

Timescale: Term 1	<i>Topic : La rentrée</i>			
Learning Objectives	Activities	Resources (including ICT)	Extension activities/ homework	Cross Curricular Links (SMSC, with other subjects)
<ol style="list-style-type: none"> <li>basic greetings</li> <li>numbers 1-20</li> </ol>	<ul style="list-style-type: none"> <li>Introduction &amp; expectations; seating; greetings; register and answering in French</li> <li>Present &amp; practise Comment t'appelles-tu? / Ça va ?</li> <li>Write up example conversation</li> <li>Teach numbers 1-10, then 11-21, practising with various games</li> <li>Fizzbuzz</li> <li>Introduce Quel âge as-tu?</li> <li>P 6 ex 1 Teach &amp; practise alphabet: song / repetition / PPT / etc.</li> <li>P/w: Comment t'appelles-tu? / Comment ça s'écrit ?</li> <li>Give months of year in wrong order on board / PPT – write up in order, starting with Jan. Point out no capital in French. Point out first, second, third.</li> <li>Practise: Mon anniversaire, c'est le...</li> </ul>	<p><i>Until they have had their first ICT lesson, students are unlikely to have log-in IDs or to know how to log in, so it is recommended not to plan any ICT work for first fortnight.</i></p>	<p>Provision for <b>High ability</b> /<b>SEN</b> students in MFL consists of activities based around VARK, open-ended tasks with differentiation, targeted questioning, extension tasks embedded into activities.</p> <p>Revision of numbers for vocabulary test</p>	Fizzbuzz, sums
<ol style="list-style-type: none"> <li>age</li> <li>alphabet</li> <li>spelling</li> <li>birthday</li> </ol>				Spelling
<ol style="list-style-type: none"> <li>brothers and sisters</li> <li>describing a classroom <i>un/une/des...</i></li> <li>definite and indefinite articles</li> </ol>	<ul style="list-style-type: none"> <li>P 10-11 – As-tu des frères et soeurs?</li> <li>Introduce vocabulary including plurals, half-brother/ sister and only child</li> <li>Introduce classroom items: masc, then fem: <input type="checkbox"/> receptive &amp; productive practice, gradually reducing support, use the phrase <i>il y a</i></li> <li>Connectives : aussi, mais, et</li> <li>P 16-17 <i>Tu es comment?</i></li> <li>Starter: P 16 ex 1</li> <li>Introduce adjectives</li> <li>Adjective agreement rules</li> <li>Introduce present tense <i>être</i></li> </ul>	<p>Revise alphabet song</p> <p>Teach use of ALT key for accents</p> <p>Languages online exercises for practice &amp; consolidation</p>	<p>Revision of alphabet for spelling test</p> <p>Extension – giving reasons for your opinion</p> <p>Grammar test on <i>être</i></p>	
<ol style="list-style-type: none"> <li>Likes and dislikes</li> <li>Reasons</li> <li>Connectives</li> <li>Describing others + adjective agreement</li> </ol>				Syntax
<ol style="list-style-type: none"> <li>The negative</li> <li>Saying what you do</li> </ol>	<ul style="list-style-type: none"> <li><i>être</i> in the negative P 17 green box</li> <li>Introduce and define infinitive</li> <li><i>mon/ ma / mes</i> P19</li> </ul>			

<p>3. Understanding infinitives and regular <i>er</i> verbs – infinitives</p> <p>4. <i>Mon/ ma/ mes</i></p>			Revision for assessment	
<p>1. Revision of module 1</p> <p>2. Consolidatin and extension work</p> <p>3. Preparation for assessment</p>				Verbs
<p>1. Consolidation / extension / catch up week</p> <p>2. Preparation for assessment</p>	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Feedback and EBIs</li> </ul>			

Timescale: Term 2	Topic: <i>En classe</i>				
Learning Objectives	Activities	Resources (including ICT)	Extension activities/ homework	Cross Curricular Links (SMSC, with other subjects)	
1. Opinions and reasons about school subjects	<ul style="list-style-type: none"> <li>● Present vocabulary</li> <li>● Opinions and reasons – positive and negative</li> <li>● P 37 ex 4</li> <li>● Translation of opinions</li> <li>● Colours</li> <li>● School uniform PPP</li> <li>● P 38-39</li> </ul>	Further practice on languages online and, for early finishers, a research task looking at similarities / differences between English / French schools	Provision for <b>High ability</b> /SEN students in MFL consists of activities based around VARK, open-ended tasks with differentiation (must-should-could) embedded, project-based learning and access to additional resources, particularly in the language lab. Please see the departmental handbook for further guidance.	Telling the time Cultural differences between French and English schools	
1. Talking about what you wear to school 2. Further adjective work including word order 3. Present tense 'er' verb conjugation	<ul style="list-style-type: none"> <li>● Adjective word order and agreements including plural</li> <li>● Present tense verb rules</li> <li>● MWB practice</li> </ul>				
1. Present tense verb conjugation of 'er' verbs 2. Telling the time	<ul style="list-style-type: none"> <li>● P 53 ex 5+6</li> <li>● recap numbers</li> <li>● Introduce time in French – PPP</li> <li>● Translation e.g. at 7:30 I leave the house...</li> <li>● Use p 42 ex 1 to points out similarities and differences between French and English schools.</li> </ul>				Revise school subjects
1. Learning about a typical French school 2. Reading and listening for gist 3. Using <i>il y a / il n'y a pas de</i>	<ul style="list-style-type: none"> <li>● Reading and listening skills P 42-43</li> <li>● Grammar : <i>il y a / il n'y a pas de</i>...</li> </ul>		P 48 ex 8		

<b>1.</b> Revision techniques <b>2.</b> skills practice (translation, reading, listening etc)	<ul style="list-style-type: none"><li>● Translation practice</li><li>● Preparation for assessment</li><li>● Photo card practice on Module 2</li></ul>			
<b>1.</b> Correcting errors and improving work				

Timescale: Term 3	Topic: <i>Mon temps libre</i>			
Learning Objectives	Activities	Resources (including ICT)	Extension activities/ homework	Cross Curricular Links (SMSCD, with other subjects)
<ol style="list-style-type: none"> <li>Learning how to say the weather</li> <li><i>jouer à</i></li> <li>gaining confidence in photo card</li> </ol>	<ul style="list-style-type: none"> <li>P 58 – introduce weather and seasons</li> <li>Revision of present tense conjugation using the verb <i>jouer</i></li> <li><i>J'aime + le/ la/ les vs jouer + au/ à la/ aux</i></li> <li>Grammar: <i>faire du/ de la/ des</i></li> <li>Conjugation of <i>faire</i> – irregular verb</li> <li>Pupils to define frequency expressions and think of examples.</li> <li>Match French-English frequency expressions</li> </ul>	Practise –er verbs, using Studio Active Teach interactive & languages online	Provision for <b>High ability /SEN</b> students in MFL consists of activities based around VARK, open-ended tasks with differentiation (must-should-could) embedded, project-based learning and access to additional resources, particularly in the language lab. Please see the departmental handbook for further guidance.	
<ol style="list-style-type: none"> <li><i>faire de</i> + irregular verb</li> <li>frequency expressions + word order</li> <li>Practice translation skills</li> </ol>				verb conjugation
<ol style="list-style-type: none"> <li>Develop a wide range of vocabulary about free time activities</li> <li>Use <i>faire</i> for a variety of subjects</li> </ol>	<ul style="list-style-type: none"> <li>Starter: set of pictures – do these activities use <i>jouer à</i> or <i>faire de</i>?</li> <li>Gap fill – du/ de la/ des, conjugation of <i>faire, jouer, au/ à la/ aux</i> etc</li> <li>Spider diagram : <i>j'aime jouer / j'aime faire / j'aime</i></li> </ul>		Differentiated translation task  Writing task – interview with a celebrity	
<ol style="list-style-type: none"> <li><i>J'aime</i> + infinitive</li> <li>Translation practice</li> </ol>				
<ol style="list-style-type: none"> <li>Forming questions in French</li> <li><i>est-ce que</i> and <i>qu'est-ce que</i></li> </ol>				<ul style="list-style-type: none"> <li>Difference between <i>est-ce que</i> and <i>qu'est-ce que</i></li> </ul>
<ol style="list-style-type: none"> <li>Preparation for end of</li> </ol>				

term assessment 2. forming questions in French				
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Timescale: Term 4	Topic: <i>Ma vie de famille</i>				
Learning Objectives	Activity	Resources (including ICT)	Extension activities/ homework	Cross Curricular Links (SMSCD, with other subjects)	
<ol style="list-style-type: none"> <li>1. Assessment and improvements</li> <li>2. talking about family</li> <li>3. using possessive pronouns</li> </ol>	<ul style="list-style-type: none"> <li>● Introduce further vocabulary about family – gap fill and translate into English</li> <li>● P 84 ex 1 – complete with pictures only, without text.</li> <li>● Revise <i>il s'appelle/ il a _ ans</i></li> <li>● Revise <i>mon/ ma/ mes</i></li> <li>● P 100 ex 1</li> <li>● Revise numbers 1-100</li> <li>● P 84 ex 3</li> <li>● <i>avoir</i> and <i>être</i> conjugation</li> <li>● Introduce vocabulary: hair, eyes, height, size, tattoos, beard, glasses etc</li> <li>● P 85 ex4</li> <li>● Translation into French</li> <li>● P85 ex 5, 6, 7</li> </ul>	Active teach and languages online	Provision for <b>High ability /SEN</b> students in MFL consists of activities based around VARK, open-ended tasks with differentiation (must-should-could) embedded, project-based learning and access to additional resources, particularly in the language lab. Please see the departmental handbook for further guidance.	pronouns verbs considering the types of family which exist	
<ol style="list-style-type: none"> <li>1. vocabulary recap: animals and higher numbers</li> <li>2. present tense conjugation of <i>avoir</i> and <i>être</i></li> <li>3. Describing others</li> </ol>	<ul style="list-style-type: none"> <li>● Introduce rooms in the house</li> <li>● Grammar : verbs in <i>nous</i> form</li> <li>● Speaking in pairs – using pictures to say what is and is not in their house</li> <li>● Translation English to French. Peer assess.</li> <li>● Introduce <i>boire</i> and <i>manger</i></li> <li>● Introduce food items from P 88</li> <li>● Grammar : the partitive article</li> <li>● Difference between <i>j'aime</i> and <i>je mange</i> + food</li> <li>● P 101 ex 8</li> <li>● pierre- papier-ciseaux</li> <li>● P 89 ex 4</li> </ul>		Revision of vocabulary : appearance  Revision for grammar test : <i>avoir</i> and <i>être</i> conjugation		
<ol style="list-style-type: none"> <li>1. Describing where you live</li> <li>2. Using the 'nous' form of 'er' verbs</li> </ol>	<ul style="list-style-type: none"> <li>● Introduce rooms in the house</li> <li>● Grammar : verbs in <i>nous</i> form</li> <li>● Speaking in pairs – using pictures to say what is and is not in their house</li> <li>● Translation English to French. Peer assess.</li> <li>● Introduce <i>boire</i> and <i>manger</i></li> <li>● Introduce food items from P 88</li> <li>● Grammar : the partitive article</li> <li>● Difference between <i>j'aime</i> and <i>je mange</i> + food</li> <li>● P 101 ex 8</li> <li>● pierre- papier-ciseaux</li> <li>● P 89 ex 4</li> </ul>		Revision of vocabulary : appearance  Revision for grammar test : <i>avoir</i> and <i>être</i> conjugation		
<ol style="list-style-type: none"> <li>1. Describing where you live</li> <li>2. Using the 'nous' form of 'er' verbs</li> <li>3. <i>Il y a</i> vs <i>il n'y a pas de</i></li> </ol>	<ul style="list-style-type: none"> <li>● Introduce rooms in the house</li> <li>● Grammar : verbs in <i>nous</i> form</li> <li>● Speaking in pairs – using pictures to say what is and is not in their house</li> <li>● Translation English to French. Peer assess.</li> <li>● Introduce <i>boire</i> and <i>manger</i></li> <li>● Introduce food items from P 88</li> <li>● Grammar : the partitive article</li> <li>● Difference between <i>j'aime</i> and <i>je mange</i> + food</li> <li>● P 101 ex 8</li> <li>● pierre- papier-ciseaux</li> <li>● P 89 ex 4</li> </ul>		Revision of vocabulary : appearance  Revision for grammar test : <i>avoir</i> and <i>être</i> conjugation  Writing task : what pupils do and do not eat and drink		

<p>4. Talking about breakfast</p> <p>5. Using the partitive article</p>				
<p>1. Talking about breakfast</p> <p>2. Revision of the negative + <i>de</i></p> <p>3. <i>Ne rien</i></p>	<ul style="list-style-type: none"> <li>• Introduce <i>ne rien</i></li> <li>• Practice use of irregular 'boire'</li> </ul>			
<p>1. Learning about Bastille Day</p> <p>2. Using the glossary</p> <p>3. Substituting words to make texts your own</p>				



Timescale: Term 5	Topic: <i>En ville</i>			
Learning Objectives	Activities	Resources (including ICT)	Extension activities/ homework	Cross Curricular Links (SMSCD, with other subjects)
1. Revision and consolidation of module 4	<ul style="list-style-type: none"> <li>● Finish and catch up work on module 4</li> <li>● P 95 – 101 – appropriate exercises for revision purposes</li> <li>● Feedback and EBIs</li> <li>● Introduction lesson to <i>En ville</i> – P 104 – 107</li> </ul>	Pupils could research a French town using prompts related to language learnt in the lesson and create a brochure / presentation on it as a final piece of work. All students should be able to give and justify simple opinions – more able students might make simple comparisons to Rochester / their town	Provision for <b>High ability /SEN</b> students in MFL consists of activities based around VARK, open-ended tasks with differentiation (must-should-could) embedded, project-based learning and access to additional resources, particularly in the language lab. Please see the departmental handbook for further guidance.	SMSC : students could choose / be given a French town to research during this module
1. Assessment and feedback 2. Introduction lesson to <i>En ville</i>				
1. Saying where you go at the weekend 2. Using the verb <i>aller</i>	<ul style="list-style-type: none"> <li>● Vocabulary match of places in town</li> <li>● P 108 ex 1</li> <li>● Conjugation of <i>aller</i> as irregular verb</li> <li>● Grammar – <i>au/ à la/ aux</i></li> <li>● Introduce time phrases e.g. <i>le matin, le weekend</i> etc</li> <li>● Introduction, pronunciation and practice of irregular verb ‘vouloir’</li> <li>● Practice of <i>tu</i> vs <i>vous</i> – scenarios, tables ,examples</li> </ul>		Revision for a vocabulary test on places in town  Translation  Present tense grammar sheet	Modal verbs
1. Inviting someone out 2. Using the verb ‘vouloir’ 3. Ordering drinks and snacks in a café 4. Using the <i>tu</i> and <i>vous</i> form of the verb				
1. Saying what you are going to do 2. Using the near future tense	<ul style="list-style-type: none"> <li>● Recap of present tense – <i>je mange</i> = I eat AND I am eating</li> <li>● Ask pupils to spot verb (<i>aller</i>) and verb form (infinitive)</li> <li>● Revision of <i>aller</i> in present tense</li> <li>● Use speaking template so pupils can form sentences</li> <li>● Difference between <i>je vais</i> and <i>je vais+ infinitive</i> – translation</li> <li>● Translation practice</li> </ul>		Future tense grammar test  Written task using two tenses together	

<ol style="list-style-type: none"><li>1. Talking about plans for a special weekend</li><li>2. Using two tenses together</li></ol>				
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Timescale: Term 6	<b>Topic: En ville</b> (and <i>Vive les vacances</i> – Dynamo 2)			
Learning Objectives	Activities	Resources (including ICT)	Extension activities/ homework	Cross Curricular Links (SMSCD, with other subjects)
Preparation and revision of EOY exams	<ul style="list-style-type: none"> <li>Preparation and revision of EOY exams</li> <li>Feedback and EBIs</li> </ul>	Practise of listening, reading & speaking tasks on giving directions Information gap activities There is a L/C from Expo 4 which is accessible to them – and they are always very proud to have completed a GCSE level task! Time to research their town for project – list of places with pictures + map with some directions? H/w: research task	Provision for <b>High ability /SEN</b> students in MFL consists of activities based around VARK, open-ended tasks with differentiation (must-should-could) embedded, project-based learning and access to additional resources,	
1. EOY exams and feedback	<ul style="list-style-type: none"> <li>Recap and practice of module 5 including near future tense</li> <li>Writing and peer assessment of task using the near future and present tense</li> <li>Language lab lesson – languages online – key grammar and vocabulary from the year</li> <li>DYNAMO 2</li> <li>Gap fill conjugation practice of <i>avoir</i> and <i>être</i></li> <li>p 6-9</li> </ul>	Lab lesson: practise of invitations - extended conversation including opinions / excuses etc. Add an invitation to go out in presentation about a French town	particularly in the language lab. Please see the departmental handbook for further guidance.	
1. Recap and practice of module 5 including near future tense 2. Peer assessment	<ul style="list-style-type: none"> <li>Recap and practice of module 5 including near future tense</li> <li>Writing and peer assessment of task using the near future and present tense</li> <li>Language lab lesson – languages online – key grammar and vocabulary from the year</li> <li>DYNAMO 2</li> <li>Gap fill conjugation practice of <i>avoir</i> and <i>être</i></li> <li>p 6-9</li> </ul>	Lab lesson: practise of invitations - extended conversation including opinions / excuses etc. Add an invitation to go out in presentation about a French town	Grammar sheet on the perfect tense	
1. Talking about holidays 2. Revising the verbs <i>avoir</i> and <i>être</i>	<ul style="list-style-type: none"> <li>Recap and practice of module 5 including near future tense</li> <li>Writing and peer assessment of task using the near future and present tense</li> <li>Language lab lesson – languages online – key grammar and vocabulary from the year</li> <li>DYNAMO 2</li> <li>Gap fill conjugation practice of <i>avoir</i> and <i>être</i></li> <li>p 6-9</li> </ul>	Lab lesson: practise of invitations - extended conversation including opinions / excuses etc. Add an invitation to go out in presentation about a French town	Written task in present and past tense	
1. Using the perfect tense of regular verbs to describe your weekend 2. Using the perfect tense	<ul style="list-style-type: none"> <li>DYNAMO 2 p 6-9</li> <li><i>avoir</i> and <i>être</i> practice</li> <li>Show pupils past tense sentences (<i>avoir</i> only) – can they work out tense ? Can they work out formation ?</li> <li>Grammar – steps to form perfect tense</li> <li>Translation practice</li> <li>P 26 ex 1</li> <li>P 12 ex 1, 2</li> </ul>	Lab lesson: practise of invitations - extended conversation including opinions / excuses etc. Add an invitation to go out in presentation about a French town	Extension – write in the past, present and future.	Narrating events in the past tense

<p>of irregular verbs to describe a visit to a theme park</p>	<ul style="list-style-type: none"> <li>● Introduce sequencing phrases</li> <li>● P 12 ex 3</li> <li>● P12 grammar box – irregular verbs</li> <li>● P 26 ex 2</li> <li>● P 13 ex 4</li> </ul>			
<ol style="list-style-type: none"> <li>1. Saying where you went and how</li> <li>2. Using the perfect tense of verbs which take <i>être</i></li> <li>3. Listening for negatives in the perfect tense</li> </ol>	<ul style="list-style-type: none"> <li>● DYNAMO 2</li> <li>● P 13 ex 5 and 6</li> <li>● P 13 ex 7 then peer assess</li> <li>● P 14 ex 2</li> <li>● P 14 ex 1</li> <li>● What can the spot ? Any differences to what they might expect to see ?</li> </ul>			