

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 3.1 & 3.2

Topic and Link to Dynamo 1	Learning Intentions	Programme of study coverage (PoS)	Grammar	Vocabulary & Homework	Phonics	Assessment schedule
1 Où vas-tu le weekend? (pp. 108–109)	TBAT say where you go at the weekend using the verb <i>aller</i> (to go)	PoS GV2 Grammatical structures LC6 Reading comprehension / Translation into English	The conjugation of <i>aller</i> / Using <i>on va</i> and <i>nous allons</i> to say where you go with friends Using <i>aller à</i> + the definite article to say where you go: <i>au / à la / à l' / aux</i> Using the definite article <i>le</i> to convey 'at' (<i>le weekend</i>) and 'on' (<i>le samedi après-midi</i>) Understanding the difference between <i>ou</i> and <i>où</i>	<i>Où vas-tu le weekend? Je vais</i> ... <i>au</i> <i>bowling</i> <i>au</i> <i>cinéma</i> <i>au parc</i> <i>au</i> <i>stade</i> <i>à la</i> <i>piscine</i> <i>à la</i> <i>plage</i> <i>à</i> <i>l'église</i> <i>e</i> <i>aux</i> <i>magasins</i> <i>le samedi</i>	<u>Sound of the week</u>	

<p>2 Tu veux aller au café? (pp. 110–111)</p>	<p>TBAT invite someone out Using the verb <i>vouloir</i> (to want)</p>	<p>PoS LC1 Listening and responding</p> <p>LC3 Conversation</p> <p>LC4 Expressing ideas (speaking / writing)</p> <p>LC5 Accurate pronunciation and intonation</p>	<p>The conjugation of <i>vouloir</i></p>	<p><i>Tu veux aller au café? Tu veux venir? aujourd' hui ce matin cet après-midi ce soir ce weekend Rendez-vous à quelle heure? Rendez-vous à ... Merci Bonne idée! Oui, je veux bien. D'accord. Pourquoi pas? Non, merci. Désolé(e)!</i></p>	<p>Pronouncing words correctly: the silent ending <i>-x</i> / Pronunciation of <i>aujourd'hui</i> / Using intonation when asking questions</p>	<p>Learning checkpoint 5</p>
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<p>3 Vous désirez? (pp. 112–113)</p>	<p>TBAT order drinks and snacks in a café</p> <p>Using the <i>tu</i> and <i>vous</i> forms of the verb</p>	<p>PoS GV3 Developing vocabulary</p> <p>LC3 Conversation (using modes of address)</p> <p>LC4 Expressing ideas (writing)</p> <p>LC6 Reading comprehension</p>	<p>Using the correct word for 'you': <i>tu</i> and <i>vous</i> / Being polite</p>	<p><i>Vous désirez?</i> <i>Pardon, madame / monsieur.</i></p> <p><i>Je voudrais ... Pour moi</i></p> <p>...</p> <p><i>un Orangina</i> <i>un diabolo menthe</i> <i>une grenadine à l'eau un café express</i> <i>un café crème</i> <i>un chocolat chaud</i> <i>un thé au lait / au citron un jus d'orange</i> <i>un coca (light)</i> <i>une eau minérale un croquemonsieur</i> <i>un sandwich au fromage / au jambon</i> <i>une crêpe au sucre</i> <i>une glace au chocolat /</i></p>	<p>Paying attention to pronouns and verb endings and pronouncing them correctly: <i>ils / elles mangent / boivent ...</i></p>	
				<p><i>des frites</i></p> <p><i>Et pour vous?</i></p> <p><i>C'est combien, s'il vous plaît?</i> <i>Ça fait ... Voilà, merci.</i></p>		

<p>4 Qu'est-ce que tu vas faire? <u>Listening and Reading Skills</u> (pp. 114–115)</p>	<p>TBAT Saying what you are going to do</p> <p>Using the near future tense (<i>aller</i> + infinitive)</p>	<p>PoS GV1 Tenses</p> <p>LC4 Expressing ideas (writing)</p> <p>LC6 Reading comprehension</p>	<p>Using sequencers: <i>d'abord, puis, ensuite, après</i></p> <p>Using the near future tense (present tense of the verb <i>aller</i> + an infinitive)</p> <p>Using logic to predict what you might hear in a listening passage</p> <p>Reading the questions to help predict the answers before reading a text</p>	<p><i>Qu'est-ce que tu vas faire à Paris?</i> <i>Je vais ...</i> <i>visiter la cathédrale Notre- Dame</i> <i>visiter la tour Eiffel</i> <i>aller au musée du Louvre</i> <i>aller aux catacombes</i> <i>faire une balade en bateau- mouche</i> <i>prendre des photos</i> <i>acheter des souvenirs</i> <i>admirer la Joconde</i> <i>faire un pique-nique</i></p> <p><i>d'abord</i> <i>puis</i> <i>ensuite</i> <i>après</i> <i>ens</i></p> <p><i>S'il fait beau / chaud / froid ...</i> <i>S'il pleut ...</i> <i>S'il y a du vent ...</i></p>		
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<p>5 Je vais visiter Paris! <u>Speaking Skills</u> (pp. 116–117)</p>	<p>TBAT talk about plans for a special weekend Using two tenses together</p>	<p>PoS GV1 Tenses</p> <p>LC3 Conversation</p> <p>LC4 Expressing ideas (speaking)</p> <p>LC5 Speaking coherently and confidently / Accurate pronunciation and intonation</p>	<p>Using the present and near future tenses together</p> <p>Using time phrases as an indicator of the time- frame</p>	<p><i>Normalement / D'habitude, le weekend, ...</i></p> <p><i>je vais au centre de loisirs</i></p> <p><i>je fais les magasins</i></p> <p><i>je joue au basket</i></p> <p><i>Le weekend prochain / Samedi prochain, ...</i></p> <p><i>je vais ...</i></p> <p><i>manger une pizza</i></p> <p><i>aller au zoo</i></p> <p><i>faire un tour en Segway</i></p>	<p>Pronouncing verb endings that sound the same: <i>–ais, –ait, –er, –é</i> / Pronouncing the liaison: <i>–s</i> at the end of a word followed by a vowel</p>	<p>Peer assessment of tenses and pronunciation</p> <p>End of year exam Listening/ reading/ writing, speaking. Personalised feedback</p>
<p>Cultural capital</p> <p>Exploring the city of Paris and its most popular tourist attractions</p>						

