



## Subject: French Year 7 Overview 2020/21

Key content – knowledge and skills	National Curriculum Focus
<p><u>Autumn 1:</u></p> <ul style="list-style-type: none"><li>- <b>Baseline assessment</b></li><li>- Getting used to French pronunciation</li><li>- Introducing yourself, meeting and greeting people</li><li>- The French alphabet</li><li>- Talking about age</li><li>- Counting to 21</li><li>- Saying how old you are</li></ul> <p><u>Autumn 2:</u></p> <ul style="list-style-type: none"><li>- Learning the days of the week and months of the year</li><li>- Counting to 31</li><li>- Saying when your birthday is</li><li>- Talking about your family</li><li>- Using <i>mon, ma</i> and <i>mes</i></li><li>- Talking about animals; colours</li><li>- Using a dictionary</li><li>- Christmas in France</li></ul> <p><u>Spring 1</u></p> <ul style="list-style-type: none"><li>- Talking about school subjects</li><li>- Asking questions</li><li>- Giving opinions and reasons</li><li>- Agreeing and disagreeing</li><li>- Describing your timetable</li><li>- Using the 12-hour clock</li></ul> <p><u>Spring 2</u></p> <ul style="list-style-type: none"><li>- Describing your school day</li><li>- Using <i>on</i> to say 'we'</li><li>- Talking about food</li><li>- Using the partitive article (<i>du/de la/de l'/des</i>)</li><li>- Schools in other French-speaking countries</li><li>- Developing reading skills</li></ul>	<p><b>3. Reading</b></p> <p><b>3.a</b> read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English <b>translation</b> of short, suitable material.</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>1. Listening</b></p> <p><b>1.a</b> listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p><b>1.b</b> transcribe words and short sentences that they <b>hear</b> with increasing accuracy.</p> <p><b>4. Writing</b></p> <p><b>4.a</b> write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.c</b> develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>1. Listening</b></p> <p><b>1.a</b> listen to a variety of forms of spoken language to obtain information and respond appropriately.</p> <p><b>1.b</b> transcribe words and short sentences that they <b>hear</b> with increasing accuracy.</p> <p><b>2. Speaking</b></p> <p><b>2.b</b> express and develop ideas clearly and with increasing accuracy, <b>both orally and in writing</b>. (general conversation)</p> <p><b>2.c</b> speak coherently and confidently, with increasingly accurate pronunciation and intonation.</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.c</b> develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing</p>



<p><u>Summer 1:</u></p> <ul style="list-style-type: none"><li>- Talking about computers and mobiles</li><li>- Using regular -er verbs</li><li>- Talking about which sports you play</li><li>- Using <i>jouer à</i></li><li>- Talking about activities</li><li>- Using the verb <i>faire</i></li></ul> <p><u>Summer 2:</u></p> <ul style="list-style-type: none"><li>- Saying what you like doing</li><li>- Using <i>aimer + the infinitive</i></li><li>- Describing what other people do</li><li>- Using <i>ils</i> and <i>ells</i></li><li>- Talking about your town/village</li><li>- Using <i>il y a .../il n'y a pas de ...</i></li></ul>	<p>them to give and justify opinions and take part in discussion about wider issues</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>3. Reading</b></p> <p><b>3.a</b> read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English <b>translation</b> of short, suitable material.</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p> <p><b>4. Writing</b></p> <p><b>4.b</b> and translate short written text accurately into the foreign language.</p> <p><b>5. Grammar and Vocabulary</b></p> <p><b>5.a.</b> identify and use tenses or other structures, which convey the present (<b>5.a pr</b>), past (<b>5.a pa</b>), &amp; future(<b>5.a fu</b>), as appropriate to the language being studied.</p> <p><b>5.b</b> use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.</p> <p><b>5.c</b> develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p> <p><b>5.d</b> use accurate grammar, spelling and punctuation</p>
---	--

### Key assessment points

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language. **[Aut2 Spr2]**
- AO2: Speaking – communicate and interact effectively in speech (through role play, discussing a stimulus (photo) card and general conversation) **[Spr2]**
- AO3: Reading – understand and respond to different types of written language) **[Aut1 Sum1]**
- AO4: Writing – communicate in writing. They will be required to complete three tasks: **[Spr1 Sum2]**
  - a structured writing task in French (approximately 40 words at foundation level and 90 words at higher level)
  - an open-ended writing task in French (approximately 90 words at foundation level and 150 words at higher level)
  - a translation from French to English (a minimum of 35 words at foundation level and 50 words at higher level)

### Christian ethos

Within a Christian setting, pupils at St Mary Magdalene will understand multilingualism and the diverse nature of our global community and in considering this, develop a strong sense of social and moral responsibility. We will teach them about festivals and customs related to French-speaking countries; many of these will be Christian traditions, or comparable with Christian traditions.

### British values

The MFL department at St Mary Magdalene actively promotes the key values of tolerance, mutual respect, diversity and respect for people of all faiths and backgrounds. We do this by giving students an appreciation of the many and



varied countries where French is spoken and encouraging students to reflect on other cultures and ways of life, and embrace socio-cultural and economic differences and contexts.

During MFL lessons, we provide boundaries for students and we encourage them to make choices confidently and safely. We want students to develop respect for these boundaries outside the classroom, where pupils are taught to understand and exercise their rights and personal freedoms. Pupils are also given advice on how to behave safely, especially on MFL trips.

Students will have the opportunity to have their voices heard through suggestion boxes and Student Voice in MFL lessons. They will also discuss the similarities and differences between children's lives in developed and developing French-speaking countries and reflect on the way these countries operate, drawing comparisons between these countries and the UK.



## Subject: French Year 7 Long-term plan 2021/20

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	<u>Introductions</u>
Aut1-2		Bonjour (Giving greetings)
Aut1-3		Comment t'appelles-tu? (Saying your name and asking others theirs; spelling your name, and other words)
Aut1-4		Ça va? (Saying how you are feeling)
Aut1-5	October	Quel âge as tu ? (Talking about age)
Aut1-6		Revision and Assessment - <b>Reading</b>
Aut1-7		
<b>Half term holiday</b>		
Aut2-1	November	<u>To say your birthday and talk about family</u>
Aut2-2		C'est quand ton anniversaire? (Learning numbers and months, saying when your birthday is)
Aut2-3		Tu as des frères ou des soeurs? (Talking about siblings)
Aut2-4		Revision and Assessment – <b>Writing</b> (a structured text)
Aut2-5		
Aut2-6	December	
Aut2-7		
<b>Christmas holiday</b>		
Spr1-1	January	<u>Talking about school 1</u>
Spr1-2		Tu aimes/Est-ce que tu aimes ...?(Talking about school subjects; giving opinions and reasons about subjects)
Spr1-3		Agreeing and disagreeing
Spr1-4		Quelle heure est-il? (Using the 12-hour clock to say when and what subjects you study)
Spr1-5		
Spr1-6	February	Revision and Assessment - <b>Listening</b>
<b>Half term holiday</b>		
Spr2-1	March	<u>Talking about school 2</u>
Spr2-2		On commence les cours à... (Describing your school day; using 'on' to say 'we')
Spr2-3		Dans le cantine je mange... (Talking about food; using the partitive article (du/de la/de l'/des))
Spr2-4		Schools in other French-speaking countries
Spr2-5		Developing reading skills
Spr2-6		Revision and Assessment – <b>Speaking</b> (general conversation – responding to questions)
<b>Easter holiday</b>		
Sum1-1	May	<u>Talking about freetime</u>
Sum1-2		Je joue ... (Talking about computers and mobiles ; using regular –er verbs)
Sum1-3		Using jouer à (Talking about which sports you play)
Sum1-4		Je fais... (Saying which other activities you do)
Sum1-5		Using the verb faire
Sum1-6		Tu es sportif/sportive? (Giving opinions) Qu'est-ce que tu fais? (Asking and responding to questions)
<b>Revision and Assessment – Writing</b> (an open-ended text)		
<b>Half term holiday</b>		
Sum2-1	June	<u>Using the 1st and 3<sup>rd</sup> person</u>
Sum2-2		Qu'est-ce que tu aimes faire ...? (Saying what you like doing; Using aimer + the infinitive)
Sum2-3		Il / elle...(Describing what other people do; using ils and ells)
Sum2-4		Qu'est-ce qu'il y a ...? (Talking about your town/village; using il y a .../il n'y a pas de ...)
Sum2-5	July	
Sum2-6		Revision and Assessment- <b>Listening &amp; reading</b> (translating into English)
Sum2-7		