

Year 7 French Curriculum Rationale

Provide students with a firm foundation of phonics, key vocabulary and grammar. As they become more confident, students will be able to become more ambitious with the language they can re-use and adapt to succeed in communicating key ideas and opinions relevant to their age, experience and interests.

| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development: | Home learning and enrichment |
|------------------------|--|---|---------------------------------------|--|---|--------------------------------------|
| Topic 1: Tout sur moi. | <ul style="list-style-type: none"> • give simple greetings and answer the question "how are you" • ask and give your name & other people's names • spell your name and ask for others' names • communicate simple needs with the French teacher • understand gender and use of indefinite article with name school items • strategies for learning new words and phrases. • understand classroom instructions in French | <p>Builds on knowledge of pronunciation, spelling and grammar patterns in English</p> <p>Leads to a firm foundation on which to add further vocabulary and grammatical structures, as well as being able to pronounce any new word using the pronunciation knowledge taught</p> | Vocabulary tests Translation tests | Grammar terminology. Numbers introduced means opportunities to play numeracy games. | <p>Connection finding between TL & French.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> | Vocabulary learning Written tasks |

| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development: | Home learning and enrichment |
|-------|---|-----------|-------------|--|--|------------------------------|
| | <ul style="list-style-type: none"> • To be able to pronounce well in French with the help of a phonics • say how old you are and ask others. • To be able to count to 30+ and give the day and date • say when your & other people's birthday is and when you were born and ask others. • Give age of others using various forms of verb "avoir". • To use possessive pronouns correctly & understand about possessive word order • Give & ask about others' town/village/country • say where you were born and say which | | | | <p>Agile by adapting new knowledge to new contexts</p> | |

| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development: | Home learning and enrichment |
|--|---|---|--|--|---|--|
| | <p>language you speak and give your nationality.</p> <ul style="list-style-type: none"> • describe your appearance using the verb avoir and your size using "être" + adj endings • describe yourself using adjectives with agreement as appropriate & comparing to others • describe yourself in the past & present using agreeing adjectives, quantifiers & adjectives of frequency | | | | | |
| <p>Topic 2: Mes amis et ma famille</p> | <ul style="list-style-type: none"> • say who is in your family • Count to 100 and give ages over 30. • describe someone else's appearance using the verb avoir | <p>Builds on knowledge of verb formation in French</p> <p>Leads to students being able to use adjectives and comparative in new</p> | <p>Vocabulary tests Translation tests Reading & Listening Assessment on all topics covered</p> | <p>Grammar terminology. PSHE – discussion of the world around us and us as global citizens, including Christmas in the</p> | <p>Fluent thinking by using language from memory Critical or logical thinking with spotting of patterns in the formation of the present tense Intellectual playfulness with adapting patterns in</p> | <p>Vocabulary learning Written tasks</p> |

| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development: | Home learning and enrichment |
|--------------------------------|---|--|---|--|---|--|
| | <p>and their size using "être" + adj endings</p> <ul style="list-style-type: none"> • say what a good friend is, whether you have a best friend or lots of friends, how long you have known him / her /them • To be able to describe other people using adjectives with agreement as appropriate and compare them to you • To compare & contrast Christmas traditions in France and the UK | <p>contexts and adapting previous language</p> | | <p>French speaking world</p> | <p>the formation of the present tense to new verbs</p> <p>Big Picture thinking using the opinions from previous topic to this new topics</p> <p>Self regulation – being responsible for own revision and learning at home</p> <p>Automaticity with the present tense pattern becoming automatic for the 'yo' form</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p> | |
| <p>Topic 3: mes passetemps</p> | <ul style="list-style-type: none"> • give opinions on sport and compare | <p>Builds on knowledge of tenses and that</p> | <p>Vocabulary tests Translation tests</p> | <p>Grammar terminology.</p> | <p>Complex Problem Solving & Strategy</p> | <p>Vocabulary learning Written tasks</p> |

| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development: | Home learning and enrichment |
|-------|---|--|---|---|---|------------------------------|
| | <p>your opinions with others</p> <ul style="list-style-type: none"> • use jouer à' and 'faire de' • say where, when and with whom you do sports • talk about other hobbies, including winter sports and extreme sports • say what you used to do and what you'd like to do • say how you use technology - when and where you use it & comparing my usage with my parent's • understand how Easter is celebrated in France • say what you are going to do using the immediate future • tell the time using the 12 hour clock | <p>different tenses will have a different ending.</p> <p>Builds on knowledge of and use of opinions.</p> <p>Builds on knowledge of adjectives and they will have a different ending.</p> <p>Leads to students being able to use different tenses in new topics.</p> <p>Leads to students having a greater understanding of the French Speaking world that can be applied to new contexts</p> | <p>Reading & Listening Assessment on all topics covered</p> | <p>PSHE – discussion of the world around us and us as global citizens. Understand celebrations and festivals are different around the world</p> | <p>Planning by planning before starting written homework.</p> <p>Flexible thinking by thinking of alternative things to say that use the language taught</p> <p>Originality & Imagination by producing written work that reflects students own ideas and opinions</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p> | |

| Unit: | Core knowledge/skill development: | Sequence: | Assessment: | Literacy, numeracy, PSHE, FBV, other links | ACP and VAA development: | Home learning and enrichment |
|-------|--|-----------|-------------|--|--------------------------|------------------------------|
| | <ul style="list-style-type: none"> • arrange to go out & turn down invitations and say why but suggest alternatives | | | | | |