



KS3 Long term Overview Subject : Y7 French

Assessment: Ongoing formative assessment: DIRT feedback at least once every half-term; Vocab test once every 3 weeks; regular Listening, Speaking, Reading and Writing practice

Summative assessment: 2 skills out of 4 at the end of each Module

Autumn term 1 - <i>Dynamo 1</i> Module 1 La rentrée Unit 1 – 6					
Links to GCSE Theme 1 Unit Overview: Learning to pronounce key French sounds; Saying your name and learning numbers; Talking about brothers, sisters and age; Using the verb avoir; Describing a classroom; Using the indefinite and definite articles; Talking about likes and dislikes; Using the verb aimer + the definite article; Describing yourself and others; Using adjective agreement; Saying what you do; Understanding infinitives and regular –er verbs; Creating a video interview about yourself; Giving dates in French.					
W	Content, context and resources	Grammar	Vocabulary	Homework	Learning Outcomes for each skill
1	Point de départ pp. 8-9 Learning to pronounce key French sounds Saying your name and learning numbers	Predicting the pronunciation of unfamiliar words / Pronunciation of nasal sounds Different meanings of comment ('how' and 'what')	<i>Bonjour/ Salut!</i> <i>Comment t'appelles-tu?</i> <i>Je m'appelle ...</i> <i>Comment ça va? (Ça va?)</i> <i>Ça va (très) bien./ Pas mal, merci./ Ça ne va pas!</i> <i>Et toi?</i> <i>Au revoir</i> <i>À plus!</i> <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux (etc.), trente, trente-et-un</i>	<i>Y7 are expected to do a Vocab test once every 3 weeks at the moment</i> <i>Use of Active Learn</i>	Listening and responding Listening to some key sounds and making the correct gestures to indicate recognition Listening to French names and identifying genders Listening to dialogues of introduction and noting down first names and how people say they are Listening to check which numbers are missing from the lists Speaking Saying aloud key sounds and making the correct gesture to match Reading aloud French names and identifying genders Adapting a dialogue of introduction to match the photos Reading and responding Reading a dialogue of introduction Reading a list of numbers and identifying which numbers are missing Writing Completing a written number sequence
2	Unit 1 pp. 10–11 As-tu des frères et sœurs? Talking about brothers, sisters and age Using the verb avoir Lesson starter To revise spelling names using the French alphabet Plenary To consolidate the singular forms of the verb avoir Resources on ActiveLearn: Listening A ; Listening B ;Reading A ; Reading B	Pronunciation of silent 's' on the end of words G: Using the indefinite article: <i>un, une</i> Using the grave accent G: Using the singular forms of avoir Recapping letters of the alphabet, including accented letters Grammar practice Grammaire, page 29 ex. 4	<i>As-tu des frères et sœurs?</i> <i>Oui. J'ai ...</i> <i>un frère</i> <i>une sœur</i> <i>un demi-frère</i> <i>une demi-sœur</i> <i>(deux) frères</i> <i>(trois) demi-sœurs</i> <i>Je n'ai pas de frères et sœurs.</i> <i>Je suis fils / fille unique.</i> <i>Quel âge as-tu?</i> <i>J'ai (onze) ans.</i>		Listening and responding Listening and identifying who is speaking Listening to people talk about their age and their brothers and sisters, including the spellings of people's names Speaking Interviewing and conversing with classmates about their age and their brothers and sisters Reading and responding Answering questions on texts about celebrities' ages and brothers and sisters Writing Answering questions on texts about celebrities' ages and brothers and sisters
3	Unit 2 pp. 12–13 Voici ma salle de classe! Describing a classroom Using the indefinite and definite articles Lesson starter To introduce the names of classroom items Plenary To identify the gender of classroom nouns Resources on ActiveLearn Listening A ; Listening B Grammar ; Translation ; Vocabulary	G: Gender of nouns Using il y a to mean 'there is' or 'there are' Pronunciation of qu G: Indefinite and definite articles (singular and plural) Grammaire, page 28 ex, 1–2	<i>Qu'est-ce qu'il y a sur la photo?</i> <i>Sur la photo, il y a ...</i> <i>un tableau (noir / blanc)/ un poster</i> <i>un/une prof (professeur)</i> <i>un écran/ un ordinateur</i> <i>une porte/ une fenêtre/ une tablette</i> <i>des tables/ des chaises</i> <i>des élèves</i> <i>C'est ...</i> <i>sympa / génial / moderne / triste / nul / démodé</i> <i>au fond / au centre/ à gauche / à droite</i> <i>sur le mur</i>	Vocab test next week	Listening and responding Listening to the vocabulary for items in a classroom and checking answers Listening to statements about a photo and deciding whether they are true or false Speaking Reading classroom vocabulary aloud Talking about the items in a photo of a classroom from memory Reading and responding Matching classroom vocabulary with items in a photo Reading and listening to a longer description of a classroom and translating words used to describe position Writing Writing a description of a classroom
4	Unit 3 pp. 14–15 Tu aimes ça ? Talking about likes and dislikes Using the verb aimer + the definite article Lesson starter	Pronunciation of nasal sounds G: Using the singular forms of aimer + the definite article / Using aimer in negative sentences	<i>Tu aimes ...?</i> <i>J'aime ...</i> <i>Je n'aime pas ...</i> <i>le sport/ le foot/le vélo/le collège/le cinéma/ le poisson</i>	Vocab test	Listening and responding Listening to people's likes and dislikes and filling in a grid in English Speaking Carrying out a survey about classmates' likes and dislikes Reading and responding



	To introduce the phrases j'aime and je n'aime pas Plenary To encourage pupils to use a range of language accurately Resources on ActiveLearn Listening A/ B ; Grammar/ Pronunciation/ Vocabulary	Using connectives (et, mais, aussi) and word order with aussi Using intonation when asking questions	<i>la danse/la musique les pizzas/les serpents/les glaces/les jeux vidéo/les vacances/ les BD/ les mangas/les araignées</i> <i>surtout détester</i>		Reading about people's likes and dislikes and matching texts with pictures Finding suitable French-British exchange partners based on short texts about their likes and dislikes Translating short texts about likes and dislikes into English Writing Writing two short posts about likes and dislikes for a French website
5	Unit 4 pp. 16–17 Tu es comment?! Describing yourself and others Using adjective agreement Lesson starter To introduce some adjectives used to describe people Plenary To consolidate present tense singular forms of être Resources on ActiveLearn Reading A/ B Translation/ Pronunciation/ Vocabulary	Working out the meaning of unfamiliar vocabulary by looking for cognates G: Adjective agreement (masculine and feminine singular) Using qualifiers with adjectives (assez, très, trop, un peu) G: Using the singular forms of être / Using être in negative sentences Grammaire, pages 28–29 ex. 3–5	<i>Je suis .../ Je ne suis pas .../ Il est / Elle est ... amusant(e)/arrogant(e) bavard(e)/ fort(e) grand(e) intelligent(e) méchant(e) patient(e) petit(e) timide</i> <i>assez très trop un peu</i>		Listening and responding Listening to check which description fits which superhero Listening to people describing their personality traits and filling in the missing qualifiers Identifying the topics covered in some personal descriptions Speaking Giving personal descriptions to a partner in response to the question <i>Tu es comment?</i> Reading and responding Matching sentences describing personality traits with images of superheroes Translating into English sentences describing people's personalities Answering questions in English about descriptions of cartoon characters Writing Translating some personal descriptions of people into French
6	Unit 5 pp. 18–19 Qu'est-ce que tu fais? Saying what you do Understanding infinitives and regular –er verbs Lesson starter To introduce the infinitive form of verbs Plenary To practise using infinitive phrases from the lesson Resources on ActiveLearn Listening A/ B Reading A/ B Vocabulary	Reading for gist G: Recognising and understanding infinitives of –er verbs Translating French infinitives using the gerund in English G: Using possessive adjectives: mon, ma, mes Grammaire, page 29 ex. 6	<i>Ma vie / Ma passion, c'est ... Pour moi, la rentrée, c'est ... chanter danser retrouver mes amis bloguer/surfer tchatter/rigoler étudier/nager jouer gagner bavarder bosser</i>		Listening and responding Identifying the infinitive(s) in short spoken sentences Reading and responding Reading the lyrics of a song and identifying what it is about Matching French infinitives to their English equivalents Answering questions in English about people's descriptions of going back to school Writing Writing a text about going back to school, using the infinitives from the lesson
7	Unit 6 pp. 20–21 Mon interview par vidéo! Creating a video interview about yourself Giving dates in French Lesson starter To revise the numbers 1–31 Plenary To practise giving personal information accurately Resources on ActiveLearn Listening A/ B Reading A/ B Vocabulary	Giving the date Pronouncing key sounds: qu, r, é, an, on, in Peer assessment	<i>C'est quand, ton anniversaire? Mon anniversaire, c'est ... le (15 mars / 24 juin) le premier (juillet) janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i> <i>Comment t'appelles-tu? Comment ça va? Tu es comment? Quel âge as-tu? C'est quand, ton anniversaire? Tu aimes le sport? As-tu des frères et sœurs?</i>		Listening and responding Listening to people's birthdays and matching them with the dates in French Listening to a rap about questions and singing along Listening to an interview and noting down in English the answers given Listening to classmates' video interviews and giving feedback Speaking Carrying out a survey of classmates' birthdays to find out the most popular birthday month Pupils practise and then record a video interview about themselves Reading and responding Translating questions into English Completing a text using prompts given in note form Finding the French equivalents of connectives and qualifiers in a text Writing Pupils make notes to prepare for a video interview about themselves.
8	Assessments Reading and Speaking .				
Autumn term 2 Dynamo 1 Module 2 En classe Links to GCSE Theme 3 Objectives: Talking about colours; Telling the time; Saying what you think of your school subjects and why; Talking about likes and dislikes using –er verbs; Talking about what you wear to school; Using adjectives after nouns; Talking about your school day; Using new –er verbs; Learning about a typical French school; Reading and listening for gist; Saying what there is / isn't, using il y a ... and il n'y a pas de ...; Agreeing and disagreeing.					
W	Content, context and resources	Grammar	Vocabulary		Homework and iBACC task



9	<p>Point de départ pp. 34–35 Talking about colours Telling the time</p>	<p>Pronunciation of i, au, eu, oi, on, an, en Using context and cognates to decode words Using a dictionary to check genders Pronunciation of silent 'h' in heures and silent 's' at the end of words Differences between il est neuf heures and à neuf heures</p>	<p><i>Ici il y a ... un cercle/un demi-cercle/un triangle blanc(he)/ bleu(e)/ gris(e)/ jaune/ marron/ noir(e)/ orange/ rose/ rouge/ vert(e)/ violet(te) en bas/ au centre/ à droite/ à gauche/ comme 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></p>		<p>Listening and responding Listening to a list of items and noting down their colours Listening and identifying the location of shapes and colours in a painting Listening and identifying the correct clock times Speaking Reading aloud colour vocabulary Asking for and identifying the time Reading and responding Reading a poem and translating words into English Matching times in words with the correct clock faces Writing Writing a poem about colours Writing out times in words</p>
10	<p>Unité 1 pp. 36–37 Qu'est-ce que tu penses de tes matières? Saying what you think of your school subjects and why Talking about likes and dislikes using –er verbs</p> <p>Lesson starter To revise verbs used to express opinions; to introduce some school subject vocabulary</p> <p>Plenary To consolidate giving opinions of school subjects</p> <p>Resources on ActiveLearn: Reading A/ B Grammar Pronunciation Vocabulary 1 Vocabulary 2</p>	<p>Using a range of verbs to express opinions: <i>aimer, adorer, détester</i> / Using <i>ne ... pas</i> with <i>aimer</i> Pronunciation of <i>j'aime</i> and <i>tu aimes</i> Using <i>parce que</i> to give reasons for your opinions Using <i>et, mais</i> and <i>parce que</i> to join sentences Using qualifiers to give more detailed opinions (<i>très, vraiment, trop</i>) Starting sentences with <i>Personnellement ...</i> or <i>Moi, perso ...</i> Grammaire, page 52 ex. 1–2</p>	<p><i>Qu'est-ce que tu penses de tes matières ? le français/le théâtre la géographie/la musique/ la technologie l'anglais/ l'EPS/ l'histoire/ l'informatique les arts plastiques/ les maths/ les sciences aimer/ détester/ adorer Tu aimes ... ? j'adore ... j'aime ... j'aime assez ... je n'aime pas ... je déteste ... C'est ... Facile/ difficile/ intéressant/ ennuyeux/ amusant Créatif/ nul le/la prof est sympa le/la prof est trop sévère</i></p>		<p>Listening and responding Listening and identifying school subjects, opinions of school subjects and the reasons for them Speaking Pupils discuss which school subjects they like and dislike, giving some true and some false opinions for their partner to guess Reading and responding Completing sentences in English to show understanding of texts about peoples' opinions of school subjects Writing Pupils write a short text giving their opinions of their school subjects, including reasons</p>
11	<p>Unité 2 38–39 Qu'est-ce que tu portes? Talking about what you wear to school Using adjectives after nouns</p> <p>Lesson starter To introduce items of clothing with colours</p> <p>Plenary To review the rules for adjectival agreement</p> <p>Resources on ActiveLearn: Listening A/ B Translation/ Pronunciation/ Vocabulary</p>	<p>Using on to mean 'we' G: Position and agreement of colour adjectives Nouns that are singular in French but plural in English, e.g. un pantalon = trousers Pronunciation of silent 's' at the end of words, e.g. noir / noirs Pronunciation of masculine and feminine forms of adjectives, e.g. vert / verte</p>	<p><i>Qu'est-ce que tu portes? je porte ... on porte ... l'uniforme scolaire un pantalon/ un polo/ un pull/ un short un sweat/ un tee-shirt une chemise/ une cravate une jupe/ une veste/ une robe des baskets (f)/ des chaussettes (f) des chaussures (f) un chapeau/ un foulard de tête des tongs (f) chic/ confortable/démodé(e)/ pratique</i></p>	Vocab test next lesson	<p>Listening and responding Listening to descriptions of what people wear to school and identifying clothes, colours and opinions Pupils listen to responses to questions about a photograph and compare them with their own responses Speaking Asking and answering questions about photographs showing what pupils in different countries wear to school Reading and responding Identifying clothes, colours and opinions in two short texts, and translating adjectives into English Writing Translating into French sentences describing what people are wearing</p>
12	<p>Unité 3 pp. 40–41 Ta journée scolaire est comment? Talking about your school day Using new –er verbs</p> <p>Lesson starter To revise clock times</p> <p>Plenary To practise word order in sentences</p> <p>Resources on ActiveLearn: Listening A/ B Reading A/ B</p>	<p>G: Conjugation of –er verbs G: Working back to the infinitives (from the je or on form) with a list of nine verbs Questions: <i>Qu'est-ce que tu ...? / Tu ... à quelle heure?</i> Using words in a question to help you start your answer Using sequencers: <i>d'abord, ensuite, puis, après</i></p> <p>Grammaire, page 53 ex. 5–6</p>	<p><i>Ta journée scolaire est comment? je quitte la maison j'arrive au collège je retrouve mes copains on commence les cours je mange à la cantine je chante dans la chorale je joue dehors on recommence les cours je rentre à la maison Tu ... à quelle heure? Qu'est-ce que tu fais à ... ? d'abord/ ensuite/ puis / après</i></p>	Vocab test	<p>Listening and responding Listening to questions and answers about a person's school day and noting them down in English Speaking Pupils adapt sentences to talk about their own school day Pupils use picture prompts to make up conversations about a school day, and then answer the questions for themselves Reading and responding Reading and listening to a cartoon strip about a French pupil's school day and translating the verbs into English Working out the infinitives of regular –er verbs and matching them to the English Making notes in English about a French pupil's description of her school day Writing</p>



				<p>Reading and listening to a cartoon strip about a French pupil's school day and translating the verbs into English</p> <p>Working out the infinitives of regular –er verbs and matching them to the English</p> <p>Making notes in English about a French pupil's description of her school day</p>
13	<p>Unité 4 pp. 42–43 C'est comment, un collège français?</p> <p>Learning about a typical French school</p> <p>Reading and listening for gist</p> <p>Lesson starter</p> <p>To revise the days of the week</p> <p>Plenary</p> <p>To translate French into English accurately</p> <p>Resources on ActiveLearn:</p> <p>Listening A/ B</p> <p>Reading A/ B</p>	<p><i>Reading for gist</i></p> <p><i>Reading for detail</i></p> <p><i>Translation skills: word order is sometimes different in French and English</i></p> <p><i>Listening for cognates which sound different due to French pronunciation</i></p>	<p><i>l'emploi du temps</i></p> <p><i>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/ entrées / plat principal / desserts</i></p> <p><i>salade verte/ crudités/ melon/ lapin/ omelette/ frites</i></p> <p><i>haricots verts/fromage/ tartelettes/ fruit</i></p> <p><i>Quel est ton jour préféré?</i></p> <p><i>Mon jour préféré, c'est le jeudi.</i></p> <p><i>J'ai deux heures d'anglais.</i></p> <p><i>C'est ma matière préférée.</i></p> <p><i>Je suis fort(e) en maths.</i></p>	<p>Listening and responding</p> <p>Listening to short conversations and identifying which aspect of school life is being discussed in each conversation</p> <p>Pupils note down the key words that help them understand the conversations</p> <p>Reading and responding</p> <p>Reading a school's web page and identifying the three things which are not mentioned</p> <p>Correcting errors in French sentences about the web page</p> <p>Completing a translation of a French text</p> <p>Translating a short French text about someone's opinions of school</p> <p>Writing</p> <p>Pupils write a web page for their own school</p>
14	<p>Unité 5 pp. 44–45 Un collègue super cool! Saying what there is / isn't, using il y a ... and il n'y a pas de ...</p> <p>Agreeing and disagreeing Lesson starter</p> <p>To revise il y a</p> <p>Plenary</p> <p>To use language accurately to describe a school</p> <p>Audio, tracks 46–48</p> <p>Workbooks: Cahier d'exercices A & B, page 21</p> <p>ActiveTeach:</p> <p>p.045 Video: En classe</p> <p>p.045 Video worksheet: En classe</p> <p>p.045 Class game: An ideal school</p> <p>p.045 Speaking skills worksheet: Agreeing and disagreeing</p> <p>ActiveLearn:</p> <p>Listening A/ B</p> <p>Grammar</p> <p>Translation</p>	<p>Using Il y a ... and Il n'y a pas de / d' ...</p> <p>Agreeing and disagreeing in French (Je suis d'accord, etc.)</p> <p>G: Using combien de</p> <p>Using questions to structure a longer piece of writing and finding ideas in other texts</p> <p>Checking work for accuracy</p> <p>Grammaire, page 53 ex. 7–8</p>	<p><i>Le collège est ...</i></p> <p><i>grand / petit / de taille moyenne</i></p> <p><i>On étudie ...</i></p> <p><i>le japonais/ la cuisine</i></p> <p><i>les arts martiaux</i></p> <p><i>Il y a ...</i></p> <p><i>500 élèves/ un cinéma en 3D/ une piscine/ des courts de tennis</i></p> <p><i>Il n'y a pas de ...</i></p> <p><i>Harcèlement/ de toilettes sales/ de profs trop sévères</i></p> <p><i>On porte ...</i></p> <p><i>un jean et un tee-shirt / un uniforme scolaire</i></p> <p><i>un pantalon et un sweat</i></p> <p><i>Tu es d'accord?</i></p> <p><i>Je (ne) suis (pas) d'accord!</i></p>	<p>Listening and responding</p> <p>Listening to people's descriptions of a super-cool school and choosing the correct French words to describe the schools</p> <p>Listening and identifying whether the speakers agree about what they would like in their super-cool school</p> <p>Listening to a song and checking which words were missing from the lyrics</p> <p>Speaking</p> <p>Pupils discuss their ideas for a super-cool school, saying whether they agree or disagree with their partner</p> <p>Reading and responding</p> <p>Reading the words to a song and using picture prompts to fill in the missing words</p> <p>Reading a description of a super-cool school, finding the French equivalents of some English phrases and answering comprehension questions in French</p> <p>Writing</p> <p>Pupils write a description of a super-cool school, using questions to help structure their writing</p>
15	ASSESSMENTS - Listening and Writing		Review of language from the module	
<p>Spring term1 and term 2 Dynamo 1 Module 3 Mon temps libre</p> <p>Links to GCSE Theme 1</p> <p>Objective: Talking about weather and seasons; Learning more key French sounds; Talking about which sports you play; Using jouer à; Talking about activities you do; Using the verb faire; Discovering sport in French-speaking countries; Using cognates and context; Talking about what you like doing; Using aimer + the infinitive; Creating an interview with a celebrity; Forming and answering questions.</p>				
W	Content, context and resources	Grammar	Vocabulary	Homework
16 an d 17	<p>Point de départ pp.58–59</p> <p>Talking about weather and seasons</p> <p>Learning more key French sounds</p> <p>Resources on ActiveLearn:</p> <p>Vocabulary</p>	<p>Pronouncing the letter g (hard and soft sounds)</p> <p>Predicting the pronunciation of unfamiliar vocabulary</p>	<p><i>Quel temps fait-il?</i></p> <p><i>Il fait beau./ Il fait mauvais./ Il fait chaud./ Il fait froid.</i></p> <p><i>Il y a du soleil./ Il y a du vent./ Il pleut./ Il neige.</i></p> <p><i>au printemps/ en été/ en automne/ en hiver</i></p> <p><i>Je porte ...</i></p> <p><i>un jean / un pull / un sweat / un tee-shirt / un chapeau / un short / une veste</i></p> <p><i>C'est ...</i></p> <p><i>amusant / génial / sympa / triste / nul / ennuyeux</i></p> <p><i>Quand (il pleut / fait chaud), je ...</i></p> <p><i>reste à la maison / joue / danse / chante / tchatte / nage</i></p> <p><i>J'aime ... / Je n'aime pas ...</i></p>	<p>Listening and responding</p> <p>Listening to some key sounds and making the correct gesture to indicate recognition</p> <p>Listening to weather expressions and checking your own pronunciation</p> <p>Listening for details about the seasons, weather and other details, and making notes in English</p> <p>Speaking</p> <p>Saying aloud key sounds and making the correct gesture to match</p> <p>Reading aloud sentences describing the weather</p> <p>Pupils describe to a partner a season, the weather and clothing people wear, and giving their opinion</p> <p>Reading and responding</p> <p>Reading Haiku poems about activities in different types of weather</p> <p>Translating Haiku poems into English</p>



			<i>l'hiver/ l'été/ le foot/ la musique/ mon portable</i>		
18 an d 19	Unité 1 pp. 60–61 Tu es sportif/sportive? Talking about which sports you play Using jouer à Lesson starter To be able to categorise words Plenary To revise sports with jouer à Resources on ActiveLearn: Listening A/ B Grammar Pronunciation Vocabulary	Pronouncing cognates correctly G: Conjugation of jouer Using jouer à + the definite article Listening for negatives Position and agreement of adjectives (colours) Grammaire, page 76 ex. 1	<i>Tu aimes le sport? Je joue ... au basket/au billard/au football (foot)/ au hockey/ au rugby/ au tennis/ au volleyball à la pétanque / aux boules aux cartes/ aux échecs Je suis ... /Je ne suis pas .../ Il/Elle est ... / Il/Elle n'est pas ... (assez / très) sportif / sportive Il y a un garçon / une fille. Il/Elle joue .../ Il/Elle porte ... un short / un chapeau / une casquette Le ciel est bleu / gris. Il y a un bâtiment./ Il y a une maison./ Il y a des arbres.</i>	Vocab test	Listening and responding Listening and identifying the sports and games mentioned Listening to descriptions of people and identifying whether they are sporty or not and which activities they do Listening to the correct version of a reading text and checking answers Speaking Reading aloud the names of sports and games to practise pronunciation Pupils give their own opinion of sport and say which sports and games they play Describing a photo of a boy playing basketball Reading and responding Reading and correcting a text describing a photo
20 an d 21	Unité 2 pp. 62–63 Qu'est-ce que tu fais? Talking about activities you do Using the verb faire Lesson starter To introduce the idea of cognates and near-cognates; to introduce some more sports vocabulary Plenary To practise using je fais du/de la/des ... Resources on ActiveLearn: Reading A/ B Grammar/ Translation/ Vocabulary	G: Conjugation of faire Using faire de + the definite article / Using faire de in negative sentences Asking questions with Est-ce que ...? and Qu'est-ce que ...? Grammaire, pages 76–77 ex. 2–3	<i>Qu'est-ce que tu fais? Tu fais ...? Je fais du skate./ Je fais du patin à glace./ Je fais du vélo. Je fais du ski./ Je fais du judo./ Je fais du théâtre. Je fais de la cuisine./ Je fais de la danse. Je fais de la gymnastique./ Je fais de la natation. Je fais de l'athlétisme./ Je fais de l'équitation. Je fais des randonnées. Je ne fais pas de sport / danse, (etc). Est-ce que tu fais souvent (du vélo)? 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>	<i>Revise for assessment</i>	Listening and responding Listening to interviews and noting the activities that people do and how often they do them Speaking Miming and guessing activities Holding conversations about activities at a holiday camp based on picture prompts Reading and responding Reading descriptions of activities people do and filling in the gaps in the texts Copying and completing a text and translating it into English Answering questions in English about a written account of a stay at a holiday camp Writing Pupils write a message about their own (imaginary) activities at a holiday camp
22	Assessments – Reading and Speaking if possible (can be an exercise from the textbook) or wait until the Unit has been completed				
23	Unité 3 pp. 64–65 Le sport dans les pays francophones Discovering sport in French-speaking countries Using cognates and context Lesson starter To introduce some francophone countries and regions Plenary To distinguish between sports and activities that use jouer and faire Resources on ActiveLearn: Listening A/ B ; Reading A/ B	Predicting the pronunciation of cognates Using context to work out the meaning of unfamiliar vocabulary Using jouer à and faire de + the definite article	<i>On fait du ski (alpin). On fait du snowboard. On fait du rafting. On fait de l'alpinisme. On fait du canyoning. On fait du canoë-kayak. On fait de la voile. On fait de la planche à voile. On fait de la luge.</i>		Listening and responding Noting the order of key words as they are mentioned in an account of activities in the Alps Identifying which sports are not mentioned in an account of sport in Morocco Speaking Reading aloud key vocabulary for the unit Reading and responding Working out the meaning of new vocabulary and phrases in texts about sports in Switzerland and Quebec Completing comprehension sentences in English Writing Pupils write a text about sports in their own town or region
24 an d 25	Unité 4 pp. 66–67 Tu aimes faire ça? Talking about what you like doing Using aimer + the infinitive Lesson starter To introduce technology-related words; to revise verbs used to express likes and dislikes Plenary To be able to give opinions and explain them	Understanding and recognising infinitives G: Using aimer, adorer and détester + the infinitive of another verb Grammaire, page 77 ex. 4	<i>Qu'est-ce que tu aimes faire sur ton portable / ta tablette? J'aime / Je n'aime pas ... J'adore / Je déteste ... Blogger/ écouter de la musique/ envoyer des SMS prendre des selfies/ partager des photos / des vidéos</i>	<i>Vocab test next week</i>	Listening and responding Listening and identifying which smartphone activities are mentioned and whether the speakers like doing them Listening to a song and identifying expressions using aimer and adorer + infinitive, then singing along Speaking Pupils make up a conversation about what they like and dislike doing on their smartphone Reading and responding Matching phrases describing things people do on a smartphone with their English equivalents Answering questions about a text describing what a group of friends like and dislike doing Writing



	<p>Resources on ActiveLearn: Reading A/ B Translation Pronunciation Vocabulary</p>		<p><i>regarder des films/ tchatter avec mes copains / copines</i> <i>télécharger des chansons</i></p> <p><i>parce que c'est ...</i> <i>amusant/ marrant/ ennuyeux/ facile/ intéressant</i> <i>rapide</i></p>		<p>Translating phrases into French by adapting the phrases that have already been introduced Pupils write a paragraph about what they like and dislike doing on their smartphones</p>
26 and 27	<p>Unité 5 pp. 68–69 Questions, questions, questions! Creating an interview with a celebrity Forming and answering questions</p> <p>Lesson starter To introduce forming questions using est-ce que and qu'est-ce que</p> <p>Plenary To practise translating accurately into French</p> <p>Resources on ActiveLearn: Listening A/ B Grammar Translation</p>	<p>G: Asking questions with Est-ce que tu ...? and Qu'est-ce que tu ...? Using part of a question to form your answer Adding variety and interest to your responses / Paying attention to pronunciation and intonation / Peer assessment</p> <p><i>Grammaire, page 77 ex. 5</i></p>	<p><i>Qu'est-ce que tu aimes faire ...?</i> <i>le weekend</i> <i>avec tes amis</i> <i>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 des photos / selfies</i> <i>jouer aux échecs</i></p>	Vocab test	<p>Listening and responding Listening to questions and identifying whether est-ce que or qu'est-ce que is used</p> <p>Speaking Asking and answering questions using est-ce que and qu'est-ce que Pupils ask questions to guess which version of a celebrity's text their partner has chosen and respond to their partner's guesses about their chosen text Making up an interview with a celebrity and making a recording or video of it</p> <p>Reading and responding Matching up questions and answers Copying and completing texts about imaginary celebrities by choosing from the options provided Pupils identify which version of a celebrity's text their partner has chosen</p> <p>Writing Writing questions using the question beginnings and endings provided</p>
	Assessments – Reading and Speaking				
<p>Summer term 1 and 2 Dynamo 1 Module 4 Ma vie de famille Links to GCSE Theme 1 Learning objectives: Talking about animals; Using higher numbers; Describing your family; Using the possessive adjectives 'my' and 'your'; Describing where you live; Using the nous form of –er verbs; Talking about breakfast; Using the partitive article (du / de la / de l' / des); Learning about Bastille Day; Using the glossary; Creating a cartoon family; Substituting words to make texts your own.</p>					
W	Content, context and resources	Grammar	Vocabulary	Homework	
28	<p>Point de départ pp.58–59 Talking about animals Using higher numbers Audio, tracks 78–80</p> <p>Resources on ActiveLearn: Vocabulary 1 Vocabulary 2</p>	<p>Forming the plural of nouns (–s and –x) Writing complex numbers</p>	<p><i>As-tu un animal?</i> <i>J'ai ...</i> <i>un chat/ un chien/ un cochon d'Inde/ un hamster/ un lapin/ un lézard/ un oiseau/ un poisson (rouge)/ un serpent</i> <i>Je n'ai pas d'animal.</i> <i>violet / rose / blanc / jaune / marron / noir / rouge / bleu / orange / gris / vert</i> <i>vingt/ trente/ quarante/ cinquante/ soixante/ soixante-dix / soixante-et-onze / soixante-douze / ...</i> <i>quatre-vingts / quatre-vingt-un / quatre-vingt-deux /</i> <i>quatre-vingt-dix / quatre-vingt-onze / quatre-vingt-douze / .../cent</i></p>		<p>Listening and responding Listening to descriptions of pets and identifying the correct photos</p> <p>Speaking Conducting a survey about pets Calculating and saying aloud the human age of differently-aged donkeys</p> <p>Reading and responding Matching gapped descriptions of pets with photos Reading higher numbers written out in words Reading and completing a table detailing the human age of animals</p> <p>Writing Completing written number sequences in words</p>
29	<p>Unité 1 pp. 84–85 Décris-moi ta famille Describing your family Using the possessive adjectives 'my' and 'your'</p> <p>Lesson starter To recognise different forms of the word 'my' in French</p> <p>Plenary To consolidate family-related vocabulary and possessive adjectives Audio, tracks 81–83</p>	<p>G: Using possessive adjectives: mon, ma, mes and ton, ta, tes Agreement of adjectives</p> <p><i>Grammaire, page 100 ex. 1–3</i></p>	<p><i>la famille/ la famille d'accueil</i> <i>le (beau-)père/ le grand-père</i> <i>le (demi-)frère/ le fils</i> <i>la (belle-)mère/ la grand-mère</i> <i>la (demi-)sœur/ la fille</i> <i>les parents</i> <i>Il/Elle est ...</i> <i>petit(e)/ grand(e)/ de taille moyenne</i> <i>Il/Elle a les yeux ...</i> <i>bleus / verts / marron</i> <i>Il/Elle a les cheveux ...</i></p>		<p>Listening and responding Listening to a text about a family and filling in the missing ages Listening to physical descriptions of family members and noting the correct features for each person</p> <p>Speaking Asking and answering questions to describe the family pictured</p> <p>Reading and responding Reading and listening to sentences about different families and matching them with pictures Translating the French words for family members into English Copying and completing a text about a family Copying a text describing a family member and choosing the correct words to complete it</p> <p>Writing Copying the vocabulary for family members and classifying each word as masculine, feminine or plural</p>



	<p>Resources on ActiveLearn: Listening A/ B ; Reading A/ B Vocabulary</p>		<p><i>noirs / blonds / roux / gris / bruns/ courts / longs / mi-longs / bouclés / raides une barbe/ des taches de rousseur/ des tatouages Il/Elle porte des lunettes.</i></p>		<p>Writing a description of the family pictured, including physical and character descriptions</p>
30	<p>Unité 2 pp. 86–87 Où habites-tu? Describing where you live Using the nous form of –er verbs</p> <p>Lesson starter To introduce language used to talk about where you live</p> <p>Plenary To listen for information about where someone lives</p> <p>Resources on ActiveLearn: Reading A/ B Grammar Translation Vocabulary</p>	<p>Checking written work for accuracy G: Using the pronoun nous with regular –er verbs</p> <p>Grammaire, page 100 ex. 4</p>	<p><i>Où habites-tu? J’habite ... / Nous habitons ... en Écosse / en Angleterre / en Irlande du Nord / au pays de Galles dans ... un (grand / petit) appartement une (grande / petite) maison (traditionnelle) J’aime habiter ici./Je n’aime pas habiter ici. parce que ... c’est ... tranquille/ grand/ confortable/ trop petit Il n’y a pas de place. Il y a (six) pièces ... le salon/ la cuisine/ la chambre/ la salle de bains/ la salle à manger le jardin</i></p>	<p><i>Vocab test next week</i></p>	<p>Listening and responding Listening to interviews about where people live and noting down the country, house or flat, and what the person thinks of it and why Identifying the rooms in a house from audio clues and then listening to the names of the rooms to check</p> <p>Speaking Pupils guess which sentence their partner has written, based on the elements given Pupils prepare a presentation about where they live</p> <p>Reading and responding Reading about where two people live and answering questions in English Reading a text about someone’s house and then completing the English translation</p> <p>Writing Translating into French sentences about where people live</p>
31	<p>Unité 3 pp. 88–89 Qu’est-ce que tu manges au petit déjeuner? Talking about breakfast Using the partitive article (du / de la / de l' / des)</p> <p>Lesson starter To introduce the names of some breakfast items</p> <p>Plenary To speak accurately about what you eat and drink for breakfast</p> <p>Resources on ActiveLearn: Listening A/ B Grammar/ Translation/ Vocabulary</p>	<p>G: Using the partitive article G: The conjugation of manger (–er verb) and boire (irregular verb)</p> <p>Grammaire, page 101 ex. 7–8</p>	<p><i>Qu’est-ce que tu manges au petit déjeuner? Je mange ... un croissant/ un fruit/ un pain au chocolat du pain (grillé)/ du beurre/ du bacon/ du yaourt une tartine de la confiture des céréales/ des œufs</i></p> <p><i>Je bois ... du jus de fruits/ du chocolat chaud/ du lait de l’eau</i></p> <p><i>Je ne mange rien.</i></p> <p><i>un petit déjeuner équilibré / traditionnel</i></p>	<p>Vocab test</p>	<p>Listening and responding Listening and noting down what people eat for breakfast Listening to check answers in a completed text</p> <p>Speaking Pupils play a memory game, taking turns to repeat a sentence about what they eat and drink for breakfast, adding one more item each time Carrying out a survey about what classmates normally eat and drink for breakfast and what they have at the weekend</p> <p>Reading and responding Completing a grid with what three people normally have for breakfast and what they have at the weekend Choosing the correct options to complete a text about balanced and traditional breakfasts</p> <p>Writing Pupils answer questions about what they and their family eat and drink for breakfast Producing a poster about either a traditional breakfast or a balanced breakfast</p>
32	<p>Unité 4 pp. 90–91 On fait la fête! Learning about Bastille Day Using the glossary</p> <p>Lesson starter To introduce or revise infinitives used to talk about a celebration</p> <p>Plenary To recognise first person plural and third person plural verbs in the present tense; to develop translation skills</p> <p>Resources on ActiveLearn: Reading A/ B Grammar/ Pronunciation</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 nous form of –er verbs G: Using the ils and elles form of –er verbs Listening out for pronouns and verb endings Paying attention to pronouns (nous and ils/elles) in reading texts</p> <p>Grammaire, page 101 ex. 5–6</p>	<p><i>le 14 juillet la fête nationale un jour de congé un défilé (militaire) un bal</i></p> <p><i>regarder un feu d’artifice faire un pique-nique faire la fête</i></p>	<p>revise</p>	<p>Listening and responding Listening to how a family celebrates Bastille Day and identifying the nous form verbs Listening and identifying whether verbs are in the nous or ils/elles form</p> <p>Reading and responding Reading an illustrated text about how a family celebrates Bastille Day and translating key words into English Finding nous form verbs within the text Correcting errors in sentences about Bastille Day by referring back to the text Copying and completing a text by choosing the correct form of the verb (nous or ils/elles) Listing unfamiliar words and looking them up in the glossary</p>
33 an d 34	<p>Unité 5 pp. 92–93 Une drôle de famille Creating a cartoon family Substituting words to make texts your own</p> <p>Lesson starter To revise adjectives for describing people (from Module 1, Unit 4)</p> <p>Plenary To practise giving physical descriptions of people</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><i>grincheux(–euse) studieux(–ieuse) marrant(e) sévère maigre furieux(–ieuse) joli(e)</i></p>	<p>Revision</p>	<p>Listening and responding Listening to a description of a cartoon character and completing sentences in French</p> <p>Reading and responding Reading and completing a text about a cartoon family Noting down and translating adjectives from the text Making notes about the family described in the text Correcting French sentences containing an error in either the verb or the adjective</p> <p>Writing</p>



	Resources on ActiveLearn: Listening A/ B/ Grammar/ Translation		<i>il habite/ elle habite ils habitent</i>		Adapting a sentence to translate a range of sentences into French Pupils adapt a text to make up their own cartoon family
35	EXAM WEEK – Listening and Writing				
36	DIRT FEEDBACK DEP 3 NEXT WEEK				
Summer term extra Dynamo 1 Module 5 En ville (IF POSSIBLE) Links to GCSE Theme 2 Learning objectives: Talking about places in a town or village; Understanding prices in French; Talking about places in a town or village; Understanding prices in French; Saying where you go at the weekend; Using the verb aller (to go); Inviting someone out; Using the verb vouloir (to want); Ordering drinks and snacks in a café; Using the tu and vous forms of the verb; Saying what you are going to do; Using the near future tense (aller + infinitive); Talking about plans for a special weekend; Using two tenses together.					
Week	Content, context and resources	Grammar	Vocabulary	Homework	
38	Point de départ pp. 106–107 Talking about places in a town or village Understanding prices in French Resources on ActiveLearn: Vocabulary	Using il y a un / une / des ... and il n'y a pas de ... Learning about the euro	<i>Qu'est-ce qu'il y a dans ta ville / ton village? Il y a ... un café / un centre de loisirs / un centre commercial/ un château/ un marché/ un musée/ une mosquée/ une patinoire/ une piscine/ des magasins Il n'y a pas de café / de magasins./ Il n'y a pas d'église. J'habite dans une grande / petite ville/ un grand / petit village. J'aime / J'adore / Je n'aime pas / Je déteste habiter ici parce que c'est ... amusant / ennuyeux / génial / intéressant / nul le prix/ un euro/ trois euros cinquante/ un adulte un enfant /moins de 12 ans C'est combien, l'entrée?</i>		Listening and responding Listening to descriptions of towns and noting down details and opinions Listening to transactional dialogues about entry prices and identifying the correct tourist attractions Speaking Using picture prompts to describe towns and give opinions Reading and responding Reading and completing the lyrics of a song, matching the gaps to the correct labelled photos Completing sentences about towns and villages with your own choice of adjectives Writing Writing a description of your own town / village and giving an opinion
39	Unité 1 pp. 108–109 Où vas-tu le weekend? Saying where you go at the weekend Using the verb aller (to go) Lesson starter To introduce places in town Plenary To review the verb aller and identify language patterns Resources on ActiveLearn: Reading A/ Reading B Grammar/ Translation Vocabulary	G: The conjugation of aller / Using on va and nous allons to say where you go with friends Using aller à + the definite article to say where you go: au / à la / à l' / aux Using the definite article le to convey 'at' (le weekend) and 'on' (le samedi après-midi) Understanding the difference between ou and où Grammaire, page 124 ex. 1–2	<i>Où vas-tu le weekend? Je vais ... au bowling au cinéma au parc au stade à la piscine à la plage à l'église aux magasins le samedi matin le dimanche après-midi le samedi soir</i>		Listening and responding Listening and completing a grid with the places that people go to, when they go there and other details Speaking Carrying out a survey about where classmates go to at the weekend Reading and responding Reading about the places that people go to, matching each person to a route on a map and completing comprehension sentences in English Answering questions in English on a French text about where Noah goes in Paris with his family Translating part of the text into English Writing Writing a paragraph about where classmates go at the weekend