

## SJBC Curriculum Termly Plan: Y7 FRENCH

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	Greetings Months & birthdays Days of the week Classroom items	<p>Our new French learners will be starting their French journey with:</p> <ul style="list-style-type: none"> <li>a focus on themselves</li> <li>developing their ability to introduce themselves</li> <li>and share some information about themselves, such as their name and their date of birth.</li> </ul> <p>As well, they will be able:</p> <ul style="list-style-type: none"> <li>to initiate a conversation, starting with greetings (RUAH).</li> </ul> <p>Finally, they will</p> <ul style="list-style-type: none"> <li>get ready to be independent in the classroom</li> <li>knowing from the get go how to write the date</li> <li>and how to name the items they will be using in their French classroom.</li> </ul>	<p><i>Greetings:</i> salut, bonjour  <i>Question words:</i> comment, qui  <i>Numbers:</i> un, deux, trois  <i>Days:</i> lundi, mardi, jeudi  <i>Months:</i> Janvier, février  <i>Connectives:</i> et  <i>Common verbs :</i> avoir, être  <i>Present tense:</i> J'ai, tu as, il a, on a, je suis, tu es, il est, on est  <i>Negatives:</i> Je n'ai pas, je ne suis pas  <i>Birthday :</i> Mon anniversaire, c'est le...</p>	Mini-tests (30 min) after 2-3 topics	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice French songs Movies in French with French subtitles</p>
Autumn 2	Opinions Justifications Personality Colours Physical appearance  <u>Link with:</u> Sociology	<p>In Life, you will often be asked about your opinion (<i>How was the movie? Did you like that meal?</i>) Giving your opinion is a standard skill – and is being rewarded at GCSE and A Level. So our students:</p> <ul style="list-style-type: none"> <li>will be learning from early one of the basics which will be lasting for life: giving an opinion.</li> <li>Also, they will learn how to go from a basic response to a more extended one</li> <li>using justification to make their sentence longer, therefore more interesting and less basic!</li> </ul> <p>Finally, students</p> <ul style="list-style-type: none"> <li>will be enriching their vocabulary in terms of self-description</li> <li>by learning the specific vocabulary linked to physical description.</li> </ul>	<p><i>Opinion:</i> J'aime, j'en'aime pas, j'adore, je déteste  <i>Justification:</i> parce que c'est...  <i>Personality :</i> intelligent, sympa, méchant,  <i>Colours:</i> rouge, vert, bleu, marron  <i>Adjectives:</i> ennuyeux, intéressant  <i>Physical appearance:</i> j'ai les cheveux bruns, j'ai les yeux marron, je suis petit  <i>Agreement:</i> petit, petite, petits, petites</p>	Mini-tests (30 min) after 2-3 topics	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice French songs Movies in French with French subtitles</p>

		<ul style="list-style-type: none"> <li>• and personality.</li> </ul>			
<u>Spring 1</u>	School subjects	<p>Students will begin by learning how to talk about their different school subjects and their opinion about the subject. Students will also extend their opinion by justifying it.</p> <ul style="list-style-type: none"> <li>• Talking about school subjects</li> <li>• Revising Opinions</li> <li>• Revising justifications</li> </ul>	<p><b>School:</b> / l'anglais / les arts plastiques / l'EPS / le français / la géographie / l'histoire / les maths/la musique / les SVT (sciences de la vie et de la terre) / la technologie</p> <p><b>Opinions:</b> Ma matière préférée, (c'est ... / j'adore (ça) / j'aime (ça) / ça va / je n'aime pas (ça) / je déteste (ça)/ À mon avis, ... / Je pense que ... / On dit que ... / parce que / car / et / mais / par contre</p> <p><b>Justification:</b> C'est ... / créatif / ennuyeux / inutile / passionnant / nul / relaxant / utile / C'est plus / moins intéressant que ...</p>	End of unit test (30 mins)	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Spanish songs Movies in French</p>
<u>Spring 2</u>	Food Technology Free time	<p>Students will learn vocabulary and expressions related to <b>food, technology, free time, and sports</b>. They will practice describing meals and habits, talking about devices and digital life, sharing hobbies and leisure activities, and discussing sports and fitness. These topics help build practical language skills for everyday situations.</p>	<p><b>Food:</b> Je mange / Je bois / du pain / du poulet / du boeuf / du jambon / du yaourt / du gâteau / du poisson / du riz / du fromage / de l'eau / de la viande / de la salade / de la baguette / de la</p>	End of unit test (30 mins)	<p><u>Core resources:</u> PowerPoint Handouts</p>

	Sports	<ul style="list-style-type: none"> <li>• Talk about food and using the present tense.</li> <li>• Describe different types of technology and what they use it for.</li> <li>• Talk about what I do in my spare time, different types of activities</li> <li>• Describe different sports you like to do.</li> </ul>	<p>pizza / des saucisses / des oeufs / des chips / des légumes / des frites / des pâtes / une glace / une crêpe/ au petit déjeuner / au déjeuner / au goûter / au dîner / du lait / du chocolat chaud / du pain grillé / du jus d'orange / du beurre / de la confiture / une tartine / des céréales / des produits laitiers / le dessert</p> <p><b>Technology:</b> regarder des émissions en streaming / écouter de la musique en ligne / jouer à des jeux en ligne / surfer et trouver des sites intéressants / aller sur les réseaux sociaux / passer des appels vidéo</p> <p><b>Spare time:</b> Je regarde la télé /Je fais du shopping/Je lis/Je dessine/Je chante/Je sors avec mes amis/J'écoute de la musique/Je cuisine/Je fais de la peinture Je <u>joue</u> aux jeux vidéo</p> <p><b>Sports:</b> je préfère / c'est ma passion / les boules / la danse / l'équitation / l'escalade / le hand(ball) / la natation / la pétanque / la planche à voile / le roller / le skate / le surf / le vélo / la voile / le VTT</p>		<p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice Spanish songs Movies in French</p>
--	--------	---	---	--	---

## SJBC Curriculum Termly Plan: Y8 FRENCH

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	TV Programs Movies Opinions Films Justifications Reading Internet Weather activities  <u>Link with:</u> Geography PE	We start y8 with a jump in the students favorite hobbies: watch movies! At home and in the cinema! So students learn <ul style="list-style-type: none"> <li>● how to express themselves about what they do in their free time</li> <li>● Reading</li> <li>● sports</li> <li>● depending on the weather!</li> </ul> They keep practicing <ul style="list-style-type: none"> <li>● how to give their opinion</li> <li>● and justify it.</li> </ul>	<i>Types of films/movies/books:</i> les documentaires / les films de science-fiction / un roman fantastique <i>Reading :</i> Je lis un manga/ un roman policier / une BD <i>Internet:</i> j'envoie un e-mail, je lis des blogs <i>Weather:</i> Il fait beau/chaud/pleut ; il y a du soleil/du brouillard ; il neige <i>Times clauses (When...):</i> Quand il fait froid... <i>Opinions:</i> C'est ennuyeux/passionnant. <i>Justification (variation):</i> car <i>Conjugation:</i> je lis/tu lis/il lit <i>Negatives:</i> Je ne lis pas <i>Adjectives:</i> amusant/nul <i>Agreement:</i> intéressant(e)(s) <i>Intensifiers:</i> très/beaucoup <i>Connectives:</i> cependant, mais <i>Frequency expressions:</i> souvent, d'habitude <i>Present tense:</i> Je fais	Mini-tests (30 min) after 2-3 topics	<u>Core resources:</u> PowerPoint Handouts  <u>Enrichment and extension resources:</u> Handouts Research project Writing practice French songs Movies in French with French subtitles
Autumn 2	Self-description Personality features Social network Going out  <u>Link with:</u> Sociology	We keep <ul style="list-style-type: none"> <li>● exploring the topic of free time,</li> <li>● with a recap of what has been learnt in Autumn in y7 (self-description), so that</li> <li>● students can widen their content by talking about themselves</li> <li>● and their free time activities.</li> </ul>	<i>Self-description:</i> J'ai les cheveux bruns / J'ai les yeux verts <i>Personality:</i> Je suis lunatique <i>To go:</i> aller – je vais/tu vas/on va <i>Social network:</i> je commente des photos, je vais en ville avec, j'envoie des messages <i>Going out:</i> On va au cinéma, je vais au restaurant, je vais au fastfood, on chante, je vais en ville avec... <i>Invitations:</i> Tu veux aller à la piscine demain? <i>Reactions:</i> Génial ! Pourquoi pas ? Oh non !	Mini-tests (30 min) after 2-3 topics	<u>Core resources:</u> PowerPoint Handouts  <u>Enrichment and extension resources:</u> Handouts Research project Writing practice French songs Movies in French with French subtitles

<p>Spring 1</p>	<p>Social events Past tense with TO HAVE Pat tense with TO BE</p> <p><u>Link with:</u> Geography Sociology PE</p>	<ul style="list-style-type: none"> <li>• Structure of the Perfect Tense</li> <li>• Using AVOIR in the present tense as part of the past participle formation</li> <li>• Using ÊTRE as part of the past participle formation</li> <li>• Agreement Rules with Être</li> <li>• Recognition: Knowing which verbs take avoir vs être</li> <li>• Social events as the base topic to work on that tense</li> </ul>	<p><i>Events:</i> visiter, regarder, acheter, voyager, ...</p> <p><i>Perfect Tense Formula:</i> Auxiliary verb (avoir or être) + past participle. Examples: J'ai mangé (I ate), Je suis allé(e) (I went).</p> <p><i>Avoir (Most Common) in the present tense:</i> j'ai, tu as, il/elle/on a, nous avons, vous avez, ils ont</p> <p><i>Past participle formation:</i></p> <p>-er verbs: remove -er, add -é → manger → mangé</p> <p>-ir verbs: remove -ir, add -i → finir → fini</p> <p>-re verbs: remove -re, add -u → vendre → vendu</p> <p><i>ÊTRE in the present tense:</i> je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles ont</p> <p><i>Irregular verbs:</i> venu, dit, pris, ...</p> <p><i>DR &amp; MRS VANDERTRAMP:</i> Devenir, Revenir, Monter, Retourner, Sortir, Venir, Aller, Naître, Descendre, Entrer, Rentrer, Tomber, Rester, Arriver, Mourir, Partir</p> <p>Agreement Rules with Être</p> <p>The past participle must agree with the subject in gender and number:</p> <p>Feminine singular: add -e → allée</p> <p>Masculine plural: add -s → allés</p> <p>Feminine plural: add -es → allées</p>	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice French songs Movies in French with French subtitles</p>
<p>Spring 2</p>	<p>Holiday</p> <p><u>Link with:</u> Geography Sociology History</p>	<ul style="list-style-type: none"> <li>• Places</li> <li>• People</li> <li>• Duration</li> <li>• Activities</li> <li>• Necessary items</li> <li>• Disasters</li> </ul>	<p><i>Holiday:</i> les vacances</p> <p><i>Places:</i> le Japon, le Canada, les Maldives, ...</p> <p><i>People:</i> avec mon meilleur ami/copain, avec mon père, avec ma soeur, ...</p> <p><i>When:</i> le mois dernier, la semaine dernière,</p> <p><i>Duration:</i> pendant 2 semaines, pendant deux mois, ...</p> <p><i>Activities:</i> j'ai fait du shopping, j'ai visité des musées, j'ai nagé dans la mer, j'ai mangé de la glace, je suis parti en ville, ...</p> <p><i>Necessary items:</i> une bombe anti-insectes, du gel coiffant, ...</p> <p><i>Disasters:</i> j'ai perdu mon passeport, j'ai pris un coup de soleil, ...</p>	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice French songs Movies in French with French subtitles</p>

## SJBC Curriculum Termly Plan: Y9 FRENCH

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p>Introducing yourself Personality descriptions The present tense of -er and -re verbs</p> <p><u>Link with:</u> Sociology</p>	<p>At the start of y9, the students brush up their French with the topics seen in y7 and y8, however at a deeper level in terms of variety of specific vocabulary and complexity of the language.</p>	<p><i>Introducing yourself:</i></p> <ul style="list-style-type: none"> <li>➔ Family: les grand-parents, le frère</li> <li>➔ Adjectives : nouveau/nouvelle, bleu(e)</li> <li>➔ Pets : le chien, le chat</li> </ul> <p><i>Personality descriptions:</i> timide, paresseux, fort</p> <p><i>The present tense of -er verbs:</i> Je parle, tu parles, il/elle/on parle, nous parlons, vous parlez, ils/elles parlent</p> <p><i>The present tense of -re verbs:</i> Je vends, tu vends, il/elle/on vend, nous vendons, vous vendez, ils vendent</p>	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice French songs Movies in French with French subtitles</p>
Autumn 2	<p>Family relationships Different types of families Reflexive verbs in the present tense The present tense of -ir verbs Irregular verbs in the present tense</p> <p><u>Link with:</u> Sociology</p>	<p>The world is evolving. Families too. Students begin to:</p> <ul style="list-style-type: none"> <li>● analyse the different models of family structures.</li> </ul> <p>It will be more developed at A Level in terms of deep analysis. They will be able:</p> <ul style="list-style-type: none"> <li>● to reflect,</li> <li>● to understand the world around them (friends can be in different family structures),</li> <li>● and to use specific vocabulary to describe the structures</li> <li>● in addition to the dynamic inside of the families (getting on, arguing).</li> </ul>	<p><i>Family relationships:</i> se disputer – je me dispute avec, s’entendre – je m’entends bien avec</p> <p><i>Different types of families:</i> le demi-frère, la belle-mère, séparé, divorcé, tolérant,</p> <p><i>Reflexive verbs in the present tense:</i> Je me dispute, tu te disputes, il/elle/on se dispute, nous nous disputons, vous vous disputez, ils/elles se disputent</p> <p><i>The present tense of -ir verbs:</i> Je ris, tu ris, il/elle/on rit, nous rions, vous riez, ils/elles rient</p> <p><i>Irregular verbs in the present tense:</i> Je finis, tu finis,, il/elle/on finit, nous finissons, vous finissez, ils/elles finissent</p>	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice French songs Movies in French with French subtitles</p>

<p>Spring 1</p>	<p>Lifestyle choices and habits Recent activities</p> <p><u>Link with:</u> PE Sociology</p>	<ul style="list-style-type: none"> <li>• Healthy living</li> <li>• Unhealthy habits</li> <li>• Addictions</li> <li>• Daily routines</li>   <li>• Talking about past events</li> <li>• Leisure activities</li> <li>• Opinions on past experiences</li> <li>• Indirect object pronouns</li> </ul>	<p><i>Food and drinks:</i> fruits/légumes, fast-food, eau, végétarien, végane <i>Activities :</i> faire du sport, faire du vélo, suivre,- recevoir, partager, ... <i>Sleep:</i> se réveiller, se lever, se coucher, ... <i>Bad habits:</i> boissons sucrées, tard...</p> <p><i>Loisirs:</i> passe-temps, sorties, ... <i>Past tense with AVOIR:</i> j'ai mangé, j'ai perdu, ... <i>Activities in the past:</i> j'ai mangé, j'ai gagné, ... <i>Opinions in the past:</i> j'ai aimé, j'ai trouvé, ... <i>Indirect objects pronouns:</i> me, te, lui, vous, ...</p>	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice French songs Movies in French with French subtitles</p>
<p>Spring 2</p>	<p>School Studies post-16 Jobs</p> <p><u>Link with:</u> Careers</p>	<ul style="list-style-type: none"> <li>• School subjects &amp; opinions</li> <li>• School routine and rules</li> <li>• School year groups</li> <li>• Options after GCSEs</li> <li>• Reasons for continuing studies</li> <li>• Advantages/disadvantages of different pathways</li> <li>• University plans and higher education aspirations</li> <li>• Types of jobs</li> </ul>	<p><i>L'école:</i> l'école primaire – primary school, le collège, le lycée, l'uniforme scolaire, le professeur, les devoirs, les matières, les sciences, les langues étrangères, l'histoire-géo, l'éducation physique et sportive (EPS), la cantine, la récréation, les examens, réussir / échouer, la sixième, la cinquième, la quatrième, la troisième, on peut, on doit, travailler, porter un uniforme, ...</p> <p><i>Post-16:</i> continuer les études, faire un apprentissage, aller à l'université, le diplôme, le baccalauréat (le bac), le stage, les projets d'avenir, l'année sabbatique, étudier à l'étranger, la faculté, le travail bénévole</p> <p><i>Jobs:</i> directeur, écrivain, facteur, influenceur, président, artiste, je veux, je voudrais, parce que/car, ..</p>	<p>Mini-tests (30 min) after 2-3 topics</p>	<p><u>Core resources:</u> PowerPoint Handouts</p> <p><u>Enrichment and extension resources:</u> Handouts Research project Writing practice French songs Movies in French with French subtitles</p>