the text 'Sept Couleurs Magiques'. We will also practise colours and emotions.
2.	Extended reading 'Sept Couleurs Magiques' (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will continue to analyse the text 'Sept Couleurs Magiques'. We will also practise colours in French.
3.	Other uses of Faire (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will use the verb 'faire' with equivalents in English other than 'do/make'. <p>Guidance warnings</p> <ul style="list-style-type: none">Contains external content.



4. Other uses of Faire (Part 2/2)

Pupils will learn

- In this lesson, we will use the verb 'faire' with equivalents in English other than 'do/make'. We will also practise describing leisure activities.

Guidance warnings

- Contains external content.
-

5. Saying what people do (Part 1/4)

Pupils will learn

- In this lesson, we will look at -er verbs in the present simple tense used with the continuous meaning.
-

6. Saying what people do (Part 2/4)

Pupils will learn

- In this lesson, we will look at how to say what people do, using -er verbs (je, tu, il, elle). We will also look at how to use two-verb structures ('aimer'+infinitive).
-

7. Saying what people do (Part 3/4)

Pupils will learn

- In this lesson, we will practice how to say what people do, using -er verbs ('je', 'tu', 'il', 'elle'), we will also look at how to use the preposition 'à' with certain verbs: at vs to.
-



8. Saying what people do (Part 4/4)

Pupils will learn

- In this lesson, we will talk about what people do using the simple present tense of regular -er verbs, with 'je', 'tu', 'il' and 'elle'.

Guidance warnings

- Contains external content.
-

9. Saying what you do with other people (Part 1/2)

Pupils will learn

- In this lesson, we will learn how to say what we do with other people using the present simple tense and expressing likes with infinitives - conveying the present continuous tense.
-

10. Saying what you do with other people (Part 2/2)

Pupils will learn

- In this lesson, we will learn how to say what we do with other people using the present simple tense and expressing likes with infinitives - conveying the present continuous tense, and asking questions using intonation.

Guidance warnings

- Contains external content.
-

11. Saying what other people do (Part 1/2)

Pupils will learn

- In this lesson, we will look at -er verbs to say what one or more than one other person does.
-

12.

Saying what other people do (Part 2/2)

Pupils will learn

- In this lesson, we will be saying what other people do using -er verbs with the third person singular and plural.

Guidance warnings

- Contains external content.
-

13.

Distinguishing the meaning and use of 'you'

Pupils will learn

- In this lesson, we will be distinguishing the use of 'you' meaning one person and meaning more than one person. We will practise using 'tu' and 'vous'.
-

14.

Saying what people do

Pupils will learn

- In this lesson, we will be using the two-verb structure: 'aimer' + infinitive to say what people like to do.
-





Lesson number	Lesson question	About the lesson
1.	Saying how many there are (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will practise the phrase 'il y a' with numbers from 1 to 12 and the plural indefinite article some 'des' in French, to say how many items there are.
2.	Saying how many there are (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will consolidate our knowledge of numbers from 1-12 and we will practise our reading and writing skills looking at an extended text about someone's family. We will also practise plural indefinite articles. <p>Guidance warnings</p> <ul style="list-style-type: none">• Contains external content.
3.	Describing people (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will describe people, using plural forms of 'être' and regular plural forms of adjectives.



4. Describing people (Part 2/2)

Pupils will learn

- In this lesson, we will describe people, using plural forms of 'être' and regular plural forms of adjectives.
-

5. Saying what people have (Part 1/2)

Pupils will learn

- In this lesson, we will say what people have using the plural forms of 'avoir' with 'nous' and 'vous', and practise the sound 'au'.
-

6. Saying what people have (Part 2/2)

Pupils will learn

- In this lesson, we will say what people have using the plural forms of 'avoir' with 'ils' and 'elles'.
-

7. Saying what people do (Part 1/2)

Pupils will learn

- In this lesson, we will say what people do using the plural forms of 'faire' with 'nous' and 'vous'.
-

8. Saying what people do (Part 2/2)

Pupils will learn

- In this lesson, we will say what people do, using the plural forms of 'faire' with 'ils' and 'elles'.

Guidance warnings

- Contains external content.
-



9. Talking about what belongs to you and what belongs to someone else

Pupils will learn

- In this lesson, we will talk about what belongs to you and what belongs to someone else, using the possessive adjectives: 'mon', 'ma', 'mes' and 'ton', 'ta', 'tes'.
-

10. Assessment revision

Pupils will learn

- In this lesson, we will revise key area of phonics, vocabulary and grammar in preparation for the following achievement assessment (lesson 12 in this unit).
-

11. Guided practise assessment

Pupils will learn

- In this lesson, we will complete a practise assessment together in preparation for the following achievement assessment (lesson 12 in this unit).

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
-

12.

Achievement assessment

Pupils will learn

- In this lesson, students will complete an achievement assessment independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
-





Lesson number	Lesson question	About the lesson
1.	Saying where people go (1/6)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will talk about the verb 'aller' in the 'je', 'il' and 'elle' form. We will use this grammar to help us talk about where people go.
2.	Saying where people go (Part 2/6)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will talk about the verb aller and we will practise making questions using intonation.
3.	Saying where people go (3/6)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will practise using the preposition 'a' plus definite article to say where people go.
4.	Saying where people go (4/6)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will practise using the preposition 'a' plus the definite article (a l' vs. aux) to say where people go.



5. Extended reading (Part 1/2)

Pupils will learn

- In this lesson, we will read the poem 'Familiale' by the poet Jacques Prevert and complete tasks on it. We will also learn about the poet Jacques Prevert.

6. Extended reading (Part 2/2)

Pupils will learn

- In this lesson, we will read the poem 'Familiale' by Jacques Prévert and consider the meaning of the poem.

Guidance warnings

- Contains external content.

7. Saying where people go (5/6)

Pupils will learn

- In this lesson, we will talk about the plural parts of the verb 'aller' and the preposition 'à' to say where people go.

8. Saying where people go (6/6)

Pupils will learn

- In this lesson, we will talk about all parts of the verb 'aller' and the prepositions 'à', 'en' and 'chez'.

9. Talking about yourself, talking to and about someone else (Part 1/2)

Pupils will learn

- In this lesson, we will talk about ourselves and revisit present tense regular -er verbs. We will also look at uses of "en" and "à" (to vs in).
-

10.

Talking about yourself, talking to and about someone else (Part 2/2)

Pupils will learn

- In this lesson, we will talk about ourselves, revisiting present tense regular -er verbs.
-





Lesson number	Lesson question	About the lesson
1.	Asking and answering questions (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will practise asking and answering questions in French as well as looking at how to use common irregular -re verbs in the present tense.
2.	Asking questions (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will practise using the verbs 'apprendre', 'comprendre' and 'prendre' in the 1st, 2nd and 3rd person singular and asking questions with subject-verb inversion.
3.	Asking questions about others (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will be learning to form questions in French and use irregular -re verbs in the present tense.
4.	Asking questions about others (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will revisit the verbs 'dire', 'sortir' and 'venir', and using subject-verb inversion to form questions.



5. Using question words (Part 1/2)

Pupils will learn

- In this lesson, we will be looking at 'quel' vs 'quelle' to mean which, and asking information questions using inversion.
-

6. Using question words (Part 2/2)

Pupils will learn

- In this lesson, we will continue practising forming questions in French with a focus on question words with subject-verb inversion.
-

7. Saying people do not do something (Part 1/2)

Pupils will learn

- In this lesson, we will learn how to use 'ne' and 'pas' to make sentences negative and using the verb 'dormir' with 'je', 'tu', 'il' and 'elle' (I, you, he and she).
-

8. Saying people do not do something (Part 2/2)

Pupils will learn

- In this lesson, we will learn how to use 'ne' and 'pas' to make sentences negative and discovering how to say in, on and under with 'dans', 'sur' and 'sous'.
-

9. Talking about what isn't there (Part 1/2) Pupils will learn

- In this lesson, we will practise using 'ne' and 'pas de' with 'avoir' to talk about what isn't there.
-

10. Talking about what isn't there (Part 2/2) Pupils will learn

- In this lesson, we will practise using 'ne' and 'pas de' to form negative sentences with verbs other than 'avoir'.



11. Describing things and people (Part 1/2) Pupils will learn

- In this lesson, we will describe things and people by learning how to use common irregular adjectives and the pre-nominal adjective position of certain common adjectives.

12. Describing things and people (Part 2/2) Pupils will learn

- In this lesson, we will practise using common irregular adjectives and the pre-nominal adjective position.

Guidance warnings

- Contains external content.
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Lesson number	Lesson question	About the lesson
1.	Revision of phonics, vocabulary and grammar (Part 1/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will practise recognising who does what by matching subject and verb endings, forming questions with question words and subject-verb inversion and practise using the negative structure with 'ne' and 'pas de'.
2.	Revision of phonics, vocabulary and grammar (Part 2/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will review adjectives and the position of adjectives in the sentence by reading and listening to descriptions of Paris. We will also practise translation skills.

3.

Achievement assessment (includes guided practise assessment)

Pupils will learn

- In this lesson, we will firstly complete a practise assessment together, and then students will go on to complete an achievement assessment independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
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4.

Applying your knowledge assessment

Pupils will learn

- In this lesson, students will complete an assessment in applying their knowledge independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.



5.

Expressing future intentions (Part 1/4)

Pupils will learn

- In this lesson, we will practise using 'partir' in the present tense and 'aller' + infinitive to express future intentions.

6.

Expressing future intentions (Part 2/4)

Pupils will learn

- In this lesson, we will practise using 'aller' + infinitive to express future intentions, including in negative sentences.

Guidance warnings

- Contains external content.
-



- 7. Expressing future intentions (Part 3/4)** **Pupils will learn**
- In this lesson, we will practise expressing future intentions, revisit the use of 'aller' + infinitive in the first, second and third person singular forms.
-

- 8. Expressing future intentions (Part 4/4)** **Pupils will learn**
- In this lesson, we will practise expressing future intentions, revisit the use of 'aller' + infinitive in the first, second and third person singular forms.
-

- 9. Saying what you want to do and must/have to do (Part 1/2)** **Pupils will learn**
- In this lesson we will practise saying what you want to do and what you must do, using the verbs 'vouloir' and 'devoir'.
-

- 10. Saying what you want to do and must/have to do (Part 2/2)** **Pupils will learn**
- In this lesson we will practise saying what you want to do and what you must or have to do, using the modal verbs 'vouloir' and 'devoir' with infinitives.
- Guidance warnings**
- Contains external content.
-



- 11.** **Saying what you are able/not able to do and what you know how to/don't know how to do (Part 1/2)**
- Pupils will learn**
- In this lesson, we will look at modal verbs in the negative form, focusing on 'pouvoir' and 'savoir'.
-

- 12.** **Saying what you are able/not able to do and what you know how to/don't know how to do (Part 2/2)**
- Pupils will learn**
- In this lesson, we will consolidate the use of modal verbs in the question and negative forms.
-

- 13.** **L'homme qui te ressemble (Part 1/2)**
- Pupils will learn**
- In this lesson, we will explore the text 'L'homme qui te ressemble' by René Philombé and learn how to use the 'Word Reference' website resource.
- Guidance warnings**
- Contains external content.
-

- 14.** **L'homme qui te ressemble (Part 2/2)**
- Pupils will learn**
- In this lesson, we will continue to explore the text 'L'homme qui te ressemble' by René Philombé.
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**Lesson
number**

Lesson question

About the lesson

-
- | | | |
|-----------|---|---|
| 1. | Asking how to say and write new words in French (Part 1/2) | Pupils will learn <ul style="list-style-type: none">• In this lesson, we will practise asking how to say and write new words in French. We will also be revising gender and number, articles and saying what there is. |
| 2. | Asking how to say and write new words in French (Part 2/2) | Pupils will learn <ul style="list-style-type: none">• In this lesson, we will practise asking how to say and write new words in French. We will also be revising the alphabet, how to say 'it' and 'they' and using the possessive adjectives 'my' and 'your'. |
| 3. | Distinguishing between having and being (Part 1/2) | Pupils will learn <ul style="list-style-type: none">• In this lesson, we will look syllables and stress patterns in pronunciation and how to distinguish between the verbs 'avoir' and 'etre' in 1st, 2nd and 3rd person singular forms. We will also revisit forming questions using subject-verb inversion and using 'est-ce-que', and learn how to talk about people's professions. |
-



4. Distinguishing between having and being (Part 2/2)

Pupils will learn

- In this lesson, we will review how to distinguish between the verbs 'avoir' and 'etre' and learn how to make regular adjective endings feminine. We will also look at the feminisation of job titles in French with -e, -euse, -rice.

5. Talking about what you do vs what people generally do (Part 1/2)

Pupils will learn

- In this lesson, we will look at the use of the pronoun 'on' to talk about what people generally do. We will also learn numbers 13-31 and how to talk about dates in French.

6. Talking about what you do vs what people generally do (Part 2/2)

Pupils will learn

- In this lesson, we will look at question formation using 'est-ce que', as well as the use of the pronoun 'on' to mean people, one, or we. The phonics focus will be on liaison with words beginning with 'h'.

Guidance warnings

- Contains external content.

7. Talking about what someone else does vs what people do in general (Part 1/2)

Pupils will learn

- In this lesson, we will practise using the possessive adjectives 'son, sa, ses'.
-



8.	Talking about what someone else does vs what people do in general (Part 2/2)	Pupils will learn	<ul style="list-style-type: none">• In this lesson, we will build on our knowledge of possessive adjectives, focusing on the singular possessive adjective 'notre' meaning our.
<hr/>			
9.	What I do and don't do (Part 1/2)	Pupils will learn	<ul style="list-style-type: none">• In this lesson, we will say what I do using -er verbs and look at verbs which take the preposition 'à'.
<hr/>			
10.	What I do and don't do (Part 2/2)	Pupils will learn	<ul style="list-style-type: none">• In this lesson, we will say what I do and don't do using 'ne pas' and revise the formation of questions.
<hr/>			
11.	Talking about what you are doing today vs what you did yesterday (Part 1/2)	Pupils will learn	<ul style="list-style-type: none">• In this lesson, we will look at the present vs perfect tense with some irregular verbs (taking 'avoir'): 'faire' and 'dire' (je).
<hr/>			
12.	Talking about what you are doing today vs what you did yesterday (Part 2/2)	Pupils will learn	<ul style="list-style-type: none">• In this lesson, we will look at the present vs. perfect tense with regular -er verbs (taking 'avoir').
<hr/>			
			Guidance warnings
			<ul style="list-style-type: none">• Contains external content.

13. Finding out about each other's past experiences (Part 1/2)

Pupils will learn

- In this lesson, we will find out about each other's past experiences and compare the present tense with the perfect tense in French, using -er verbs with 'je' and 'tu'.



14. Finding out about each other's past experiences (Part 2/2)

Pupils will learn

- In this lesson, we will study the present vs perfect tense with regular -er verbs which take 'avoir', focusing on the second person singular form, 'tu'. We will also look at demonstrative adjectives 'ce', 'cet', 'cette' and 'ces'.
-



Lesson
number

Lesson question

Pupils will learn

1.

Talking about what you and others did and did not do (Part 1/2)

- In this lesson, we will talk about what we did and did not do during a holiday using regular -er verbs with 'avoir' in the perfect tense in French. We will use 'il y avait' to describe what there was.

2.

Talking about what you and others did and did not do (Part 2/2)

- In this lesson, we will continue to talk about what we and others did and did not do. We will practise making questions and revisit the SSC 'gn'. We will contrast 'gn' with the SSC 'n'.

3.

Au réveillon de Noël sur l'ISS, la gastronomie française au menu (Part 1/2)

- In this lesson, we will study an authentic text in French about Christmas Celebration on the international space station and practise describing a photo. We will also consolidate our knowledge of the SSC [r] and revise some key modal verbs as well as the past, present and future tenses.



4. Au réveillon de Noël sur l'ISS, la gastronomie française au menu (Part 2/2)

- In this lesson, we will continue to study the authentic text about Christmas Celebration on the international space station and use French creatively to write our own article or interview. We will also practise the SSC [r] and use the preposition 'à' in a new context.

5. Talking about where you do things (Part 1/2)

- In this lesson, we will learn how to talk about where we do things, using location words and prepositions. We will learn how to pronounce the open eu/oeu sound in comparison to the closed eu/oeu sound and we will learn how to use de... _+ the definite article: du/de la/de l'.

6. Talking about where you do things (Part 2/2)

- In this lesson, we will practise how to talk about where we do things, using location words and prepositions. We will learn how to pronounce the open 'eu/oeu' sound in comparison to the closed 'eu/oeu' sound and we are going to learn how to use 'de'... _+ the definite article: du/de la/de l'.

7. Distinguishing between parts and wholes (Part 1/2)

- In this lesson, we will learn how to distinguish between parts and wholes in French using partitive articles.

8. Distinguishing between parts and wholes (Part 2/2)

- In this lesson, we will continue to distinguish between parts and wholes in French using partitive articles.
-



9. Talking about nouns you can't count (Part 1/2)

- In this lesson, we will study the verb 'boire' and partitive articles in the positive and the negative.
-

10. Talking about nouns you can't count (Part 2/2)

- In this lesson, we will study an aspect of French pronunciation and practise the use of articles in French.
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11. What is it like? (Part 1/2)

- In this lesson, we will practise describing what something is like using adverbs and understanding where they are placed. We will also practise the present tense of common irregular -ir and -re verbs ('je', 'tu', 'il'/'elle').
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12. What is it like? (Part 2/2)

- In this lesson, we will practise describing what something is like using adjectives and understanding how they are used. We will also practise the present tense of common irregular -ir and -re verbs ('je', 'tu', 'il'/'elle').
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13. Formal and informal situations: talking to people you do and don't know (Part 1/2)

- In this lesson, we will practise the 'nous' & 'vous' forms of common irregular -ir verbs and look at the formal and plural use of 'vous'.
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14.

Formal and informal situations: talking to people you do and don't know (Part 2/2)

- In this lesson, we will continue to practise formal and informal address. We will also look at the 'ils' and 'elles' form of key irregular -ir verbs.
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Lesson number	Lesson question	About the lesson
1.	Talking about what you and others do at school (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will practise adjective agreement: regular (-e, -euse) and irregular feminine forms as well as regular (-s) plural forms.
2.	Talking about what you and others do at school (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will learn to talk about some of the things that we do at school, using -ir verbs in the present tense.
3.	Talking about what you are doing this week and what you do every week (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will talk about what we are doing this week and what we do every week, using the present tense. We will also look at the plural forms of regular -ir verbs.
4.	Talking about what you are doing this week and what you do every week (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will talk about what we are doing this week and what we do every week, using the 3rd person plural forms of regular -ir verbs in the present tense.

5. Saying what you do or did in a typical day (Part 1/2)

Pupils will learn

- In this lesson, we will revisit a range of grammar features and phonics from Year 8, including demonstrative adjectives 'ce', 'cet', 'cette' and 'ces'. We will also review how to use 'quel', 'quelle', 'quels' and 'quelles' to say which, perfect tense formation with regular -er verbs, using the prepositions 'a' and 'de', and finally present tense formation of -ir verbs.



6. Saying what you do or did in a typical day (Part 2/2)

Pupils will learn

- In this lesson, we will revisit a range of vocabulary and grammar features and phonics from Year 8, including question formation. We will also look at the rules of liaison, the partitive articles 'de'/'du'/'de la' for uncountable nouns, and forming questions in the perfect tense using 'est-ce que' and 'avoir'.
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7.

Assessment revision and practise

Pupils will learn

- In this lesson, we will complete a practise assessment together in preparation for the following achievement assessment (lesson 8 in this unit).

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
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8. Achievement assessment

Pupils will learn

- In this lesson, students will complete an assessment in applying their knowledge independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.



9. What is it like? Describing things (Part 1/4)

Pupils will learn

- In this lesson, we will talk about how to make masculine nouns plural, focusing on the regular noun endings -s and -x.

10. What is it like? Describing things (Part 2/4)

Pupils will learn

- In this lesson, we will talk about how to make masculine adjectives plural, focusing on the regular endings -s, -eux and -aux.
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11.

What is it like? Describing things (Part 3/4)

Pupils will learn

- In this lesson, we will continue to practise how to describe things using different types of adjectives; some which are positioned before the noun and some which are positioned after the noun.



12.

What is it like? Describing things (Part 4/4)

Pupils will learn

- In this lesson, we will continue practising how to describe things using multiple adjectives.
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Lesson number	Lesson question	Pupils will learn
1.	What is it like? Comparing things (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will practise comparing things and looking at the way that adjectives agree for regular singular feminine nouns. (-sse, -lle, -nne).
2.	What is it like? Comparing things (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will say what something is like by comparing people and things using the comparative forms of adjectives.
3.	Comparing how people do things (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will practise comparing how people do things, learning the difference between mieux and meilleur, as well as using the nous and vous forms of some irregular -re verbs.
4.	Comparing how people do things (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will practise comparing how people do things, focusing on the comparative form of adverbs. We are also looking at the ils and elles forms of some irregular -re verbs.



**5. Communicating in other languages
(Part 1/8)**

- In this lesson, we will learn about how to communicate in other languages, as well as learning about regular -re verbs

**6. Communicating in other languages
(Part 2/8)**

- In this lesson, we will learn about how to talk about other languages (espagnol, italiens and anglais) as well as practising regular -re verbs in the present tense, the prepositions "à" and "de", and using inversion to make questions from statements.

**7. Communicating in other languages
(Part 3/8)**

- In this lesson, we will learn about the present tense formation of -re verbs such as 'dire' and 'lire' and will revisit the nasal and oral sounds 'aim'/im' and 'ain/in'.

**8. Communicating in other languages
(Part 4/8)**

- In this lesson, we will learn about the present tense formation of -re verbs like 'écrire' and 'décrire', the indefinite adjective 'tout', as well gender and number agreement.

9. Talking about what you can, must and will want to do. (Part 1/2)

- In this lesson, we will be consolidating some Year 7 grammar and vocabulary such as using the verb 'aller' with an infinitive to talk about future plans, forming negatives with 'ne' and 'pas', and forming when and where questions with 'quand' and 'où'.
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10.

Talking about what you can, must and will want to do. (Part 2/2)

- In this lesson, we will talk about what you can, must, will and want to do using irregular -ir modal verbs 'vouloir' and 'devoir' followed by the infinitive. We will also revisit saying 'can' in French using 'pouvoir' and 'savoir', and where to position adverbs.
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Lesson number	Lesson question	Pupils will learn
1.	Communicating in other languages (Part 5/8)	<ul style="list-style-type: none">In this lesson, we will learn how to use regular -re verbs in the 'nous' and 'vous' form of the present tense.
2.	Communicating in other languages (Part 6/8)	<ul style="list-style-type: none">In this lesson, we will learn how to use regular -re verbs in the 'ils' and 'elles' form of the present tense.
3.	Communicating in other languages (Part 7/8)	<ul style="list-style-type: none">In this lesson, we will learn how to use verbs like 'lire' in the present tense with a focus on the plural forms.
4.	Communicating in other languages (Part 8/8)	<ul style="list-style-type: none">In this lesson, we will learn how to use verbs like 'écrire' in the present tense with a focus on the plural forms.
5.	Talking about what you did and have done (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will learn how to use -er verbs that take 'avoir' in the perfect tense whilst looking at adverb placement.



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| 6. | Talking about what you did and have done (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will learn how to use the perfect tense to describe perfect tense events connected to the present. |
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| 7. | Asking about what you did and have done (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will practise forming questions in the perfect tense with a focus on irregular verbs. |
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| 8. | Asking about what you did and have done (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will continue our work on forming questions in the perfect tense with a focus on verbs like 'prendre'. |
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| 9. | Text exploitation: Déjeuner du matin (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will study the poem Déjeuner du Matin by Jacques Prévert and revising the SSCs open and closed [o]. |
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| 10. | Text exploitation: Déjeuner du matin (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will continue to look at the poem Déjeuner du Matin by Jacques Prévert and revise the SSC closed [o]. |
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| 11. | Talking about what you can, must and want to do at work (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will learn more about using modal verbs in more formal situations to do with work. We will practise using modal verbs in the 1st and 2nd person plural forms with infinitive verbs. |
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12.

Talking about what you can, must and want to do at work (Part 2/2)

- In this lesson, we will learn more about using modal verbs in the 3rd person plural form and using 'il faut' with infinitive verbs.
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Lesson number	Lesson question	About the lesson
1.	Talking about what you cannot, must not and do not want to do at work (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will use modal verbs in the negative to talk about what we cannot, must not and don't want to do at work. We will also use the expression 'Il ne faut pas' to talk about general rules.
2.	Talking about what you cannot, must not and do not want to do at work (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will continue to practise using the negative forms of modal verbs and the expression 'il ne faut pas' to talk about what we cannot, must not and don't want to do at work. We will learn how to make the feminine form of adjectives that end in -if.
3.	Talking about the environment (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will talk about the environment using -re verbs such as 'entendre' and 'lire', and we will review the use of adjectives before and after the noun.

4. Talking about the environment (Part 2/2)

Pupils will learn

- In this lesson, we will talk about the environment using -ir verbs such as 'venir', 'choisir' and 'sortir', and we will review the use of adjectives before and after the noun.



5. Achievement assessment (includes guided practise assessment)

Pupils will learn

- In this lesson, we will firstly complete a practise assessment together, and then students will go on to complete an achievement assessment independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
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6. Applying your knowledge assessment

Pupils will learn

- In this lesson, students will complete an assessment in applying their knowledge independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.

7. Talking about what, where and who you know (Part 1/2)

Pupils will learn

- In this lesson, we will talk about what, where and who you know. We will also practise using "à" and "en" with countries and states to mean to or in. We will also revisit identifying masculine and feminine nouns by using "au" and "à la".

8. Talking about what, where and who you know (Part 2/2)

Pupils will learn

- In this lesson, we will talk about what, where and who you know, using the verb "connaître" in the singular forms "je", "tu", "il" and "elle". We will also revisit "savoir" and when to use the two verbs.
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9.	Talking about activities in Canada	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will learn about verbs like 'entendre' in the present tense.
10.	Talking about things we never do	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will learn about negation with 'ne...jamais' in single verb structures.
11.	Talking about travel activities in France (Part 1/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will learn how to talk about travel activities in French, using infinitive verbs as nouns.
12.	Talking about travel activities in France (Part 2/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will learn how to talk about travel activities in French, using infinitive verbs as nouns.
13.	Text exploitation: J'ai cherché - non-fiction text (Part 1/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will look at an authentic non-fiction French text; the song 'J'ai cherché' by Amir Haddad. We will translate the lyrics, focusing on the perfect tense in the 'je' and 'tu' forms and will also learn the importance of phonics in music.

14.

Text exploitation: J'ai cherché - non-fiction text (Part 2/2)

Pupils will learn

- In this lesson, we will continue to look at an authentic non-fiction French text; the song 'J'ai cherché' by Amir Haddad. We will learn how to use an online dictionary to translate the lyrics and students will have the opportunity to add their own verse using rhyming couplets.
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Lesson number	Lesson question	Pupils will learn
1.	Describe a person or a thing (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will learn how to conjugate the verb 'être' and combine 'être' with basic adjectives.
2.	Describe a person or a thing (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will continue to learn how to conjugate the verb 'être' and learn how to make adjectives agree.
3.	Say what people have (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will learn how to conjugate the verb 'avoir' and learn how to use indefinite articles.
4.	Say what people have (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will learn how to conjugate the verb 'avoir' and learn correct word order when using adjectives.
5.	Describe what people have (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will learn definite articles and feminisation of nouns.



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| 6. | Describe what people have (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will consolidate knowledge of definite articles and introduce the subject pronoun 'it'. |
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| 7. | Talking about doing and making things (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will learn how to conjugate the verb faire and combine this with nouns. |
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| 8. | Talking about doing and making things (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will expand our knowledge of the verb faire and combine this with nouns. |
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| 9. | Say what people do (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will learn how to conjugate regular -er verbs. |
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| 10. | Say what people do: -er verbs (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will consolidate our knowledge of regular -er verbs and focus on the present continuous. |
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| 11. | Say what people do (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will learn how to use two-verb structures such as 'aimer' + infinitive. We will use this grammar to say what people do. |
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| 12. | Say what people do: à (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will look at 'à' with certain verbs meaning 'to' and 'at'. We will use this grammar to say what people do. |
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13. Say what you do with others (Part 1/2)

- In this lesson, we will introduce 1st person plural with -er verbs. We will use this information to say what you do with others.



14. Say what you do with others (Part 2/2)

- In this lesson, we will consolidate knowledge of 1st person plural with -er verbs. We will use this grammar to say what you do with others.
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Lesson number	Lesson question	Pupils will learn
1.	Say what others do (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will introduce the 3rd person plural with -er verbs. We will use this grammar to say what others do.
2.	Say what others do (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will consolidate knowledge of 3rd person plural with -er verbs. We will use this grammar to say what others do.
3.	Distinguish between 'you' singular and 'you' plural (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will introduce 2nd person plural with -er verbs. We will also distinguish between 'you' singular and 'you' plural.
4.	Distinguish between 'you' singular and 'you' plural (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will consolidate knowledge of 2nd person plural with -er verbs.
5.	Say how many there are (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will introduce 'il y a' with indefinite articles. We will use this grammar to say how many there are of something.



6. Say how many there are (Part 2/2)

- In this lesson, we will consolidate 'il y a' with indefinite articles and introduce 'il y a' with numbers. We will use this grammar to say how many there are of something.
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7. Describe people (Part 1/2)

- In this lesson, we will introduce the plural of 'être' in the 'nous'/'vous' form. We will use this grammar to help us describe people.
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8. Describe people (Part 2/2)

- In this lesson, we will introduce plural of 'être' in the 'ils'/'elles' form. We will use this grammar to help us describe people.
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9. Say what people have and do (Part 1/2)

- In this lesson, we will introduce the plural of 'avoir' in the 'nous'/'vous'/'ils'/'elles' form. We will use this grammar to say what people have and do.
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10. Say what people have and do (Part 2/2)

- In this lesson, we will introduce the plural of 'faire' in the 'nous'/'vous'/'ils'/'elles' form. We will use this grammar to say what people have and do.
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11. Talk about important things to me (Part 1/2)

- In this lesson, we will introduce the possessive adjectives 'mon' / 'ma' / 'mes'. We will use this grammar to talk about important things to you.
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12. Talk about important things to me (Part 2/2)

- In this lesson, we will introduce the possessive adjectives 'ton' / 'ta' / 'tes'. We will use this grammar to talk about important things to you.



13. Say where people go (Part 1/2)

- In this lesson, we will look at aller singular and the prepositions 'au'/'à la'/'à l'/'aux'. We will use this grammar to say where people go.

14. Say where people go (Part 2/2)

- In this lesson, we will look at aller singular and the prepositions au'/'à la'/'à l'/'aux' as well as intonation and question words. We will use this grammar to say where people go.
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Lesson number	Lesson question	Pupils will learn
1.	Say where people are going (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will use the 'nous' and 'vous' forms of aller to describe where people are going, using the preposition 'en'
2.	Say where people are going (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will use the 'ils' and 'elles' forms of aller to describe where people are going using prepositions 'à', 'en' and 'chez'
3.	Ask questions (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will form questions and use the verbs 'comprendre', 'apprendre', 'prendre' and 'dire' in the singular forms
4.	Ask questions (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will revisit the verbs 'comprendre', 'apprendre', 'prendre' and 'dire' and use inversion questions
5.	Use question words (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will look at forming questions and using common, irregular -ir verbs sortir and venir.



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| 6. | Use question words (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will revisit irregular -ir verbs and ask questions using inversion and question words. |
| 7. | Say people do not do something (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will use "ne...pas" & "n'...pas" to say people do not do something. |
| 8. | Say people do not do something (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will use "ne...pas" to say what you do not have and what there is not |
| 9. | Describe people and things (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will look at irregular feminine and plural adjective agreements for new, old and beautiful. We will use this grammar to describe people and things. |
| 10. | Describe people and things (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will look at the position of irregular adjectives in sentences. We will use this grammar to describe people and things. |
| 11. | Express future intentions (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will look at using 'aller' + infinitive to express future intentions. |
| 12. | Express future intentions (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will revisit 'aller' + infinitive and use "ne....pas" to express future intentions. |



Lesson number	Lesson question	Pupils will learn
1.	Ask and answer about future intentions (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will use question words and question inversion with 'aller' + infinitive (singular) to ask about future intentions.
2.	Ask and answer about future intentions (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will use question words and question inversion with 'aller' + infinitive (plural) to ask about future intentions.
3.	Say what you want to and what you must do (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will use the verbs 'devoir' and 'savoir' to say what you must do and what you know.
4.	Say what you want to do and what you must do (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will use the verbs 'pouvoir' and 'vouloir' to say what you are able to do and what you want to do.
5.	Distinguishing between having and being (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will learn how to make some job titles feminine (job titles with -eur) and how to make some irregular adjectives agree (-euse).



6. Distinguishing between having and being (Part 2/2)

- In this lesson, we will continue using job titles and feminine adjectives to ask questions using 'est-ce que' and focus on the different ways to ask questions in French.
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7. Say what people do in general (Part 1/2)

- In this lesson, we will use the pronoun 'on' with a range of familiar verbs to say what people in general do.
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8. Say what people do in general (Part 2/2)

- In this lesson, we will practise using 'on' and forming questions using 'qu'est-ce que'
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9. Talk about personal vs general events (Part 1/2)

- In this lesson, we will use the possessive pronouns 'son', 'sa', 'ses' and 'notre'. We will use this grammar to talk about personal or general events.
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10. Talk about personal vs general events (Part 2/2)

- In this lesson, we will continue to use the possessive pronouns 'son', 'sa', 'ses' and 'notre'. We will also continue to use this grammar to talk about personal or general events.
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Lesson number	Lesson question	Pupils will learn
1.	Talk about what you are doing today vs what you did yesterday (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will use the verbs 'faire' and 'dire' in the present and perfect tenses.
2.	Talk about what you are doing today vs what you did yesterday (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will revisit faire and dire in the perfect tense and use regular -er verbs with 'avoir' in the perfect tense (je form only)
3.	Compare past experiences (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will use regular -er verbs (perfect tense) in the 'tu' form and ask and answer questions using intonation and 'qu'est-ce que'
4.	Compare past experiences (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will use regular -er verbs (perfect tense) in the 'je' and 'tu' forms, ask questions using 'qu'est-ce que' and use 'ce', 'cet', 'cette' and 'ces'.
5.	Talk about what you and others did and did not do (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will use regular -er verbs (perfect tense) in the 'il' and 'elle' forms and we use 'il y a' and 'il y avait'.



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- 6. Talk about what you and others did and did not do (Part 2/2)**
- In this lesson, we will use negation ('ne...pas') with regular -er verbs (singular, perfect tense) and ask questions in the perfect tense using 'est-ce que'.
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- 7. Talk about what you do and where you do it (Part 1/2)**
- In this lesson, we will learn how to use the preposition "de" with the definite articles to form "du", "de la", "de l'" and "des". We will go on to use prepositions "à" and "de" with the verb "jouer" depending on whether we are talking about sport or musical instruments.
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- 8. Talk about what you do and where you do it (Part 2/2)**
- In this lesson, we will consolidate knowledge of 'de' with the definite article - and introduce different types of questions in French.
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- 9. Distinguish between parts and wholes (Part 1/2)**
- In this lesson, we will introduce the verb 'acheter' and partitive articles.
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- 10. Distinguish between parts and wholes (Part 2/2)**
- In this lesson, we will consolidate knowledge of the verb 'acheter' and partitive articles. We also introduce using 'combien' with questions.
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- 11. Talk about nouns you can't count (Part 1/2)**
- In this lesson, we will learn how to conjugate the verb 'boire' and use expressions of quantity.
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12.

Talk about nouns you can't count (Part 2/2)

- In this lesson, we will consolidate knowledge of the verb 'boire', use expressions of quantity and learn how to use 'ne...pas' in negative sentences.
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Lesson number	Lesson question	Pupils will learn
1.	Formal and informal situations: Talk to people you do and don't know (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will learn how to conjugate common irregular -ir verbs in the present tense and use 'tu' and 'vous' correctly.
2.	Formal and informal situations: Talk to people you do and don't know (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will use the pronoun 'on' to mean 'we' in formal situations and will revisit common irregular -ir verbs in the present tense.
3.	Say what you are going to do on a specific day vs daily routine (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will focus on regular -ir verbs in the present tense and use the present tense with future meaning, using time adverbials.
4.	Say what you are going to do on a specific day vs daily routine (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will continue to use the present tense with future meaning using time adverbials and ask questions using inversion and 'qu'est-ce que'.
5.	What is it like? Describe things (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will look at adjective agreements (-sse, -nne, -lle) and revisit adjective order.



- | | | |
|------------|--|--|
| 6. | What is it like? Describe things (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will revisit adjective agreements (-sse, -nne, -lle) and use adjectives to compare two nouns. We also use 'meilleur' and 'pire' as comparatives. |
| 7. | Talk about what has happened at a specific time vs in general (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will look at regular -er verbs in the perfect tense (plural) and look at translating the past tense either into the past simple or past perfect in English. |
| 8. | Talk about what has happened at a specific time vs in general (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will revisit translating the perfect tense either into the past simple or past perfect in English, depending on time adverbials such as 'seulement'. |
| 9. | Ask about what others have done at a specific time vs in general (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will look at using irregular past participles in the perfect tense with 'avoir'. |
| 10. | Ask about what others have done at a specific time vs in general (Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will look at using irregular past participles in the perfect tense with 'avoir' and ask questions using 'est-ce que' and 'qu'est-ce que'. |
| 11. | Talk in the negative (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will look at the verbs 'to know' in French: 'savoir' & 'connaître'. We will also revisit forming the negative in the present tense in French. |



12. Talk in the negative (Part 2/2)

- In this lesson, we will practise using the following negative structures: 'ne...jamais', 'ne...rien', and 'ne...personne'.
-

13. Talk about where you went (Part 1/2)

- In this lesson, we will look at the perfect tense with verbs which use 'être' (in the 'je', 'tu', 'il'/'elle' forms).
-

14. Talk about where you went (Part 2/2)

- In this lesson, we will look at the perfect tense with verbs which use "être" (in the "nous", "vous", "ils" / "elles" forms).
-

4. Learn More



Contents

Section Number

Section Title

- | | |
|----|--|
| 1. | Coherence and flexibility |
| 2. | Language knowledge |
| 3. | Knowledge organisation |
| 4. | Knowledge selection |
| 5. | Inclusion and organisation |
| 6. | Pupil engagement |
| 7. | Motivation through learning |
| 8. | A curriculum of quality |
| 9. | Additional unit information: context, grammar, phonics and vocabulary overview |



1. Coherence and flexibility

Language learning is inherently cumulative. In a low exposure classroom setting, learning is most effective when language knowledge is logically sequenced and frequently revisited. For that reason, we foreground coherence. This then allows pupils to use their core knowledge flexibly when they need to.

2. Language knowledge

We set out to teach and practise three main bodies of knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar.

3. Knowledge organisation

We set out to teach and practise three main bodies of knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar.

4. Knowledge selection

In years 7 and 8, the aim is to avoid introducing too much language too fast. This is in line with the MFL Pedagogy Review, a report published by the Teaching Schools Council (2016), which drew on research into language learning and teaching and on the knowledge and experience of a wide range of experienced practitioners.

Over time, teaching includes a range of grammar features on nouns, verbs, and adjectives (for persons, number, gender, subjects, tenses, and key syntax).

Vocabulary selection is based on word frequency; sets of words from different parts of speech, with a special emphasis on the most common verbs, allow students to manipulate verbs and regularly create their own sentences in speech and writing.

The year 9 languages curriculum is designed to be used flexibly and to meet a range of pupil needs. Its grammar spine is a condensed version of the essential grammar required to start current GCSE courses. For that reason, teachers may want to make use of Y9 material to fill knowledge gaps or provide additional reinforcement to students at KS4, as well as those in Y9.

5. Inclusion and ambition



Given the mixed picture of primary MFL provision and transition arrangements, we seek to achieve maximum inclusivity by assuming little prior knowledge on arrival in Y7. However, foregrounding knowledge of phonics, grammar and vocabulary naturally de-emphasises traditional thematic topics often taught in primary settings, and so our lessons provide new learning opportunities to challenge most pupils on arrival at secondary school.

6. Pupil engagement

Carefully designed input (listening and reading) activities compel students to pay close attention to the meaning and form of the new language. Each week practice extends to production, which ensures that pupils have to actively recall and manipulate language to communicate where there is a genuine 'information gap' (where information must be successfully expressed and understood by the learner).

7. Motivation through learning

Teaching is carefully planned to compel thinking because thinking drives learning and success in learning is motivational.

8. A curriculum of quality

We support curriculum planning with resources that emphasise transparent explanations and abundant practice, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning.

Planning in years 7 and 8 is in line with the Review of MFL Pedagogy and NCELP (National Centre for Excellence for Language Pedagogy). In year 9, the planning prepares for current GCSE content and examinations, which builds on the core grammar and high-frequency vocabulary outlined in the programmes of study for Key Stages 2 and 3.

9. Additional unit information: context, grammar, phonics and vocabulary

The tables below provide additional information about each unit in our key stage 3 French curriculum.

Each table provides a summary of a single unit. You will find information about:

- the main grammar taught in the unit
- the different pronunciation foci for the unit

- the different types of vocabulary taught in the unit
- the main language context for the unit



Year 7, Unit 1

Context	Grammar	Phonics (SSC - sound-symbol correspondence)	Vocabulary
<ul style="list-style-type: none"> • Describing a thing or person • Saying what people have • Describing things • Distinguishing between having and being • Talking about a thing or person • Talking about doing and making things 	<ul style="list-style-type: none"> • Essential verbs (1st, 2nd, 3rd persons singular) • ÊTRE (c'est) - to be, being • AVOIR - to have, having • FAIRE - to do, doing • Adjective agreement (as complement to verb) • Indefinite, singular articles and gender • Definite articles le, la, l', les • Regular plural nouns (-s) • Yes/no questions with raised intonation • Feminisation of job titles (-e) • Subject pronouns il / elle meaning 'it' 	<ul style="list-style-type: none"> • Silent final consonant SFC • SSC [a] • SSC [i] and [eu] • SSC [e] and [au] [eau] [o] • Contrast SSC [u] and [ou] • Silent Final [e] and [é] [-er], [-et] • SSC [en] / [an], [on] • SSC '[-ain] / [-in], [è] / [ê] • Liaison (t-and s-) 	<ul style="list-style-type: none"> • Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. • High-frequency vocabulary relevant to given context. • Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.



Year 7, Unit 2

Context

- Saying what people do
- Saying what we do
- Saying what others do (they)
- Saying 'you' (singular and plural)

Grammar

- Using FAIRE to mean 'go'
- ER verbs (used with simple present and present continuous meaning)
- (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)
- Preposition à with certain verbs meaning at /to
- Intonation questions
- Two-verb structures with aimer

Phonics (SSC - sound-symbol correspondence) Vocabulary

- SSC [ai] and [oi]
- SSC [ch], [ç] and soft [c]
- SSC [qu], [j] and soft [g]
- SSC [-tion], [-ien]
- Revisit Silent Final Consonant (SFC)
- Revisit [a]
- Revisit [i]

- Consolidation and extension of vocabulary relevant to the given contexts.
- Developing a verb lexicon (-ER regular verbs)
- Deepening vocabulary knowledge through work with a challenging text.

Year 7, Unit 3

Context

- Saying how many there are, numbers

Grammar

- Il y a

Phonics (SSC - sound-symbol correspondence) Vocabulary

- Revisit [eu]
- Revisit [e]

- Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE)

- Describing people (family)
- Saying what people have
- Saying what people do
- Plural indefinite article des
- Plural adjective agreement
- Essential verbs (1st, 2nd, 3rd persons plural)
- ÊTRE - to be, being
- AVOIR - to have, having
- FAIRE - to do, doing
- possessive adjectives (mon, ma, mes, ton, ta, tes)
- Revisit [au], [eau], [o]
- Revisit [u]
- Revisit Liaison (t- and s-)
- Plural nouns and adjectives



Year 7, Unit 4

Context

- Saying where people go (places)
- Saying where people go (countries)
- Asking questions
- Using question words
- Talking about yourself, to and about someone else

Grammar

- Essential verbs (1st, 2nd, 3rd persons singular)
- ALLER - to go, going
- 'à' - au / à la / à l' / aux meaning 'to'
- Question words 'comment', où and quand

Phonics (SSC - sound-symbol correspondence) Vocabulary

- Revisit [ou]
- Revisit SFE, Silent Final [e]
- Revisit [é], (-er, -et)
- Revisit [en] / [an], [on]
- Revisit [on]
- Revisiting essential verbs in new contexts (ALLER)
- Question words
- Developing the verb lexicon (-ER verbs)
- Deepening vocabulary and grammar knowledge

- Essential verbs (1st, 2nd, 3rd persons plural)
- ALLER - to go, going
- 'à' - meaning 'to' and 'in' with towns and cities
- 'en' - meaning 'to' and 'in' with countries (f)
- chez
- Present tense (-ER verbs)

through work with a challenging text.



Year 7, Unit 5

Context

- Asking questions
- Using question words
- Saying people do not do something
- Expressing future intentions
- Describing things and people

Grammar

- Subject-verb inversion questions
- que, quel, combien plus others
- ne...pas negation
- Adjectives in front of the noun
- Essential irregular -RE/-IR verbs (1st, 2nd, 3rd persons singular) – PRENDRE, APPRENDRE,

Phonics (SSC - sound-symbol correspondence) Vocabulary

- Revisit [-ain]/[-in]
- Revisit SSC [è]/[ê]
- Revisit SSC [ai]
- Revisit SSC [oi]
- Revisit SSC [ch]
- Revisit SSC [ç] and soft [c])
- Question words

DIRE, SORTIR, VENIR,
DORMIR



Year 7, Unit 6

Context

- Asking questions
- Expressing future intentions
- Saying what you want to, can and must do
- Saying what you don't want to, can't and don't have to do
- Saying what you know how to do

Grammar

- ALLER + infinitive (all persons)
- Negation and question-forming practice
- Modal verbs - VOULOIR, POUVOIR and DEVOIR
- Modal verbs in the negative
- Subject-verb inversion questions with question words (two-verb structures)
- Essential irregular -RE/-IR verbs (1st, 2nd, 3rd persons singular) - PARTIR
- To know (how to) - SAVOIR + infinitive

Phonics (SSC - sound-symbol correspondence) Vocabulary

- Revisit SSC [qu]
- Revisit SSC [j]
- Revisit SSC [-tion]
- Revisit SSC [-ien]
- Revisit Silent Final Consonant (SFC)
- Revisit [a]
- Revisiting essential verbs in new contexts (ALLER)
- Developing a verb lexicon
- Developing the use of modal verbs, including with negation
- Deepening vocabulary and grammar knowledge through work with a challenging text

Year 8, Unit 1

Context

- Asking how to say and write new words in French
- Distinguishing between being and having [2]
- Comparing what you and others do with what people do in general
- Talking about what you do and don't do
- Talking about what you are doing today vs what you did yesterday
- Finding out about each other's past experiences

Grammar

- Y7 revisiting: ÊTRE and AVOIR, gender and number, definite and indefinite articles, il y a / il n'y a pas, il(s)/elle(s) meaning 'it'/'they', possessive adjectives (1st, 2nd sing), present tense of -ER verbs (all persons), à with certain verbs, contracted forms of à, question formation (intonation and inversion, with and without question words) in single-verb structures, negation with ne ... pas in single-verb structures Adjective agreement (-e, -euse)
- Est-ce que, yes/no questions (intonation and inversion)
- Pronoun on meaning everyone, you, one
- Qu'est-ce que, information questions (intonation and inversion)

Sounds of the language

In Y8, SSC knowledge is further developed by activities focused on two or more SSC. In some weeks, several SSC are revisited.

- [em] | [am]
- [en] | [an]
- [(a)im] | [(a)in]
- [um] | [un]
- All of the above before a vowel
- [h]
- Stress syllabification
- Liaison
- Revisiting Year 7 SSCs

Vocabulary

We focus explicitly on some common word patterns between French and English. The words are high-frequency and often cognates or semi-cognates with English. We also develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem).

- -euse', 'ice' to masculine people nouns
- Essential verbs are revisited in new contexts (ÊTRE, AVOIR)
- Numbers constructions 13-31
- Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y8 course





- Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses, notre)
- Present vs perfect tense (with past simple equivalent in English), regular and irregular verbs (taking AVOIR)
- Ce, cet, cette, ces

Year 8, Unit 2

Context

- Talking about what you and others did and did not do
- Talking about what you do and where you do it
- Talking about nouns you can't count
- Consolidation
- Formal and informal situations: Talking to people you do and don't know

Grammar

- Y7 revisiting: present tense of common irregular -IR and -RE verbs (1st, 2nd, 3rd person singular), adjective agreement and placement
- Negation: ne...pas (de) in perfect tense
- Il y a vs il y avait
- Forms of 'à' with definite article au, à la, à l', aux
- Forms of 'de' with definite article du, de la, des, de l'

Sounds of the Language

- [-ill-]
- [œ]/open [eu]
- [-s-]
- [-gn-]
- [r]
- closed [o/ô]
- open [o/o]

Vocabulary

- Building the verb lexicon
- Regular revisiting of Yr 7 vocabulary for consolidation
- Words with multiple meanings are taught cumulatively
- Text exploitation to extend vocabulary, aid recognition of cognates, and pupils' knowledge of word families
- Consolidation of question words and question



- Partitive articles du, de la, des, de l'
- Quel, quelle, quels, quelles
- Partitive articles in negative sentences and expressions of quantity
- BOIRE (je, tu, il/elle)
- Common irregular -IR verbs in the present tense SORTIR, PARTIR, DORMIR, VENIR, REVENIR, DEVENIR (1st, 2nd, 3rd persons plural)
- Vous as formal you
- Pronoun on. Everyone, you, one' vs 'we'

Year 8, Unit 3

Context

- Talking about what you and others do
- Saying what you are going to do on a specific day vs weekly routine

Grammar

Regular -IR verbs Present tense as future with time adverbials
Pre-nominal vs post-nominal adjectives Regular plurals for nouns (-s, -x, -aux Regular plurals for adjectives (-s, -aux)

Sounds of the Language

- [th]
- Revisiting the below:
- Stress syllabification
- [h]

Vocabulary

- Building the verb lexicon
- Regular revisiting of Yr 7 vocabulary for consolidation



- What is it like? [1]
Describing things
 - What is it like? [2]
Comparing things
- Position of multiple adjectives
Comparative adjectives Regular
adjective agreements (-e, -euse,
-sse, -nne, -lle)
- SFC
 - [em] / [am] and before
vowel
 - [en] / [an] and before
vowel
 - [e]
 - [a]

Year 8, Unit 4

Context

- Talking about what always happens vs something that happened once
- Asking about what others have done at a specific time vs in general
- Talking about what you and others do [3]
- Comparing how people do things

Grammar

- Y7 revisiting: modal verbs (DEVOIR, POUVOIR, VOULOIR, SAVOIR meaning 'to know how to'), question formation (intonation, inversion, with and without question words) in two-verb structures, negation with ne ... pas (de) in two-verb structures
- Present vs perfect tense (with past simple and present perfect equivalent in English)

Sounds of the Language

- Revisiting the below:
- [aim] / [im] and before vowel
- [ain] / [in] and before vowel
- [-ien]
- [om] and before vowel
- [on] and before vowel
- [um] / [un] and before vowel
- [u]
- [ou]
- [-ill-]

Vocabulary

- Building the verb lexicon
- Mixed word sets
- Common irregular verbs as lexical items

- Regular -ER verbs (taking AVOIR), all persons
 - Adverb placement in the perfect tense
 - Yes/no questions (inversion) in the present and perfect tense
 - Irregular past participles (taking AVOIR) (all persons)
 - Information questions (inversion) in the present and perfect tense
 - Common irregular -RE verbs in the present tense, 1st, 2nd 3rd singular
 - APPRENDRE, COMPRENDRE, PRENDRE, DIRE, METTRE
 - Regular -RE verbs in the present tense (1s, 2nd 3rd singular)
 - Regular comparative forms of adjectives and adverbs
- [i]
 - [ch]





Context

- Talking about what you can, must and want to do
- Talking in the negative
- Talking about what, where and who you know
- Comparing past and present
- Talking about past actions which affect the present

Grammar

- Y7 revisiting: present tense of present tense of essential irregular verbs - FAIRE, ALLER (all persons), ALLER + infinitive, (future intention), prepositions: uses of 'en', 'à' and 'chez' (to vs in)
- Modal verbs (present tense)
- DEVOIR, POUVOIR, VOULOIR
- Il faut/il ne faut pas
- Negation ne...jamais, ne...rien, ne...personne
- CONNAÎTRE (1st, 2nd, 3rd singular), VOIR
- SAVOIR vs CONNAÎTRE (present tense)
- Present vs perfect
- Regular -IR verbs (taking AVOIR)

Sounds of the Language

- Revisiting the below:
- [œ]/open [eu]
- [eu]
- closed [o]/[ô]
- open [o]
- [-s-]
- [ç] / soft c
- [-gn-]
- j / soft g
- [th]
- [qu]
- Stress syllabification

Vocabulary

- Regular revisiting of Yr 7 vocabulary for consolidation
- Yr 8 vocabulary revisited throughout in different contexts
- Semantic complexities addressed through deliberate practice (Savoir vs connaître)
- Revisiting and extending negation in new contexts

Year 8, Unit 6



Context

- Talking about when, how often and for how long you do things
- Talking about where you went
- Talking about what you have done vs what you have never done

Grammar

- Future intention with ALLER plus infinitive
- Tout, tous, toute, toutes
- OUVRIR (1st, 2nd 3rd singular)
- ne...pas (de) with two-verb structures
- Present vs perfect tense
- -ER verbs (taking ÊTRE) (je, tu, il/elle)
- -IR and -RE verbs (taking ÊTRE), all persons
- ne...jamais, ne...rien, ne... personne in the present and perfect tense
- Questions in the present and perfect tense
-

Sounds of the Language

- Revisiting the below:
- [h]
- Sfe
- [am] / [an] and before vowel
- [em] / [en] and before vowel
- [è]/[ê]
- [aim]/[im] and before vowel
- [ain]/[in] and before vowel
- [om] and before vowel
- [on] and before vowel
- [um]/[un] and before vowel
- [ai]
- [é (-er, -ez)]

Vocabulary

- Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts.

Year 9, Unit 1

Context

- Describe a thing or person
- Say what people have
- Describe what people have
- Talk about doing and making things
- Say what people do
- Say what people do
- Say what you do with others

Grammar

- ÊTRE: singular
- Regular adjective agreement
- Intonation questions
- AVOIR: singular
- Indefinite articles & gender un, une
- Post-nominal position of adjectives
- Definite article (le, la, les, l')
- Feminisation of agent nouns/jobs (-e)
- Subject pronoun 'it'
- FAIRE: singular
- Present: regular -ER verbs - singular,
- Two-verb structures: AIMER + infinitive
- 'à' with certain verbs meaning 'to' and 'at'
- Present: regular - ER verbs - 1st plural

Sounds of the Language

- [SFC] (silent final consonant)
- [a]
- [i]
- [eu]
- [e]
- [au / eau / o]
- [u] vs [ou]
- [SFE] (silent final -e)
- [é] (-er, -et)
- [en / an]
- [on]
- [-ain / -i]
- [è / ê]

Vocabulary

- Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence.
- High-frequency vocabulary relevant to given context
- Mixed word class vocabulary sets are presented in each week of the course and regularly revisited
- Developing a verb lexicon



Year 9, Unit 2



Context

- Say what others do
- Distinguish between 'you' singular and 'you' plural
- Say how many there are
- Describe people
- Say what people have and do
- Talk about things that are mine
- Say where people go

Grammar

- Present: regular - ER verbs - 3rd plural
- Present: regular - ER verbs - 2nd plural
- Il y a
- Plural marking on nouns (-s)
- Plural indefinite article des
- ÊTRE: plural
- Regular plural marker on adjectives (-s)
- AVOIR: plural FAIRE: plural
- Possessive adjectives: mon, ma, mes, ton, ta, tes
- ALLER: singular
- Forms of 'à' with 'to' - à la/au
- Intonation questions with question words

Sounds of the Language

- [ai] [oi]
- [ch]
- [ç] (and soft 'c')
- [qu]
- [j] (and soft 'g')
- [-tion] [-ien]
- [SFC] (silent final consonant) revisited
- [a] revisited
- [i] revisited

Vocabulary

- Essential verbs are revisited in new contexts (AVOIR / ÊTRE/FAIRE)
- Consolidation of question words
- Developing the verb lexicon
- Consolidation and extension of vocabulary relevant to the given contexts

Year 9, Unit 3



Context

- Say where people go
- Ask questions
- Use question words
- Say people do not do something
- Describe things and people
- Express future intentions

Grammar

- ALLER: plural
- Prepositions 'à', 'en', 'chez'
- Common (irregular) -RE verbs: APPRENDRE, COMPRENDRE, PRENDRE, DIRE - singular,
- Inversion (with question words)
- Negation: ne...pas, ne...pas de/d' (with indefinite articles)
- Prenominal position of certain common adjectives
- Irregular feminine form of adjectives
- Two-verb structures: ALLER + infinitive (future intention)
- Negation: ne...pas of two-verb structures

Sounds of the Language

Opportunities for revisiting of all (SSC) across the unit of work.

Explicit revisiting of:

- [eu]
- [e] r
- [au / eau / o]
- [u]
- [ou]

Vocabulary

- Developing a verb lexicon
- Consolidation of question words
- Negation in new contexts
- Deepening vocabulary and grammar knowledge through text work.

Year 9, Unit 4



Context

- Ask and answer about future intentions
- Say what you want to do and what you must / have to do
- Distinguish between being and having
- Talk about what people do in general
- Talk about personal vs general events

Grammar

- ALLER + infinitive - plural
- Inversion questions - two-verb structures
- Two-verb structures: modals with dependent infinitives
- DEVOIR, VOULOIR, POUVOIR, SAVOIR – singular
- Est-ce que questions
- Regular adjective gender agreement (-euse)
- Feminisation of agent nouns and job titles (-euse, -rice)
- Pronoun on meaning everyone, you, one
- Qu'est-ce que questions
- Possessive adjectives: son, sa, ses, notre

Sounds of the Language

- Opportunities for revisiting of all (SSC) across the unit of work.
- Explicit revisiting of:
 - [SFe]
 - [é] (-er, -et)
 - [en / an]
 - [on]
 - [-ain / -in]

Vocabulary

- Developing a verb lexicon
- Consolidation of question words
- Extending knowledge of two-verb structures

Year 9, Unit 5

Context

Grammar

Sounds of the Language

Vocabulary



- | | | | |
|--|--|---|--|
| <ul style="list-style-type: none">• Talk about what you are doing today vs what you did yesterday• Compare each other's past experiences; ask and answer questions• Talk about what you and others did and did not do• Talk about what you do and where you do it• Distinguish between parts and wholes• Talk about nouns you can't count | <ul style="list-style-type: none">• Present vs past (perfect) tense• Past (perfect) tense with AVOIR, regular -ER verbs - singular• Ce, cet, cette, ces• Questions : qu'est-ce que, intonation, yes/no, est-ce que, inversion• Il y a vs il y avait• Negation: ne.. pas (de) in present / past• Prepositions and forms of de with definite article• Partitive articles• Quel, quelle, quels, quelles• Ne...pas de/d' with partitives and expressions of quantity• Verb BOIRE | <p>Opportunities for revisiting of all (SSC) across the unit of work.</p> <p>Explicit revisiting of:</p> <ul style="list-style-type: none">• [è / ê]• [ai]• [oi]• [ch]• [ç] (and soft 'c')• [qu] | <ul style="list-style-type: none">• Developing knowledge of the features of nouns• Consolidation of question words• Negation in new contexts |
|--|--|---|--|

Year 9, Unit 6

Context

Grammar

Sounds of the Language

Vocabulary



- Talk to people you do and don't know
- Say what you are going to do on a specific day vs weekly routine
- What is it like? Describe things
- Talk about what has happened at a specific time vs in general
- Ask about what others have done at a specific time vs in general
- Talk in the negative
- Talk about where you went

- Present: irregular -IR verbs, SORTIR, VENIR
- Singular; vous
- Present regular -IR verbs, present tense
- Comparative adjectives
- Regular adjective agreement (-sse, -nne, -lle)
- Present vs past (perfect) with past perfect meaning, regular -ER verbs – plural
- Irregular past participles (taking AVOIR), all persons
- Ne...jamais, ne...rien, ne... personne (single verb structures)
- Past (perfect) - ER verbs taking ÊTRE, all persons

Opportunities for revisiting of all (SSC) across the unit of work.

Explicit revisiting of:

- [j]
- [-tion]
- [-ien]
- [SFC]

- Extending the range of negation
- Developing knowledge of future patterns of adjective agreement
- Using two meanings of the perfect tense and distinguishing between them