



## French Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5 (1 hour a week)</b>	<p><b>Who am I?</b> Pupils will be baseline assessed to determine prior knowledge. They will then be introduced to learned questions to introduce themselves and give basic personal information (birthdays, age, etc...)</p>	<p><b>Who am I?</b> Pupils will continue to develop the skills to describe who they are. This will be done through the introduction of personality traits, physical description and basic expressions for likes and dislikes.</p>	<p><b>Who are the people in my family?</b> This is an opportunity for Pupils to extend vocabulary by speaking in the third person. They will recycle physical descriptions and personality traits to describe members of their family.</p>	<p><b>What do I like to do?</b> Pupils will be introduced to vocabulary regarding activities. They will be given an opportunity for extension through description and comparison in order to express personal preferences in leisure.</p>	<p><b>What do others like to do?</b> Pupils will recall preferences in leisure, but recycling skills in order to discuss what members of their family like to do. Extension will be given through description and comparison in the third person.</p>	<p><b>How is my family unique?</b> Pupils will be able to analyse how their family is unique by giving a series of information regarding the family as a unit. They will be able to demonstrate knowledge of the first and third person in a variety of contexts.</p>
<b>Year 6 (1 hour a week)</b>	<p><b>School Life</b> Pupils will be able to identify and describe their subjects in school. A focus on extension will be places in description with adjectives and connectives to develop the skill of giving more details.</p>	<p><b>School life</b> Pupils will continue to develop their ability to give further details about school life. Aspects in this unit will be telling time and comparing British schools to French schools for an authentic learning opportunity.</p>	<p><b>School life</b> Pupils will have the opportunity to describe and compare their uniforms, with the basic input of vocabulary for clothing. Pupils will have an opportunity for extension by giving opinions and using connectives for further detail.</p>	<p><b>School life</b> Pupils will be introduced to vocabulary for food and drink. They will be able to describe, compare and give opinions regarding food in school. They will also have an authentic experience to compare the food they eat in British schools, and that which is eaten in French schools.</p>	<p><b>School life</b> Pupils will be able to analyse differences in opinions and what makes their "ideal" school unique. This is an opportunity for project based learning, which will allow pupils to continue to develop skills for creating with the language.</p>	<p><b>Life after school</b> Pupils will be able to identify professions and give opinions on why they prefer a specific profession. Pupils will be given the stock phrase "je voudrais" in order to express what they "would like" to be. Opportunities will be given for extension by comparing, describing, and analysing different professions.</p>
<b>Year 7 (2 hours a week)</b>	<p><b>Life outside of school</b> Pupils will be able to identify and describe the area in which they live as well as their homes. Extension will be given here for Pupils to develop giving detail by using adjectives and prepositions describe location and appearance.</p>	<p><b>Life outside of school</b> Pupils will receive vocabulary input to identify and describe chores. They will also be introduced to using the imperative (commands) in order to further extend on the usage of chores.</p>	<p><b>Life outside of school</b> During this unit Pupils will carry over from chores to describe what they do for pocket money as well as how they spend it. Pupils will have the opportunity for extension by justifying what they do to earn money and how they spend it.</p>	<p><b>Life outside of school</b> Pupils will become familiar with sequencing events and narration by describing their routine for preparing for a night out. Pupils will also be introduced to reflexive verbs in order to describe their routine.</p>	<p><b>Life outside of school</b> Pupils will work towards mastery of the near future tense to describe what they are going to do when out with friends. The opportunity for extension is to develop the ability to also use the near future in the third person to sequence events.</p>	<p><b>Holidays</b> Pupils will continue knowledge of the near future by describing, narrating, and sequencing upcoming events in the context of holidays.</p>



<p><b>Year 8 (2 hours a week)</b></p>	<p><b>Holidays</b> Pupils will recall activities from the previous half term, in order to begin using the passé composé (past tense). Pupils using opinion phrases, sequencing words, as well as preference statements, can reach extension.</p>	<p><b>Healthy Living</b> Pupils will recall activities and food in order to make recommendations for healthy living. Using authentic materials Pupils will strive to analyse and deduce information about healthy living. This will require the input of 'il faut', devoir, imperatives and infinitive to encourage healthy behaviours.</p>	<p><b>Healthy Living</b> Pupils will recall activities and food in order to make recommendations for healthy living. Using authentic materials Pupils will strive to analyse and deduce information about healthy living. This will require the input of 'il faut', devoir, imperatives and infinitive to encourage healthy behaviours.</p>	<p><b>The Environment</b> Pupils will be able to describe different aspects of the environment- such as animals in danger, what steps one should take in order to improve the environment. The use of the past tense, near future, and opportunities for extension will take form in defending points of view, giving commands, and making simple recommendations.</p>
---------------------------------------	--	---	---	--