

# Modern Foreign Languages Department

## Scheme of Learning

Year 7 French

(5 hours per fortnight)



Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

## Year 7 French Modern Foreign Language Department Scheme of Learning

Half term 1.1

[Knowledge organiser 1.1 Click here](#)

Topic and Link to Dynamo 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
La France	TBAT assess prior knowledge of French and understand key facts about the French speaking world.			<i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i>  <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i>	<u>Sound of the week</u>  <b>ai'</b>  <u>Sounds like</u>  <u>'ai' in 'fair'</u>	

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<p>Learning to pronounce key French sounds</p> <p>Saying your name and learning numbers</p>	<p>TBAT introduce yourself in French.</p> <p>TBAT practice French pronunciation.</p>	<p><b>PoS</b></p> <p><b>GV3</b></p> <p>Developing vocabulary</p> <p><b>LC5</b></p> <p>Accurate pronunciation and intonation</p>	<p>Different meanings of comment ('how' and 'what')</p>	<p><i>Bonjour</i></p> <p><i>Salut!</i></p> <p><i>Comment t'appelles-tu?</i></p> <p><i>Je m'appelle ...</i></p> <p><i>Comment ça va?</i></p> <p><i>(Ça va?) Ça va (très) bien.</i></p> <p><i>Pas mal, merci.</i></p> <p><i>Ça ne va pas!</i></p> <p><i>Et toi?</i></p> <p><i>Au revoir</i></p> <p><i>À plus!</i></p> <p><i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux (etc.), trente, trente-et-un</i></p>	<p>Predicting the pronunciation of unfamiliar words / Pronunciation of nasal sounds</p>	
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<p><b>As-tu des frères et sœurs?</b></p> <p>Using the verb avoir</p>	<p>TBAT Talk about brothers, sisters and age</p>	<p><b>PoS</b> <b>GV3</b> Developing vocabulary</p> <p><b>LC2</b> Transcription</p> <p><b>LC3</b> Conversation</p> <p><b>LC6</b> Reading comprehension</p>	<p>Using the indefinite article: un, une</p> <p>Using the singular forms of avoir</p>	<p><i>As-tu des frères et sœurs? Oui. J'ai</i></p> <p>... <i>un frère</i> <i>e</i> <i>une sœur</i> <i>ur</i> <i>un demi-frère</i> <i>une demi-sœur</i> <i>(deux) frères</i> <i>(trois) demi-sœurs</i></p> <p><i>Je n'ai pas de frères et sœurs.</i> <i>Je suis fils / fille unique.</i></p> <p><i>Quel âge as-tu?</i> <i>J'ai (onze) ans.</i></p>	<p><b><u>Sound of the week</u></b></p> <p><b><u>'ain'</u></b></p> <p><b><u>sounds like</u></b></p> <p><b><u>'an' but pronounced through the nose</u></b></p> <p>Pronunciation of silent 's' on the end of words</p> <p>Using the grave accent</p> <p>Recapping letters of the alphabet, including accented letters</p>	<p><b>Assessment check point 1</b></p> <p><b>Collective feedback</b></p>
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Topic & Link to Dynamo 1	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
<b>Voici ma salle de classe!</b>	<p>TBAT Describe a classroom</p> <p>TBAT Use the indefinite and definite articles</p>	<p><b>PoS</b></p> <p><b>GV3</b> Developing vocabulary / Opinions and discussions</p> <p><b>LC5</b> Accurate pronunciation and intonation</p> <p><b>LC6</b> Translation into English</p>	<p>Gender of nouns</p> <p>Using <i>il y a</i> to mean 'there is' or 'there is'</p> <p>Indefinite and definite articles (singular and plural)</p>	<p><i>Qu'est-ce qu'il y a sur la photo?</i></p> <p><i>Sur la photo, il y a ...</i></p> <p><i>un tableau (noir / blanc)</i></p> <p><i>un poster</i></p> <p><i>un / une prof (professeur)</i></p> <p><i>un écran</i></p> <p><i>un ordinateur</i></p> <p><i>une porte</i></p> <p><i>une fenêtre</i></p> <p><i>une tablette</i></p> <p><i>des tables</i></p> <p><i>des chaises</i></p> <p><i>des élèves</i></p> <p><i>C'est ...</i></p> <p><i>sympa / génial / moderne / triste / nul / démodé</i></p> <p><i>au fond / au centre</i></p>	Pronunciation of que	

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<p><b>Tu aimes ça?</b></p>	<p>TBAT talk about likes and dislikes</p> <p>Using the verb aimer + the definite article</p>	<p><b>PoS</b> <b>GV2</b> Grammatical structures</p> <p><b>GV3</b> Opinions and discussions</p> <p><b>LC4</b> Expressing ideas (speaking / writing)</p> <p><b>LC5</b> Accurate pronunciation and intonation</p>	<p>Using the singular forms of <i>aimer</i> + the definite article / Using <i>aimer</i> in negative sentences</p> <p>Using connectives (<i>et, mais, aussi</i>) and word order with <i>aussi</i></p>	<p><i>Tu aimes ...?</i> <i>J'aime ...</i> <i>Je n'aime pas ...</i> <i>le sport</i> <i>le foot le vélo</i> <i>le collègue</i> <i>le cinéma</i> <i>le poisson</i> <i>la danse</i> <i>la musique</i> <i>les pizzas les serpents les glaces</i> <i>les jeux vidéo</i> <i>les vacances</i> <i>les BD</i> <i>les mangas</i> <i>les araignées</i></p> <p><i>surtout</i> <i>détester</i></p>	<p><b><u>Sound of the week</u></b></p> <p><b><u>'au'</u></b></p> <p><b><u>sounds like</u></b></p> <p><b><u>'oh'</u></b></p> <p>Pronunciation of nasal sounds</p> <p>Using intonation when asking questions</p>	
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Topic & Link to Dynamo	Learning Intentions TBAT	Programme of study coverage (PoS)	Grammar	Vocabulary	Phonics	Assessment schedule
Tu es comment?	TBAT Describe yourself and others  TBAT Use adjective agreement	<b>PoS</b> <b>LC2</b> Transcription  <b>LC4</b> Expressing ideas (speaking)  <b>LC6</b> Reading comprehension / Translation into English	Working out the meaning of unfamiliar vocabulary by looking for cognates Adjective agreement (Masculine and feminine singular) Using qualifiers with adjectives ( <i>assez, très, trop, un peu</i> ) Using the singular forms of <i>être</i> / Using <i>être</i> in negative sentences	<i>Je suis ...</i> <i>Je ne suis pas ... Il est / Elle est ...</i> <i>amusant(e)</i> <i>arrogant(e)</i> <i>bavard(e)</i> <i>fort(e)</i> <i>grand(e)</i> <i>intelligent(e)</i> <i>méchant(e)</i> <i>patient(e)</i> <i>petit(e)</i> <i>timide</i>	<u>Sound of the week</u>  'c'  <u>sounds like king or car</u>	

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<p><b>Qu'est-ce que tu fait?</b></p>	<p>TBAT say what you do</p> <p>TBAT Understand infinitives and regular -er verbs</p>	<p><b>PoS</b> <b>GV2</b> Grammatical structures</p> <p><b>LC1</b> Listening and responding</p> <p><b>LC2</b> Transcription</p> <p><b>LC6</b> Reading comprehension</p>	<p>Reading for gist</p> <p>Recognising and understanding infinitives of -er verbs</p> <p>Translating French infinitives using the gerund in English</p> <p>Using possessive adjectives: mon, ma, mes</p>	<p><i>Ma vie / Ma passion, c'est ...</i> <i>Pour moi, la rentrée, c'est ...</i> <i>chant</i> <i>er</i> <i>danse</i> <i>r</i> <i>retrouver mes amis bloguer</i> <i>surfer</i> <i>tchatter</i> <i>er</i> <i>rigoler</i> <i>r</i> <i>étudier</i> <i>r</i> <i>nager</i> <i>jouer</i> <i>gagner</i> <i>bavarder</i> <i>er</i> <i>bossier</i></p>		<p><b>Assessment check point 2 collective feedback</b></p>
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Explicit link to CEAIG in year 7	Career industry/ sector link
<p>To prepare students for spontaneous questioning that could arise in an interview/workplace.</p> <p>Making writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV.</p>	
<p>To make students aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions.</p>	
<p>To reinforce the importance of school subjects and allowing students to feel comfortable celebrating their academic success.</p>	
<p>To encourage skills such as 'reading for the gist' or 'scanning' which can be taken into any job role to save time and be efficient.</p>	

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