

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 2.2

Topic and Link to Dynamo 1	Learning Intentions	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
Ma vie en famille	TBAT talk about animals TBAT use higher numbers	PoS GV3 Developing vocabulary LC3 Conversation LC6 Reading comprehension		<i>As-tu un animal? J'ai</i> ... <i>un chat</i> <i>un chien</i> <i>un cochon d'Inde</i> <i>un hamster</i> <i>un lapin</i> <i>un lézard</i> <i>un oiseau</i> <i>un poisson (rouge)</i> <i>un serpent</i> <i>Je n'ai pas d'animal.</i> <i>violet / rose / blanc /</i> <i>jaune / marron / noir /</i> <i>rouge</i> <i>/ bleu / orange /</i> <i>gris / vert</i>	<u>Sound of the week</u> 'oi' sounds like 'wa' (wag)	

			Forming the plural of nouns (-s and -x) Writing complex numbers	<i>soixante-dix / soixante-et-onze / soixante-douze / ... quatre-vingts / quatre-vingt-un / quatre-vingt-deux / ... quatre-vingt-dix / quatre-vingt-onze / quatre-vingt-douze / ... cent</i>		
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<p>1 Décris-moi ta famille (pp. 84–85)</p>	<p>TBAT describe you family using the possessive adjectives 'my' and 'your'</p>	<p>PoS GV3 Developing vocabulary</p> <p>LC2 Transcription</p> <p>LC4 Expressing ideas (speaking)</p> <p>LC8 Writing creatively</p>	<p>Using possessive adjectives: mon, ma, mes and ton, ta, tes Agreement of adjectives</p>	<p><i>la famille</i> <i>la famille</i> <i>d'accueil le</i> <i>(beau-)père</i> <i>le grand-</i> <i>père le</i> <i>(demi-</i> <i>)frère le fils</i> <i>la (belle-</i> <i>)mère la</i> <i>grand-mère</i> <i>la (demi-</i> <i>)sœur la</i> <i>filles</i> <i>les parents</i></p> <p><i>Il/Elle est</i> ... <i>petit(e)</i> <i>grand(e)</i> <i>de taille moyenne</i></p> <p><i>Il/Elle a les yeux ...</i> <i>bleus / verts / marron</i></p> <p><i>Il/Elle a les cheveux ...</i> <i>noirs / blonds / roux /</i> <i>gris / bruns</i> <i>courts / longs / mi-longs /</i> <i>bouclés /</i> <i>raides une</i> <i>barbe</i> <i>des taches de</i></p>	<p>Sound of the week "è" sounds like e in 'get' and 'there'</p>	<p>Learning checkpoint 4</p>
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			<p>Using possessive adjectives: <i>mon, ma, mes</i> and <i>ton, ta, tes</i></p> <p>Agreement of adjectives</p>			
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Topic & Link to Dynamo 1	Learning Intentions	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
<p>2 Où habites-tu? (pp. 86–87)</p>	<p>TBAT describe where you live</p> <p>Using the <i>nous</i> form of –er verbs</p>	<p>PoS</p> <p>GV2 Grammatical structures</p> <p>GV4 Accuracy</p> <p>LC4 Expressing ideas (speaking)</p> <p>LC8 Translation into French</p>	<p>Checking written work for accuracy</p> <p>Using the pronoun <i>nous</i> with regular –er verb</p>	<p><i>Où habites-tu?</i> <i>J'habite ... / Nous habitons</i> ... <i>en Écosse / en Angleterre / en Irlande du Nord / au pays de Galles</i></p> <p><i>dans ...</i> <i>un (grand / petit) appartement</i> <i>une (grande / petite) maison (traditionnelle)</i></p> <p><i>J'aime habiter ici.</i> <i>Je n'aime pas habiter ici. parce que ...</i> <i>c'est ...</i> <i>tranquill</i></p>	<p><u>Sound of the week</u> 'd' is silent at the end of a word, unless next letter is a vowel</p>	

<p>3 Qu'est-ce que tu manges au petit déjeuner? (pp. 88–89)</p>	<p>TBAT talk about breakfast</p> <p>Using the partitive article (<i>du / de la / de l' / des</i>)</p>	<p>PoS</p> <p>GV2 Grammatical structures</p> <p>GV3 Developing vocabulary</p> <p>LC4 Expressing ideas (writing)</p> <p>LC6 Reading comprehension</p>	<p>Using the partitive article</p> <p>The conjugation of <i>manger</i> (–er verb) and <i>boire</i> (irregular verb)</p>	<p><i>trop petit</i> <i>Il n'y a pas de place.</i></p> <p><i>Il y a (six) pièces</i> <i>... le salon</i> <i>la cuisine</i> <i>la chambre</i> <i>la salle de bains</i> <i>la salle à manger</i> <i>le jardin</i></p> <p><i>Qu'est-ce que tu manges au petit déjeuner?</i> <i>Je mange</i> <i>... un croissant</i> <i>un fruit</i> <i>un pain au chocolat</i> <i>du pain (grillé)</i> <i>du beurre</i> <i>du bacon</i> <i>du yaourt</i> <i>une tartine</i> <i>de la</i></p>	<p><u>Sound of the week</u> ch' sounds like 'sh' in mash or shoe</p>	
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Topic & Link to Dynamo	Learning Intentions	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
<p>4 On fait la fête! <u>Listening and Reading Skills</u> (pp. 90–91)</p>	<p>TBAT learn about Bastille Day Using the glossary</p>	<p>PoS GV2 Grammatical structures LC6 Reading comprehension / Translation into English</p>	<p>Using strategies to work out the meaning of unfamiliar vocabulary / Using the glossary to look up vocabulary / Looking up the infinitive of verbs The <i>nous</i> form of <i>-er</i> verbs Using the <i>ils</i> and <i>elles</i> form of <i>-er</i> verbs <i>ils/elles</i> in reading texts</p>	<p><i>le 14 juillet</i> <i>la fête nationale</i> <i>un jour de congé</i> <i>un défilé (militaire)</i> <i>un bal</i> <i>regarder un feu d'artifice</i> <i>faire un pique-nique</i> <i>faire la fête</i></p>	<p><u>Sound of the week</u> 'é', 'er', 'et' and 'ez' sound like 'ay' in may or play</p>	<p>Reading and translation into TL Collective Feedback Writing and Translation into English Personalised feedback</p>

<p>5 Une drôle de famille <u>Writing Skills</u> (pp. 92–93)</p>	<p>TBAT manipulate a text.</p>	<p>PoS GV4 Accuracy LC6 Reading comprehension / Translation into English LC8 Writing creatively / Translation into French</p>	<p>Adapting texts by substituting words / Paying attention to verb forms and adjectival agreement when changing nouns and personal pronouns Checking written work for accuracy: verb forms, adjective agreement, spelling</p>	<p><u>Sound of the week</u> <i>'eu' sounds like 'her' or 'fur'</i></p>		
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