

Year 7: French

<p>Assessment Opportunities Students in year 7 are assessed on two skills per half term.</p> <p>Reading & Understanding Speaking- Read Aloud Listening & Responding Writing & Translation</p>	<p>Literacy/Reading opportunities Students are exposed to various reading opportunities including articles, adverts, blogs, emails, songs, poems and stories in French, in addition to realia.</p> <p>Students are tasked with writing in various styles including letters, emails, diary entries and magazine articles.</p>	<p>CEIAG Links</p> <ul style="list-style-type: none"> • Students make writing interesting by including connectives, intensifiers, verbs, adjectives, and negatives. This would be advantageous at university or when writing a CV. • Students are made aware of different cultures and diversities. This will prepare students for a deeper understanding of diverse workplace culture and respect all traditions. • Students are prepared for spontaneous questioning about themselves that could arise in an interview e.g. personal qualities and strengths.
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Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 7 French Modern Foreign Language Department Scheme of Learning

Half term 1.2

Topic and Link to Dynamo 1	Learning Intentions	Programme of study coverage	Grammar	Vocabulary & Homework	Phonics	Assessment Schedule
En classe	TBAT talk about colours TBAT tell the time	PoS GV3 Developing vocabulary LC7 Literary texts LC8 Writing creatively	Using context and cognates to decode words Using a dictionary to check genders	<i>ICI il y a ...</i> <i>un cercle</i> <i>un demi-cercle</i> <i>un triangle</i> <i>blanc(h)e</i> <i>bleu(e)</i> <i>gris(e)</i> <i>jaune</i> <i>marron</i> <i>noir(e)</i> <i>orange</i> <i>rose</i> <i>rouge</i> <i>vert(e)</i> <i>violet(t)e</i>	Sound of the week 'ch' sounds like 'sh' in mash or shoe Pronunciation of <i>i, au, eu, oi, on, an, en</i> Pronunciation of silent 'h' in <i>heures</i> and silent 's' at the end of words Difference between <i>il est neuf heures</i> and <i>à neuf heures</i>	

				<i>Quelle heure est-il? Il est ... cinq heures cinq heures dix / vingt cinq heures et quart cinq heures et demie cinq heures moins dix / vingt cinq heures moins le quart midi / minuit</i>		
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<p>1 Qu'est-ce que tu penses de tes matières? (pp. 36–37)</p>	<p>TBAT say what you think of your school subjects and why</p> <p>TBAT talk about likes and dislikes using <i>-er</i> verbs</p>	<p>PoS GV3 Opinions and discussions</p> <p>LC5 Accurate pronunciation and intonation</p>	<p>Using a range of verbs to express opinions: <i>aimer, adorer, détester</i> / Using <i>ne ... pas</i> with <i>aimer</i></p> <p>Using <i>parce que</i> to give reasons for your opinions</p> <p>Using <i>et, mais</i> and <i>parce que</i> to join sentences</p> <p>Using qualifiers to give more detailed opinions (<i>très, vraiment, trop</i>)</p> <p>Starting sentences with <i>Personnellement</i></p>	<p><i>Qu'est-ce que tu penses de tes matières?</i> <i>le français</i> <i>le théâtre</i> <i>la géographie</i> <i>la musique</i> <i>la technologie</i> <i>l'anglais</i> <i>l'EPS</i> <i>l'histoire</i> <i>l'informatique</i> <i>les arts plastiques</i> <i>les maths</i> <i>les sciences</i> <i>aimer</i> <i>détester</i> <i>adorer</i> <i>Tu aimes ...? j'adore ... j'aime ... j'aime assez ... je n'aime pas ... je déteste ... C'est ... facile</i></p>	<p>Pronunciation of <i>j'aime</i> and <i>tu aimes</i></p>	<p>Learning Check point 2</p>
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Topic & Link to Dynamo 1	Learning Intentions	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Common Assessment Framework
<p>2 Qu'est-ce que tu portes? (pp. 38–39)</p>	<p>TBAT talk about what you wear to school</p> <p>TBAT use adjectives after nouns</p>	<p>PoS</p> <p>GV3 Developing vocabulary</p> <p>GV4 Accuracy</p> <p>LC5 Speaking coherently and confidently</p> <p>LC8 Translation into French</p>	<p>Using <i>on</i> to mean 'we'</p> <p>Position and agreement of colour adjectives</p> <p>Nouns that are singular in French but plural in English, e.g. <i>un pantalon</i> = trousers</p>	<p><i>Qu'est-ce que tu portes?</i> <i>je porte ... on porte ... l'uniforme scolaire un pantalon un polo un pull un sweat un tee-shirt une chemise une cravate une jupe une veste des baskets (f) des chaussettes (f) des chaussures (f) un chapeau une robe un short chic confortable</i></p>	<p>Pronunciation of silent 's' at the end of words, e.g. <i>noir / noirs</i></p> <p>Pronunciation of masculine and feminine forms of adjectives, e.g. <i>vert / verte</i></p>	

<p>3 Ta journée scolaire est comment?</p>	<p>TBAT talk about your school day</p> <p>TBAT use new <i>-er</i> verbs</p>	<p>PoS GV1 Tenses (present tense <i>-er</i> verbs)</p> <p>LC5 Speaking coherently and confidently</p> <p>LC8 Writing creatively</p>	<p>Conjugation of <i>-er</i> verbs</p> <p>Working back to the infinitives (from the <i>je</i> or <i>on</i> form) with a list of nine verbs</p> <p>Questions: <i>Qu'est-ce que tu ...? / Tu ... à quelle heure?</i></p> <p>Using words in a question to help you start your answer</p> <p>Using sequencers: <i>d'abord, ensuite, puis, après</i></p>	<p><i>Ta journée scolaire est comment?</i> <i>je quitte la maison</i> <i>j'arrive au collège</i> <i>je retrouve mes copains</i> <i>on commence les cours</i> <i>je mange à la cantine</i> <i>je chante dans la chorale</i> <i>je joue dehors</i> <i>on recommence les cours</i> <i>je rentre à la maison</i></p> <p><i>Tu ... à quelle heure?</i> <i>Qu'est-ce que tu fais à ...?</i></p> <p><i>d'abord</i> <i>ensuite</i> <i>puis</i> <i>après</i></p>		
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Topic & Link to Dynamo	Learning Intentions	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Common assessment framework
<p>4 C'est comment, un collègue français?</p> <p><u>Listening and Reading Skills</u> (pp. 42–43)</p>	<p>TBAT learn about a typical French school</p> <p>TBAT read and listening for gist</p>	<p>PoS</p> <p>LC1 Listening and responding</p> <p>LC6 Reading comprehension</p>	<p>Reading for gist</p> <p>Reading for detail</p> <p>Translation skills: word order is sometimes different in French and English</p>	<p><i>l'emploi du temps la rentrée</i></p> <p><i>les vacances d'automne / de Noël / d'hiver / de printemps / d'été</i></p> <p><i>menu du jour</i></p> <p><i>entrées / plat principal / desserts</i></p> <p><i>salade verte</i></p> <p><i>crudités</i></p> <p><i>melon</i></p> <p><i>lapin</i></p> <p><i>omelet</i></p>	<p>Listening for cognates which sound different due to French pronunciation</p>	

<p>Un collègue super cool! <u>Writing Skills</u> (pp. 44–45)</p>	<p>TBAT say what there is / isn't, using <i>il y a ...</i> and <i>il n'y a pas de ...</i></p> <p>Agreeing and disagreeing</p>	<p>PoS LC3 Conversation (dealing with the unexpected)</p> <p>LC8 Writing creatively</p>	<p>Using <i>Il y a ...</i> and <i>Il n'y a pas de / d' ...</i></p> <p>Agreeing and disagreeing in French (<i>Je suis d'accord</i>, etc.)</p> <p>G: Using <i>combien de</i></p> <p>Doing a longer piece of writing in French, using questions to structure the text</p>	<p><i>fromage</i> <i>tartelettes</i> <i>fruit</i> <i>Quel est ton jour préféré? Mon jour préféré, c'est le jeudi.</i> <i>J'ai deux heures d'anglais. C'est ma matière préférée.</i> <i>Je suis fort(e) en maths.</i></p> <p><i>Le collège est ... grand / petit / de taille moyenne</i> <i>On étudie ... le japonais la cuisine les arts martiaux</i></p> <p><i>Il y a ... 500 élèves un cinéma en 3D une piscine des courts de tennis</i></p>		<p>Reading and translation into target language</p> <p>Writing and translation into English</p>
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