



Curriculum Map



Subject: French 2020 -2021

Year group: 7

	<u>Autumn 1 TY</u> (8wks, 16 lessons)	<u>Autumn 2</u> (7wks, 14 lessons)	<u>Spring 1</u> (6wks, 12 lessons)	<u>Spring 2</u> (6wks, 12 lessons)	<u>Summer 1</u> (5wks, 10 lessons)	<u>Summer 2</u> (7wks, 14 lessons)
<p><u>Content</u></p> <p><i>Being able to talk about yourself, your life outside and in school and where you live and be able to talk about the life of your family</i></p>	<p>Giving basic personal details: name, age, birthday.</p> <p>Saying what you have and do not have in your pencil case using colours and plurals</p> <p>Numbers 1-30</p> <p><u>End of Module Assessment</u></p>	<p>Describing hair and eyes</p> <p>Animals</p> <p>Family members</p> <p>Describing their personal characteristics</p>	<p><i>Revision of 'avoir', 'etre' and 'er' verbs</i></p> <p>Nationalities Countries</p> <p>Extended Reading</p> <p><u>End of Module Assessment</u></p> <p><i>School subjects</i></p> <p><i>Giving opinions</i></p> <p><i>Telling the Time</i></p> <p><i>Describing your timetable- saying what time you finish - finir</i></p>	<p><i>Describing a day at school</i> <i>Using attendre</i></p> <p><i>Describing school uniform</i></p> <p>Extended Reading</p> <p><u>End of module Assessment</u></p> <p>Describing which sports they do and do not do using 'jouer' and 'faire'</p>	<p>Say which sports and activity they like to do / play and which sports they do not like to do / play</p> <p>Saying which sport they are going to do and not going to do</p>	<p>Developing what you can say about what you do at the weekend</p> <p>Weather</p> <p><u>End of year Assessment</u></p> <p><u>Buffer</u></p> <p>Je vais aller en vacance... Ca coute combine Numbers Je voudrais</p>
<p><u>Skills</u></p> <p><i>Development of listening, reading, writing and speaking skills through the understanding of key grammar concepts.</i></p>	<p>What is a noun, adjective, verb.</p> <p>Masculine and feminine nouns in singular and plural</p> <p>Definite and indefinite articles</p> <p>The verb avoir – being able to manipulate this verb eg Snow White has</p>	<p>Building on use of nouns adjectives, verbs etc</p> <p>Developing use of adjectives with the introduction of adjectives with different endings</p> <p>Consolidation of Avoir as a key verb</p> <p>Introduction Etre</p> <p>'er'verbs</p>	<p>'faire'- an irregular verb</p> <p>Writing longer sentences, using connectives to structure writing</p> <p>Introduction of regular 'ir' verbs</p> <p>Practising listening through use of gap fill</p> <p>Reading longer texts to pick out meaning</p>	<p>Students will learn 10 regular 'er' verbs – using 'habiter' as a model which they learnt in Spring 1</p> <p>Introudcution of regular 're' verbs to describe their school day- attendre le bus</p> <p>Negatives- introduction of ne Plus</p>	<p>Verb + infinitive construction in the positive and negative</p> <p>Introduction of 2nd tense – I am going to play and I am not going to play</p> <p>Using the above constructions with different family members to change subject and practicing opinion.</p>	<p>Introduction of more high frequency irregular verbs</p> <p>Introduction of the use of 'si' clauses using the 2 tenses they have learnt</p> <p>Buffer</p> <p><u>Time Allowing:</u> Holiday vocab</p>



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	<p>Negatives</p> <p>Introduction to adjective agreement using colours</p>		<p>Development of writing skills through the introduction of <i>parce que</i> and opinions so students can now use a subordinate clause.</p> <p>Telling the time</p> <p>Giving Opinion</p> <p>Developing reading skills by doing longer reading activities with words they do not know - picking out key grammar points.</p> <p>Consolidations of family members</p>	<p>Developing reading skills by doing longer reading activities with words they do not know- picking out key grammar points and building literacy.</p> <p>Practise 'er' verbs and 'faire'</p> <p>Faire + du /de la/de l'/des Jouer au – learning how verbs are followed by prepositions</p> <p>BUT Ne faire pas DE</p> <p>Consolidating Opinions, family members and time from previous chapter</p>		
Assessment	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module</p>	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module. Listening assessment</p>	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>	<p>Mini vocab tests throughout</p> <p>Informal Assessment using whiteboards</p> <p>Reading and Translation assessment at the end of the module. Listening assessment and speaking assessment</p>
Literacy/Numeracy/SMSC/Character	<p>Acquisition of numbers</p> <p>Groupwork and peer assessment</p> <p>Grammar of verbs and adjectives, plurals and negatives</p>	<p>Consolidation of numbers 1-31</p> <p>Students reading longer texts</p> <p>Introduce basic connectives eg 'mais' (but)</p> <p>Introduction of subordinate clause</p> <p>Learning difference between a country and a nationality and where</p>	<p>The role of connectives in a sentence to give depth and structure.</p> <p>Learning difference between a country and a nationality and where these countries are on the map.</p> <p>Time – students will often learn how to tell the time in English and other will consolidate it.</p>	<p>We talk about the uniform and the role it plays in the school and compare to France where there is no uniform</p> <p>Compare the French and English school day</p> <p>Use of verbs within a sentence, how do French Verbs differ from English verbs</p>	<p>Explain different tenses-how many tenses do we have in English? How many tenses do the students use regularly</p> <p>Students work as a team to play dominoes</p>	



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		these countries are on the map.		How do English negatives actually decline but French Negatives stay the same and never alter	What is an infinitive ? Does it exist in English?	
Rationale	Every student starts from ab initio, as there is little standardisation amongst the primaries. Also, few students have been taught by a linguist in primary school – so everyone can consolidate pronunciation etc, those that feel confident are encouraged to write without reference to their books. The students have only one verb, they focus on this till they can manipulate it with confidence	Consolidation of Avoir-key so students can spring board off this to other verbs Following the listenings in the book so they are developmental	Consolidation and Practice of Avoir Introduction of opinion – key at GCSE Building listenings through following text books	Practising what we have already learnt and developing it is always the rational. SO the students will practise and consolidate: Avoir/etre/er verbs/ negatives, subordinate clauses and to these they will add new skills- faire, time, more verbs, more conjunctions. As their French becomes more complex they will continue to practise complex sentences in reading, using this vocab as a base to develop their listenings.	Students should now be confident using the verbs they know in the present tense – they should now be confident enough to use 2 tenses, they already have learnt the verb aller, and the present tense + infinitive construction so the acquiring of the near future tense is the next logical step. Using the tenses to describe how they spend their free time and what they are going to do is an important GCSE topic	I have left a buffer at the end of the summer so we can be sure to finish the main items that I want the students to learn and practise. If that has been achieved then the students will start learning some holiday voacb that they may need if they go on holiday to France.