

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.”

				<p><i>C'est ... amusant / génial / sympa / triste / nul / ennuyeux</i></p> <p><i>Quand (il pleut / fait chaud), je ... reste à la maison / joue / danse / chante / tchatte / nage</i></p> <p><i>J'aime ... / Je n'aime pas ... l'hiver</i></p>		
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<p>1 Tu es sportif/sportive ? (pp. 60–61)</p>	<p>TBAT talk about which sports you play by using <i>jouer à</i></p>	<p>PoS GV2 Grammatical structures</p> <p>GV3 Developing vocabulary</p> <p>LC4 Expressing ideas (speaking)</p> <p>LC5 Speaking coherently and confidently / Accurate pronunciation and intonation</p>	<p>Conjugation of <i>jouer</i></p> <p>Using <i>jouer à</i> + the definite article</p> <p>Listening for negatives</p> <p>Position and agreement of adjectives (colours)</p>	<p><i>Tu aimes le sport? Je joue</i></p> <p>...</p> <p><i>au basket</i></p> <p><i>au billard</i></p> <p><i>au football (foot)</i></p> <p><i>au hockey</i></p> <p><i>au rugby</i></p> <p><i>au tennis</i></p> <p><i>au volleyball</i></p> <p><i>à la pétanque / aux boules aux cartes</i></p> <p><i>aux échecs</i></p> <p><i>Je suis ...</i></p> <p><i>Je ne suis pas ...</i></p> <p><i>Il/Elle est ...</i></p> <p><i>Il/Elle n'est pas ...</i> (assez / très)</p> <p><i>sportif / sportive</i></p> <p><i>Il y a un garçon / une fille. Il/Elle joue ...</i></p> <p><i>Il/Elle porte ...</i></p> <p><i>un short</i></p> <p><i>un chapeau</i></p> <p><i>une</i></p>	<p><u>Sound of the week</u></p> <p>'gn' sounds like 'new' or 'onion'</p> <p>Pronouncing cognates correctly</p>	<p>Learning check point 3</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 fais? (pp. 62–63)</p>	<p>TBAT talk about activities you do using the verb <i>faire</i></p>	<p>PoS</p> <p>GV2 Grammatical structures</p> <p>GV3 Developing vocabulary</p> <p>LC4 Expressing ideas (speaking / writing)</p> <p>LC6 Reading comprehension / Translation into English</p>		<p><i>Qu'est-ce que tu fais? Tu fais ...?</i></p> <p><i>Je fais du skate.</i></p> <p><i>Je fais du patin à glace. Je fais du vélo.</i></p> <p><i>Je fais du ski. Je fais du judo.</i></p> <p><i>Je fais du théâtre.</i></p> <p><i>Je fais de la cuisine. Je fais de la danse.</i></p> <p><i>Je fais de la gymnastique.</i></p> <p><i>Je fais de la natation. Je fais de l'athlétisme. Je fais de l'équitation.</i></p>		

<p>3 Le sport dans les pays francophones <u>Listening and Reading Skills</u> (pp. 64–65)</p>	<p>TBAT learn about new sport in French- speaking countries</p>	<p>PoS GV3 Developing vocabulary</p> <p>LC6 Reading comprehension / Translation into English</p> <p>LC8 Writing creatively</p>	<p>Conjugation of <i>faire</i></p> <p>Using <i>faire de</i> + the definite article / Using <i>faire de</i> in negative sentences</p> <p>Asking questions with <i>Est-ce que ...?</i> and <i>Qu'est-ce que ...?</i></p> <p>Using context to work out the meaning of unfamiliar vocabulary</p> <p>Using <i>jouer à</i> and <i>faire de</i> + the definite article</p>	<p><i>Est-ce que tu fais souvent (du vélo)?</i> <i>Je fais ... (du vélo). parfois souvent tout le temps tous les jours tous les weekends tous les lundis / mardis, (etc.) quand il pleut / il fait chaud, (etc.)</i></p> <p><i>On fait du ski (alpin). On fait du snowboard. On fait du rafting. On fait de l'alpinisme. On fait du canoë-kayak. On fait de la voile. On fait de la planche à voile. On fait de la luge.</i></p>	<p><u>Sound of the week</u></p> <p>'h' is almost always silent</p> <p>Predicting the pronunciation of cognates</p>	
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Topic & Link to Dynamo	Learning Intentions	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Common assessment framework
4 Tu aimes faire ça? (pp. 66–67)	TBAT talk about what you like doing Using <i>aimer</i> + the infinitive	PoS GV2 Grammatica I structures GV3 Opinions and discussions LC3 Conversation LC8 Translation into French	Understanding and recognising infinitives Using <i>aimer</i> , <i>adorer</i> and <i>détester</i> + the infinitive of another verb	<i>Qu'est-ce que tu aimes faire sur ton portable / ta tablette?</i> <i>J'aime / Je n'aime pas ... J'adore / Je déteste ... bloguer écouter de la musique envoyer des SMS prendre des selfies partager des photos / des vidéos regarder des films tchatter avec mes copains / copines</i>	<u>Sound of the week</u> 'i', 'ie', 'it' and 'is' sound like 'ee' (meet or eat)	Listening and dictation Collective feedback Speaking: Read aloud Personalised

<p>5 Questions, questions, questions! <u>Speaking Skills</u> (pp. 68–69)</p>	<p>TBAT create an interview with a celebrity</p> <p>TBAT form and answer questions</p>	<p>PoS LC3 Conversation</p> <p>LC5 Speaking coherently and confidently / Accurate pronunciation and intonation</p>	<p>Asking questions with <i>Est-ce que tu ...?</i> and <i>Qu'est-ce que tu ...?</i></p> <p>Using part of a question to form your answer</p>	<p><i>parce que c'est ...</i> <i>amusant</i> <i>t</i> <i>marrant</i> <i>ennuyeux</i> <i>facile</i> <i>intéressant</i> <i>rapi</i> <i>de</i></p> <p><i>Qu'est-ce que tu aimes faire ...?</i> <i>le weekend</i> <i>avec tes amis sur ton portable</i> <i>quand il pleut</i></p> <p><i>Est-ce que tu aimes ...?</i> <i>faire du judo / sport</i> <i>faire de la danse</i> <i>prendre</i></p>	<p><u>Sound of the week</u></p> <p>'q' sounds like 'king' or 'car'</p> <p>Adding variety and interest to your responses / Paying attention to pronunciation and intonation /</p>	
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