**French Curriculum 2022**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 5  (1 hour a week) | **Who am I?**  Students are baseline assessed to determine prior knowledge. They are then be introduced to learned questions to introduce themselves and give basic personal information (birthdays, age, etc…) | **Who am I?**  Students continue to develop the skills to describe who they are. This is done through the introduction of personality traits, physical description and basic expressions for likes and dislikes. | **Who is my family?**  Students extend their vocabulary by speaking in the third person. They recycle physical descriptions and personality traits to describe members of their family. | **What do I like to do?**  Students are introduced to vocabulary for sports and hobbies. They extend their learning by describing and comparing, expressing personal preferences. | **What do my family do?**  Students recall leisure vocabulary and consolidate by discussing what members of their family like to do. Extension is be given through description and comparison in the third person. Negatives and opinions are reinforced. | **How is my family unique?**  Students analyse how their family is unique by giving information about their family compared to families in France. They learn about other Francophone countries and use the first and third person in a variety of contexts. |
| Year 6  (1 hour a week) | **What is my school like?**  Students identify and describe their subjects in school. Extension is provided through description with adjectives and connectives to develop the skill of giving more details. | **What are schools like in France?**  Students continue to develop their ability to give further details about school life. Aspects in this unit are telling time and comparing British schools to French schools for an authentic learning opportunity. | **What clothing do we wear?**  Students describe and compare their uniforms and home clothing. Students extend their learning by giving opinions and using connectives for further detail and recap numbers to imagine buying clothing. | **What do we eat?**  Students are introduced to vocabulary for food and drink. They describe, compare and give opinions regarding food in school. They compare the food they eat in British schools, and that which is eaten in France, introducing BAGs adjectives to do so. | **What rules and traditions do we have?**  Students are able to analyse differences in opinions and what makes their “ideal” school unique. They compare rules and cultural traditions in daily life with schools in France. | **What job would I like to do after school?**  Students learn jobs vocabulary and give opinions on why they prefer a specific job. Students learn the stock phrase “je voudrais” to express what they “would like” to be. Opportunities are given for extension by comparing, describing, and analysing different professions here and in France. |
| Year 7  (2 hours a week) | **What is my home like?**  Students identify and describe their homes and the area where they live. Extension is developed by giving detail by using adjectives and prepositions describe location and appearance. | **How do I help at home?**  Students receive vocabulary input to identify and describe chores. They revise verb conjugation for 1st, 2nd & 3rd person singular and are introduced to imperative (commands) and the near-future tense to further extend chores description. | **How do I spend my earnings?**  Students carry over learning from chores to describe what they do for pocket money as well as how they spend it. Students extend by justifying what they do to earn money and how they spend it. | **How do I get ready to go out?**  Students become familiar with sequencing events and narration by describing their routine for preparing for a night out, revising activities & hobbies. Students are introduced to reflexive verbs to describe their routine and that of family members. | **How do I have fun with my friends?**  Students work towards mastery of the near future tense to describe what they are going to do with friends. They learn places in town and extend by developing the near future in the third person to sequence events for ‘today & tomorrow’ plans... | **What plans have we got for the holidays?**  Students revise and learn more hobbies & sports as holiday activities, also holiday destinations. They recap the near future by describing, narrating, sequencing and justifying upcoming events for holidays for themselves and family members. |
| Year 8  (2 hours a week) | **What are my plans for the weekend?**  Students recall activities, prepositions and transport to describe their weekend activities. Students analyse and deduce information about others’ plans and write about family members, using a wider range of present tense conjugation. | **What do I like to eat?**  Students revise and add to their knowledge of foods, learning quantifiers and frequency adverbs to describe their eating habits in more depth. Students revise the future tense to say what they will eat and are introduced to the past tense to begin to describe what they ate and drank. | **How do I feel good about myself?**  Students describe what they eat that is healthy & unhealthy, then revise sports and frequency adverbs to say how often they do sports and how healthy that is, using  ‘il faut’, devoir, imperatives and infinitive to encourage healthy behaviours. Students also revise clothing and BAGs adjectives to say what they wear to look good. | **What causes environmental problems?**  Students learn names for biomes, pollution sources and solutions to describe environmental problems here and abroad. They use the past and future tenses to describe environmental changes. Extension opportunities include defending points of view, giving commands, and making simple recommendations.  Students learn about Easter traditions in Francophone countries. | **What endangers animals and how can we help?**  Students learn names for endangered animals to describe problems and solutions here and abroad. They use the past and future tenses to describe changes for animals. Students revise weather, linked to environmental problems. Extension opportunities include defending points of view, giving commands, and making simple recommendations. | **What are my plans for the Summer?**  Students recall hobbies and holiday vocabulary and consolidate past and future tense conjugation to describe summer holiday plans for them and their family members. Students revise and add to their frequency adverbs and time-phrases. Students prepare possible vocabulary they will need for the French trip and then write a simple recount of their trip in past-tense French. |