

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 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 ... un chat un chien un cochon d'Inde un hamster un lapin un lézard un oiseau un poisson (rouge) un serpent Je n'ai pas d'animal. violet / rose / blanc / jaune / marron / noir / rouge / bleu / orange / gris / vert</i>	Sound of the week 'oi' sounds like 'wa' (wag)	Peer assessment

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			<p>Forming the plural of nouns (-s and -x)</p> <p>Writing complex numbers</p>	<p><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></p>		
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

<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-père le</i> <i>(demi-)frère le fils</i> <i>la (belle-)mère la</i> <i>grand-mère</i> <i>la (demi-)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 / gris / bruns</i> <i>courts / longs / mi-longs / bouclés / 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>Assessment check point 3 Collective feedback</p>
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

			Using possessive adjectives: <i>mon, ma, mes</i> and <i>ton, ta, tes</i> Agreement of adjectives			
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

Topic & Link to Dynamo 1	Learning Intentions	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
2 Où habites-tu? (pp. 86–87)	TBAT describe where you live Using the <i>nous</i> form of <i>-er</i> verbs	PoS GV2 Grammatical structures GV4 Accuracy LC4 Expressing ideas (speaking) LC8 Translation into French	Checking written work for accuracy Using the pronoun <i>nous</i> with regular <i>-er</i> verb	<i>Où habites-tu?</i> <i>J'habite ... / Nous habitons</i> ... <i>en Écosse / en Angleterre</i> / <i>en Irlande du Nord / au pays de Galles</i> <i>dans ...</i> <i>un (grand / petit) appartement</i> <i>une (grande / petite) maison (traditionnelle)</i> <i>J'aime habiter ici.</i> <i>Je n'aime pas habiter ici. parce que ...</i> <i>c'est ...</i> <i>tranquill</i>	Sound of the week 'd' is silent at the end of a word, unless next letter is a vowel	Peer assessment

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<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 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 manger (–er verb) and boire (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 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 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>Sound of the week ch' sounds like 'sh' in mash or shoe</p>	
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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness

Topic & Link to Dynamo	Learning Intentions	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
4 On fait la fête! <u>Listening and Reading Skills</u> (pp. 90–91)	TBAT learn about Bastille Day Using the glossary	PoS GV2 Grammatica I structures LC6 Reading comprehension / Translation into English	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	<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>	<u>Sound of the week</u> 'é', 'er', 'et' and 'ez' sound like 'ay' in may or play	Assessment check point 4 Collective feedback

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<p>5 Une drôle de famille <u>Writing Skills</u> (pp. 92–93)</p>	<p>TBAT manipulate a text.</p>	<p>PoS GV4 Accuracy</p> <p>LC6 Reading comprehension / Translation into English</p> <p>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</p> <p>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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Listening	Speaking	Reading	Writing	Translation	Grammatical Application	Cultural Awareness
[Orange]	[Green]	[Blue]	[Purple]	[Red]	[Purple]	[Brown]