



## Subject: French Year 7 Overview 2020/21

### Year 7

#### The Connected Curriculum

French language acquisition in essence has its strongest ties to the English language curriculum. Connections to other curriculum areas are also outlined below.

#### **English**

Sound understanding and knowledge of word classes are fundamental to pupil progression in French. Pupils understand, recognise, use and engage in regular discussion around: spelling (in French and in English), connectives, nouns, articles (definite and indefinite), intensifiers/qualifiers, verbs (infinitives/conjugation in the present tense), adjectives (of colour/size; possessive), adverbs, sequencers, agreement (singular/plural, masculine/feminine).

As well as identifying word classes/families through using a dictionary and text analysis, pupils develop reading skills through reading aloud and matching sound to print when listening to audio texts. They use language for agreeing and disagreeing; write in prose using an increasingly wide range of grammar and vocabulary; and they write creatively to express their own ideas and opinions (with justifications).

#### **Maths**

Pupils use cardinal numbers to talk about age and birthdays/years; using ordinal numbers (up 6<sup>th</sup>) to produce dates (in speaking and writing). They use language for telling the time and reading tables of data.

#### **Computing**

The 'Give Me 5!' series of home learning research-based task link with the 'e-safety and creating a powerpoint' learning/tasks in computing curriculum.

#### **Drama**

Pupils create and perform a role play for their speaking assessment in the spring term.

#### **Food tech**

Pupils talk about food and food choices, and what they eat in the canteen.

#### **Geography**

In the spring term pupils talk about, and locate, schools in other French-speaking countries.

#### **Sociology**

Pupils briefly discuss personality and character traits when describing themselves and others.

### Key content – knowledge and skills

#### Autumn 1:

- **Baseline assessment**
- Getting used to French pronunciation
- Introducing yourself, meeting and greeting people
- The French alphabet
- Talking about age
- Counting to 21
- Saying how old you are

#### Autumn 2:

- Learning the days of the week and months of the year
- Counting to 31
- Saying when your birthday is
- Talking about your family
- Using *mon, ma* and *mes*
- Talking about animals; colours
- Using a dictionary
- Christmas in France

### National Curriculum Focus

#### **3. Reading**

**3.a** read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English **translation** of short, suitable material.

#### **5. Grammar and Vocabulary**

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.  
**5.d** use accurate grammar, spelling and punctuation

#### **1. Listening**

**1.a** listen to a variety of forms of spoken language to obtain information and respond appropriately.  
**1.b** transcribe words and short sentences that they **hear** with increasing accuracy.



### Spring 1

- Talking about school subjects
- Asking questions
- Giving opinions and reasons
- Agreeing and disagreeing
- Describing your timetable
- Using the 12-hour clock

### Spring 2

- Describing your school day
- Using *on* to say 'we'
- Talking about food
- Using the partitive article (*du/de la/de l'/des*)
- Schools in other French-speaking countries
- Developing reading skills

### Summer 1:

- Talking about computers and mobiles
- Using regular *-er* verbs
- Talking about which sports you play
- Using *jouer à*
- Talking about activities
- Using the verb *faire*

### Summer 2:

- Saying what you like doing
- Using *aimer* + the infinitive
- Describing what other people do
- Using *ils* and *ells*
- Talking about your town/village
- Using *il y a .../il n'y a pas de ...*

### **4. Writing**

**4.a** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions,

### **5. Grammar and Vocabulary**

**5.a.** identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

**5.c** 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

**5.d** use accurate grammar, spelling and punctuation

### **1. Listening**

**1.a** listen to a variety of forms of spoken language to obtain information and respond appropriately.

**1.b** transcribe words and short sentences that they **hear** with increasing accuracy.

### **2. Speaking**

**2.b** express and develop ideas clearly and with increasing accuracy, both orally and in writing. (general conversation)

**2.c** speak coherently and confidently, with increasingly accurate pronunciation and intonation.

### **5. Grammar and Vocabulary**

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

**5.c** 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

**5.d** use accurate grammar, spelling and punctuation

### **3. Reading**

**3.a** read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English **translation** of short, suitable material.

### **5. Grammar and Vocabulary**

**5.a.** identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

**5.d** use accurate grammar, spelling and punctuation

### **4. Writing**

**4.b** and translate short written text accurately into the foreign language.

### **5. Grammar and Vocabulary**

**5.a.** identify and use tenses or other structures, which convey the present (**5.a pr**), past (**5.a pa**), & future(**5.a fu**), as appropriate to the language being studied.

**5.b** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

**5.c** 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



**5.d** use accurate grammar, spelling and punctuation

## 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 English to French (a minimum of 35 words at foundation level and 50 words at higher level)

## Christian ethos

Language is synonymous with nationhood and nowhere is this more powerful than in the Bible. Jesus doesn't discriminate on these lines. He shows us this when he asks the Samaritan woman for water – he is not interested in the common prejudices but instead begins a conversation. Acts such as these show the power of communicating to break down boundaries. Jesus calls to all of the people of the world, seeking to unite them. Whilst the book of Genesis tells us of Babel and how God scatters the people of the Earth, from speaking one language to many, Jesus seeks to create a bridge between peoples. Importantly, in Acts we see that the disciples are empowered by the Holy Spirit to speak many languages, to spread the teaching of Jesus.

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 encourage positive discussions around language, prompted by questions such as:

- In what way does my language define me?
- How does language unite or divide us?
- Are my thoughts 'language' or beyond language?
- What do we lose or gain 'in translation'?

We will also teach pupils about festivals and customs related to French-speaking countries; many of which 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		Tu as un animal? (Talking about pets)
Aut2-5		Talking about winter celebrations (e.g. Christmas)
Aut2-6	December	Revision and Assessment – <b>Writing</b> (a structured text)
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
		<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)
		Revision and Assessment – <b>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 elles)
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	Revision and Assessment- <b>Listening &amp; reading</b> (translating into English)
Sum2-6		
Sum2-7		



Subject: French Y7 2020/21

Unit: *Ma vie 1*

Medium-term plan: Autumn 1

Year 7 Autumn Half Term 1	Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities and differentiation
			Grammar		
Week 1	<b>Baseline assessment</b>				<b>Homework:</b> <i>Give Me 5 – research 5 facts about France and/or the French language. Present findings as an eye-catching colourful poster (A4) or as powerpoint presentation.</i>
Week 2/3	<p><i>Accès Studio - Unité 1 pp. 4-5</i></p> <p><i>Bonjour!</i></p>	<p>Getting used to French pronunciation</p> <p>Introducing yourself/ Meeting and greeting people</p>	<p>Polite and informal address</p>	<p><i>Bonjour!/Salut!</i> <i>Au revoir!/À plus!</i> <i>Comment t'appelles-tu?</i> <i>Je m'appelle ...</i></p> <p><i>Ça va?</i> <i>(Oui), ça va bien, merci.</i> <i>Pas mal, merci.</i> <i>(Non), ça ne va pas.</i></p> <p><i>Au revoir</i> <i>À plus tard</i></p>	<p><b>Accès Studio Front-of-class (ActiveTeach)</b> p.004 Flashcards <b>Homework/practice</b> Listening A/B Reading A/B Grammar Vocabulary Give Me 5 – research 5 facts about traditional French foods. Present findings as an eye-catching colourful poster (A4) or as powerpoint presentation.</p> <p><b>Accès Studio Homework/practice</b> Vocabulary (<b>Greetings</b> + Numbers)</p> <p><b>Audio Files:</b> 01_Unit1_Ex1.mp3 02_Unit1_Ex2.mp3</p>



					03_Unit1_Ex4.mp3 04_Unit1_Ex5.mp3
Week 4/5	<i>Accès Studio Unité 2</i> pp. 6–7  <i>Quel âge as-tu?</i>	Talking about age  Counting to 21 Saying how old you are	<i>avoir</i> (present, singular)  indefinite articles ( <i>un/une</i> )	<i>Quel âge as tu ?</i>  <i>un, deux, trois, quatre,</i> <i>cinq, six, sept, huit, neuf,</i> <i>dix, onze, douze, treize,</i> <i>quatorze, quinze, seize, dix-</i> <i>sept, dix-huit, dix-neuf,</i> <i>vingt, vingt-et-un</i>  <i>J'ai (onze) ans.</i>	<b>Front-of-class</b> Starter 1 resource p.012 Grammar skills p.013 Grammar p.013 Grammar practice <b>Homework/practice</b> Listening A/B Reading A/B Grammar Vocabulary Give Me 5 – research 5 facts about the French president/prime minister. Present findings as an eye-catching colourful poster (A4) or as powerpoint presentation. <b>Audio files:</b> 05_Unit2_Ex1.mp3 06_Unit2_Ex2.mp3 07_Unit2_Ex4.mp3 08_Unit2_Ex5.mp3 <b>Accès Studio</b> <b>ActiveTeach:</b> p. 007 Class activity <b>Pupil Book:</b> pp. 32–33, 94–95 <b>ActiveLearn:</b> Vocabulary: Joyeux anniversaire! (Mod 2, Unit 3)



Week 6	<b>Accès Studio pp. 8–9</b> <i>Unité 3</i> <b>Joyeux anniversaire!</b>	Learning the days of the week and months of the year  Counting to 31  Saying when your birthday is		<i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i>  <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i>  <i>vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</i>  <i>C'est quand ton anniversaire?</i> <i>– Mon anniversaire, c'est le dix novembre.</i>	<b>Audio files:</b> 09_Unit3_Ex1.mp3 10_Unit3_Ex3.mp3 11_Unit3_Ex5.mp3 <b>Accès Studio</b> <b>ActiveTeach:</b> p. 009 Class activity <b>Pupil Book:</b> pp. 32–33, 76–77, 90–91, 94–95 <b>ActiveLearn:</b> Vocabulary: Joyeux anniversaire! (Mod 2, Unit 3)
Week 7	Revision and Assessment Could use: <ul style="list-style-type: none"><li>- Pupil Book p.18 <i>Bilan</i> and <i>Révisions</i>; pp. 30-31 <i>Accès Studio Grammaire</i>; p.25 <i>Vocabulaire</i> with their corresponding digital resources.<ul style="list-style-type: none"><li>o <a href="#">astudio_ap_u1-4_reading, translation into English</a></li></ul></li></ul>				



Subject: French Y7 2020/21

Unit: Ma vie 2

Medium-term plan: Autumn 2

Year 7 Autumn Half Term 2	Studio 1 Unit number and title	Learning Intentions/Key Questions/language		Learning goals for students/ content to cover	Suggested activities and differentiation
			Grammar		
Week 1/2	Accès Studio Unité 9 pp. 20–21  <i>Ma grand- mère est une hippie!</i>	Talking about your family  Using <i>mon, ma</i> and <i>mes</i>	<i>mon, ma</i> and <i>mes</i>	<i>Tu as des frères ou des soeurs?</i>  <i>Oui, j'ai</i>  <i>mon cousin, mon frère, mon grand-père, mon père, mon oncle ma cousine, ma grand-mère, ma mère, ma sœur, ma tante</i>  <i>(Mon frère) s'appelle ... (Mes sœurs) s'appellent</i> ...	<b>Audio files:</b> 25_Unit9_Ex1.mp3 26_Unit9_Ex3.mp3 27_Unit9_Ex4.mp3 28_Unit9_Ex5.mp3 <b>Accès Studio ActiveTeach:</b> p. 020 Flashcards p. 021 Class activity <b>Pupil Book:</b> pp. 14–15 <b>ActiveLearn:</b> Vocabulary: Ma grand- mère est une hippie! (Mod 1, Unit 4)
Week 3/4	Accès Studio Unité 8 pp. 18–19  <b><i>Tu as un animal?</i></b>  Accès Studio Unité 7 pp. 16–17  <b><i>C'est quelle couleur?</i></b>	Talking about animals  Using a dictionary  Colours	indefinite articles ( <i>un/une</i> )  definite articles ( <i>le/la/les</i> )	<i>un chat, un cheval, un chien, un cochon d'Inde, un hamster, un lapin, un oiseau, un poisson rouge, un serpent une souris, une tortue Je n'ai pas d'animal.</i>  <i>blanc, bleu, gris, jaune, marron, noir, orange, rose, rouge, vert</i>  <i>Tu as un animal?</i> <i>Oui, j'ai... un chien marron</i> <i>Non, je n'ai pas d'animal.</i>	<b>Audio files:</b> 23_Unit8_Ex1.mp3 24_Unit8_Ex3.mp3 <b>Accès Studio ActiveTeach:</b> p. 018 Flashcards p. 019 Class activity <b>Pupil Book:</b> pp. 110-111 <b>ActiveLearn:</b>





				<p><i>C'est quelle couleur?</i> <i>C'est gris.</i> <i>Et ça? C'est quelle couleur?</i> – Ça, c'est noir.</p>	<p>Vocabulary: Tu as un animal? (Mod 6, Unit 1)</p> <p><b>Audio files:</b> 21_Unit7_Ex1.mp3 22_Unit7_Ex3.mp3</p> <p><b>Accès Studio</b> <b>ActiveTeach:</b> p. 016 Flashcards p. 017 Class activity</p> <p><b>Pupil Book:</b> pp. 14–15</p> <p><b>ActiveLearn:</b> Vocabulary: Les goûts et les couleurs (Mod 1, Unit 4)</p>
Week 5/6	<p><i>Accès Studio</i> <i>Unité 9</i> <i>pp. 20–21</i></p> <p><i>Ma grand-mère est une hippie!</i></p>	<p>Talking about your family</p> <p>Using <i>mon, ma</i> and <i>mes</i></p>	<p><i>mon, ma</i> and <i>mes</i></p>	<p><i>Tu as des frères ou des soeurs?</i></p> <p><i>Oui, j'ai</i></p> <p><i>mon cousin, mon frère, mon grand-père, mon père, mon oncle</i> <i>ma cousine, ma grand-mère, ma mère, ma sœur, ma tante</i></p> <p><i>(Mon frère) s'appelle ... (Mes sœurs) s'appellent ...</i></p>	<p><b>Audio files:</b> 25_Unit9_Ex1.mp3 26_Unit9_Ex3.mp3 27_Unit9_Ex4.mp3 28_Unit9_Ex5.mp3</p> <p><b>Accès Studio</b> <b>ActiveTeach:</b> p. 020 Flashcards p. 021 Class activity</p> <p><b>Pupil Book:</b> pp. 14–15</p> <p><b>ActiveLearn:</b> Vocabulary: Ma grand-mère est</p>



					une hippie! (Mod 1, Unit 4)
Week 6	Revision and Assessment Could use: - Pupil Book p.18 <i>Bilan</i> and <i>Révisions</i> ; pp. 30-31 <i>Accès Studio Grammaire</i> ; p.25 <i>Vocabulaire</i> with their corresponding digital resources. astudio_ap_u1-4_listening				
Week 7	<i>En plus 2</i> pp. 42-42 <i>Joyeux Noël !</i>	Talking about winter celebrations Developing speaking skills		<i>les cadeaux</i> <i>un sapin de Noël</i> <i>le père Noël</i> <i>On mange de la dinde.</i> <i>Je suis catholique/musulman(e).</i> <i>la veille de Noël</i>	<b>Front of Class</b> p.043 Thinking skills Making Christmas cards