

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	Our new French learners will be starting their French journey with: - a focus on themselves - developing their ability to introduce themselves - and share some information about themselves, such as their name and their date of birth. As well, they will be able: - to initiate a conversation, starting with greetings (RUAH). Finally, they will - get ready to be independent in the classroom - knowing from the get go how to write the date - and how to name the items they will be using in their French classroom.	<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...	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	Opinions Justifications Personality Colours Physical appearance <u>Link with:</u> Sociology	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: - will be learning from early one of the basics which will be lasting for life: giving an opinion. - Also, they will learn how to go from a basic response to a more extended one - using justification to make their sentence longer, therefore more interesting and less basic! Finally, students - will be enriching their vocabulary in terms of self-description - by learning the specific vocabulary linked to physical description.	<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	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

		and personality.			
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<u>Spring 1</u>	School subjects	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. - Talking about school subjects - Revising Opinions - Revising justifications	School: / 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 Opinions: 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 Justification: C'est ... / créatif / ennuyeux / inutile / passionnant / nul / relaxant / utile / C'est plus / moins intéressant que ...	End of unit test (30 mins)	<u>Core resources:</u> PowerPoint Handouts <u>Enrichment and extension resources:</u> Handouts Research project Writing practice Spanish songs Movies in French
<u>Spring 2</u>	Food Technology	Students will learn vocabulary and expressions related to food, technology, free time, and sports . They will practice describing meals and habits, talking about devices	Food: 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	End of unit test (30 mins)	<u>Core resources:</u> PowerPoint Handouts

	Free time Sports	and digital life, sharing hobbies and leisure activities, and discussing sports and fitness. These topics help build practical language skills for everyday situations. • Talk about food and using the present tense. • Describe different types of technology and what they use it for. • Talk about what I do in my spare time, different types of activities • Describe different sports you like to do.	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 Technology: 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 Spare time: 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 Sports: 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		<u>Enrichment and extension</u> <u>resources:</u> Handouts Research project Writing practice Spanish songs Movies in French
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<u>Summer 1</u>	Weather Giving Directions Places in Town	Students will begin by learning how to talk about what activities they do depending on the weather. Students will begin by learning how to describe where they live, the town they live in and the directions in French on how to	Weather: Quel temps fait-il ? / il fait (très) chaud / il fait froid / il fait du soleil / il fait du vent / il y a du brouillard / il y a de l'orage / il pleut (beaucoup) / il neige / la météo / la chaleur / le froid / l'hiver / la	End of unit test (30 mins)	<u>Core</u> <u>resources:</u> PowerPoint Handouts <u>Enrichment and extension</u> <u>resources:</u> Handouts Research project
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	Making future plans	get to places in town. Furthermore, students will learn school subjects in French and to give detailed opinions about these. • Vocabulary: understand places in town; describe a town • Grammar: use <i>il y a</i> and <i>il n'y a pas</i>; use correct word order • Skills: create contrasting sentences; reflect on writing • Vocabulary: combine activities with places using <i>on peut</i> • Grammar: use <i>au / à la / à l' / aux</i> with places; combine verbs • Skills: create more complex sentences Vocabulary: ask for and give directions • Vocabulary: arrange to go out; discuss meeting places • Grammar: use <i>vouloir</i> and <i>pouvoir</i>	pluie / le brouillard / la neige / le soleil / Places in Town: il y a / il n'y a pas / un bowling / un centre commercial / un centre sportif / un cinéma / un collège / une église / un fast-food / une gare routière / un magasin / une maison des jeunes / un parc / un parc d'attractions / une patinoire / une piscine / une place / un quartier / une rue / un supermarché / un terrain de sport Giving directions: Pour aller à ... ? / allez tout droit / prenez la deuxième rue à droite / prenez la deuxième rue à gauche / prenez la première rue à droite / prenez la première rue à gauche / tournez / traversez Making Plans: Tu veux sortir? / où (?) / le matin / l'après-midi / le soir / on se retrouve / devant (le cinéma) / au café / à la gare routière / au parc / sur la place / chez moi / chez toi		Writing practice Spanish songs Movies in French
<u>Summer 2</u>	Present tense	Students will learn revise vocabulary and will use the present tense in addition to learning the present continuous.	Regular -ER	End of unit test (30 mins)	<u>Core</u> <u>resources:</u> PowerPoint Handouts

	Present Continues Writing Focus	• Talk about topics using the present tense. • Describe different types of activities using the present continues	je -e tu -es il / elle / on -e nous -ons vous -ez ils / elles -ent Example: <i>parler</i> → je parle, tu parles, il parle... Regular -IR je -is tu -is il / elle / on -it nous -issons vous -issez ils / elles -issent Example: <i>finir</i> → je finis, tu finis, il finit... Regular -RE je -s tu -s il / elle / on (no ending)	PPE2 Examination	<u>Enrichment and extension</u> <u>resources:</u> Handouts Research project Writing practice Spanish songs Movies in French
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			nous -ons vous -ez ils / elles -ent Example: <i>attendre</i> → j'attends, tu attends, il attend... <u>Present Continues:</u> je suis en train de + infinitive tu es en train de + infinitive il / elle / on est en train de + infinitive nous sommes en train de + infinitive vous êtes en train de + infinitive ils / elles sont en train de + infinitive		
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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 - how to express themselves about what they do in their free time - Reading - sports - depending on the weather! They keep practicing - how to give their opinion - and justify it.	<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 - exploring the topic of free time, - with a recap of what has been learnt in Autumn in y7 (self-description), so that - students can widen their content by talking about themselves - and their free time activities.	<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

Spring 1	Social events Past tense with TO HAVE Pat tense with TO BE <u>Link with:</u> Geography Sociology PE	- Structure of the Perfect Tense - Using AVOIR in the present tense as part of the past participle formation - Using ÊTRE as part of the past participle formation - Agreement Rules with Être - Recognition: Knowing which verbs take avoir vs être - Social events as the base topic to work on that tense	<i>Events:</i> visiter, regarder, acheter, voyager, ... <i>Perfect Tense Formula:</i> Auxiliary verb (avoir or être) + past participle. Examples: J'ai mangé (I ate), Je suis allé(e) (I went). <i>Avoir (Most Common) in the present tense:</i> j'ai, tu as, il/elle/on a, nous avons, vous avez, ils ont <i>Past participle formation:</i> -er verbs: remove -er, add -é → manger → mangé -ir verbs: remove -ir, add -i → finir → fini -re verbs: remove -re, add -u → vendre → vendu <i>ETRE in the present tense:</i> je suis, tu es, il/elle/on est, nous sommes, vous êtes, ils/elles ont <i>Irregular verbs:</i> venu, dit, pris, ... <i>DR & MRS VANDERTRAMP:</i> Devenir, Revenir, Monter, Retourner, Sortir, Venir, Aller, Naître, Descendre, Entrer, Rentrer, Tomber, Rester, Arriver, Mourir, Partir Agreement Rules with Être The past participle must agree with the subject in gender and number: Feminine singular: add -e → allée Masculine plural: add -s → allés Feminine plural: add -es → allées	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
Summer 1	Tourist attractions Activities in Paris – present + past Opinion Tourist informations <u>Link with:</u> Geography PE	- Conjugation in the present tense - Structure of the Perfect Tense – more practice - The most visited city in the world as the base topic to work on two tenses - Comparisons	<i>Present tense : ending in :</i> <i>Je -> -e</i> (visitE) <i>Tu -> -es</i> (visitES) <i>Il/Elle/On -> -e</i> (visitE) <i>Nous -> -ons</i> (visitONS) <i>Vous -> -ez</i> (visitEZ) <i>Ils/Elles -> -ent</i> (visitENT) <i>Perfect Tense Formula - Reminder:</i> Auxiliary verb (avoir or être) + past participle (-é / -i / -u). <i>Tourists attractions :</i> le musée, la Tour Eiffel, la Seine, ... <i>Tourists informations :</i> C'est ouvert, c'est fermé, de 9h00 à 18h00... <i>Activités:</i> visiter, passer, envoyer, ...	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

	Maths		<i>Reminder of DR & MRS VANDERTRAMP:</i> Devenir, Revenir, Monter, Retourner, Sortir, Venir, Aller, Naître, Descendre, Entrer, Rentrer, Tomber, Rester, Arriver, Mourir, Partir <i>Opinions :</i> J'aime bien, je suis fan de, je préfère, ... <i>Comparisons :</i> plus / moins / aussi que		
Summer 2	Home Routine <u>Link with:</u> Geography Sociology Maths	- Houses - Rooms - Meals - Times	<i>Houses:</i> un appartement, une maison jumelle, un manoir, ... <i>Rooms :</i> la chambre, le salon, la cuisine, les toilettes, ... <i>Meals :</i> le petit déjeuner, le déjeuner, le repas, l'entrée, le dessert, ... <i>Structure for verbs :</i> J'habite, je mange, je dors, je me relaxe, ... Time : le matin, à sept heures, de 8h00 à 8h30, ...	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

SJBC Curriculum Termly Plan: Y9 FRENCH

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	Introducing yourself Personality descriptions The present tense of -er and -re verbs <u>Link with:</u> Sociology	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.	<i>Introducing yourself:</i> ➔ Family: les grand-parents, le frère ➔ Adjectives : nouveau/nouvelle, bleu(e) ➔ Pets : le chien, le chat <i>Personality descriptions:</i> timide, paresseux, fort <i>The present tense of -er verbs:</i> Je parle, tu parles, il/elle/on parle, nous parlons, vous parlez, ils/elles parlent <i>The present tense of -re verbs:</i> Je vends, tu vends, il/elle/on vend, nous vendons, vous vendez, ils vendent	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	Family relationships Different types of families Reflexive verbs in the present tense The present tense of -ir verbs Irregular verbs in the present tense <u>Link with:</u> Sociology	The world is evolving. Families too. Students begin to: • analyse the different models of family structures. It will be more developed at A Level in terms of deep analysis. They will be able: • to reflect, • to understand the world around them (friends can be in different family structures), • and to use specific vocabulary to describe the structures • in addition to the dynamic inside of the families (getting on, arguing).	<i>Family relationships:</i> se disputer – je me dispute avec, s’entendre – je m’entends bien avec <i>Different types of families:</i> le demi-frère, la belle-mère, séparé, divorcé, tolérant, <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 <i>The present tense of -ir verbs:</i> Je ris, tu ris, il/elle/on rit, nous rions, vous riez, ils/elles rient <i>Irregular verbs in the present tense:</i> Je finis, tu finis,, il/elle/on finit, nous finissons, vous finissez, ils/elles finissent	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

Spring 1	Lifestyle choices and habits Recent activities <u>Link with:</u> PE Sociology	• Healthy living • Unhealthy habits • Addictions • Daily routines • Talking about past events • Leisure activities • Opinions on past experiences • Indirect object pronouns	<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... <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, ...	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
Spring 2	School Studies post-16 Jobs <u>Link with:</u> Careers	• School subjects & opinions • School routine and rules • School year groups • Options after GCSEs • Reasons for continuing studies • Advantages/disadvantages of different pathways • University plans and higher education aspirations • Types of jobs	<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, ... <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 <i>Jobs:</i> directeur, écrivain, facteur, influenceur, président, artiste, je veux, je voudrais, parce que/car, ..	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
Summer 1	Jobs Creative ones Hobbies narrated in the past	• Describing different types of jobs, including ambitious ones • Revisions of the whole Theme 1 -Identity and relationship with others -Healthy living and lifestyle -Education and work	<i>Jobs :</i> directeur, écrivain, facteur, influenceur, président, artiste, je veux, je voudrais, parce que/car <i>Creativity :</i> l'expérience, le héros, connu, le roman, le mariage, la soirée, le thème For the Revisions : <i>Refer to the vocabulary listed in Autumn 1 & 2 plus Spring 1 & 2. The core vocabulary in</i>	Mini-tests (30 min) after 2-3 topics	<u>Core resources:</u> PowerPoint Handouts <u>Enrichment and extension resources:</u> Handouts Research project

	<u>Link with:</u> Career P.E.	Using the imperfect tense to narrate stories in the past	<i>Summer is the Revision of all the vocabulary seen and listed so far.</i> <i>The AQA French specification also lists the type of vocabulary to know.</i> <i>Past Hobbies : l'âge, l'émission, gagner, récemment super, l'ordinateur, onze</i>		Writing practice French songs Movies in French with French subtitles
Summer 2	Last weekend Sport and music Culture and careers <u>Link with:</u> Careers	Y9 ends with an immersion of the students' world: - Leisure - Movies - Sport - Music A last term full of interesting topics, enabling students to practice their different tenses while still having fun learning!	<i>Leisure activities in the past: faire une promenade/se promener, rire, avoir la chance de, l'énergie, malade, in the perfect tense</i> <i>Leisure activities around the world: passer, monter, partir, descendre, le kilomètre, le Maroc, la Réunion</i> + Même, vers, si	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