

Subject :	French	Year Group:	9					
Scheme title	J2J (Y8-Y9)	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	J2J (Y9-Y10)	
Purpose of scheme	Oracy Skills	Ma vie sociale d'ado	Bien dans sa peau.	A l'horizon	Spécial vacances.	Moi dans le monde.	Tense/Grammar Recap	
Knowledge in sequence	<p>This scheme offers the chance for students to discuss teenage life and what it means to them, expressing their own views and opinions on typical trends.</p> <p><b>Scheme Specific Skills:</b>            Week 1 Students will use adjectives and opinion phrases together with a photo card. In lesson two they will use question words to take part in a role-play situation.            Week 2 – students will recall key vocab and practise techniques for sounding natural in their target language - there will be a focus on pronunciation.            Students will practise general conversation questions.            Week 3 – students will combine all skills practised so far for a show-case towards the end of the week. During week 4 students will take part in an Oracy Takeover.</p> <p>NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is 'le château de ma mère'</p> <p>Week 1 – Introduce language for internet use; use reading strategies to introduce activities students may carry out when using social media. Review of present tenses of regular –er verbs and high frequency irregular verbs. Talking about how often students use social media with a focus on time phrases and opinions. The focus will predominantly be the je/on form.</p> <p>Week 2 – 2 weeks allow for a review of the vocab covered in week 1. Use of reading strategies to help reinforce vocabulary and introduce the possessive. Reinforce present tense regular er verbs and high frequency irregulars using a range of subject pronouns. Opportunity to review present/past and future tenses of regular verbs when talking about social</p> <p>NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is 'un cadeau pour Bilouilou.'</p> <p>NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is 'le petit Nicolas et les amis'.</p> <p>NB – in line with the new Literacy strategy for MFL the first lesson after every half term is dedicated to our Literature Anthologies and literature lessons. The text for this HT is 'le Oiseau et la Baleine'.</p> <p>Week 1 – Students will learn holiday facts about France and the diverse range of holidays that exist in France. Question words and forming questions will be revisited and students will practise forming and translating questions. We will also cover the pronoun 'y' and its application as word order is affected. Students are pushed straight away as the texts covered are in 3 different tenses. We will discuss techniques to identify different tenses to help identify the correct answer in comprehension activities. In the second lesson, students will develop their understanding of forming questions by using inversion and will create responses to questions in a range of time frames.</p> <p>Week 2 – In the first lesson of week 2, 1 and develop their skills. Alternative language to give opinions is revisited and the use of the adjective 'intéressé(e)' and 'par' is introduced and compared to the verb 's'intéresser' with the preposition 'à'. When using this, there is the chance to revise à +</p>	<p>This unit allows pupils to discuss key activities and actions needed for a healthy lifestyle.</p> <p>Students explore the opportunities languages can bring in terms of future careers and ambitions.</p> <p>This topic lays the foundations of key grammar and vocab used to discuss holidays. We revisit this at GCSE.</p> <p>This unit focusses on giving students the opportunity to explore their rights and responsibilities in the world. We revisit this in GCSE and at A Level.</p> <p>Literature lesson and revision of topics covered so far</p> <p>Week 2: Students complete EOY assessments in line with the calendar - including feedback and re-teach</p> <p>Week 3: Cultural insight into France and how young people feel/what they are allowed to do. The first week will focus on discussing what young people are allowed to do (in France and England), including internet access/going out with friends. Grammar focus is using expressions with avoir. Students should feel comfortable answering questions about what they are allowed to do.</p> <p>Week 4 -2 allows students to express what is important to them in the world. To avoid repetition, the grammar focus this week will be on direct object pronouns. Students should feel accurate in placing direct object pronouns in the correct place (in front of the verb) when writing their own sentences. Students will have the opportunity to share what</p>	<p>SOW being updated</p>					
Skills	<p>Opinions inc 'j'ai trouvé ça</p> <p>Key verb groups ER, IR, RE</p> <p>Key irregular verbs.</p> <p>Double verb structures</p> <p>Frequency words.</p> <p>Connectives</p> <p>Intensifiers</p> <p>Temporal adverbs and days of the week.</p> <p>Double verb structures</p> <p>Frequency words.</p> <p>Connectives</p> <p>Intensifiers</p> <p>Temporal adverbs and days of the week.</p> <p>Tense indicators etc hier, aujourd'hui etc. Normalement...</p> <p>The negative (ne/pas)</p> <p>C'était / ce n'était pas pas / ce sera / ce sortir.</p> <p>Opinion phrases (basic and more complex for some). Inc 'j'ai trouvé ça</p> <p>Sentence starters from classroom display.</p> <p>Use of general adjectives to describe experiences.</p> <p>For some, je voudrais/vais + infinitive.</p> <p>Ce serait/ce sera</p>	<p>Opinions inc 'j'ai trouvé ça</p> <p>Key verb groups ER, IR, RE</p> <p>Key irregular verbs.</p> <p>Double verb structures</p> <p>Frequency words.</p> <p>Connectives</p> <p>Intensifiers</p> <p>Temporal adverbs and days of the week.</p> <p>Double verb structures</p> <p>Frequency words.</p> <p>Connectives</p> <p>Intensifiers</p> <p>Temporal adverbs and days of the week.</p> <p>Tense indicators etc hier, aujourd'hui etc. Normalement...</p> <p>The negative (ne/pas)</p> <p>C'était / ce n'était pas pas / ce sera / ce sortir.</p> <p>Opinion phrases (basic and more complex for some). Inc 'j'ai trouvé ça</p> <p>Sentence starters from classroom display.</p> <p>Use of general adjectives to describe experiences.</p> <p>For some, je voudrais/vais + infinitive.</p> <p>Ce serait/ce sera</p>	<p>Scheme Specific Skills:</p> <ul style="list-style-type: none"> <li>• Week 1 lesson 1. Students will be introduced to specific vocabulary linked to parts of the body. The use of 'à plus le définitive article is revised (à + le/la/l'). Students revise the first person conjugation of the verb être etc.</li> </ul> <p>The use of the past participle in regular verbs as an adjective is mentioned briefly (touché(e)). Students are reminded of the need for agreement when using adjectives.</p> <ul style="list-style-type: none"> <li>• Week 1 lesson 2. Present tense conjugation of regular ER verbs and the verb 'aller' are revisited for the 1st person plural, 'nous'. Students are exposed to this language over longer reading stimulus. Use of the demonstrative adjective ce is touched upon in the set phrase 'ce sont'.</li> </ul>	<p>Scheme Specific Skills:</p> <ul style="list-style-type: none"> <li>• Week 1 lesson 1. Here, students are introduced to key vocabulary relating to jobs. The concept of masculine and feminine versions of nouns is revisited and common ending patterns are explored (eur/euse, en/enne, teur/trice etc). The modal verb 'vouloir' is revisited in the present tense for the first person singular, 'je'.</li> </ul> <p>• Week 1 lesson 2. Students are exposed to a number of speaking and listening activities to revise the content of week 1 and develop their skills. Alternative language to give opinions is revisited and the use of the adjective 'intéressé(e)' and 'par' is introduced and compared to the verb 's'intéresser' with the preposition 'à'. When using this, there is the chance to revise à +</p>	<p>Opinions</p> <p>Connectives</p> <p>À + le/la/l'/les De + le/la/l'/les</p> <p>Il faut + infinitive</p> <p>Temporal adverbs</p> <p>Tense indicators etc hier, aujourd'hui etc.</p> <p>The negative (ne/pas)</p> <p>Simple future tense.</p> <p>Opinion phrases (basic and more complex for some). Inc 'j'ai trouvé ça</p> <p>Placing three tenses in an essay.</p> <p>Essay skills 90 word essay. Time management.</p> <p>Sentence starters from classroom display.</p> <p>For some, je voudrais/vais + infinitive.</p> <p>Ce serait/ce sera</p> <p>Dictionary skills</p>	<p>Opinions</p> <p>Connectives</p> <p>À + le/la/l'/les De + le/la/l'/les</p> <p>Il faut + infinitive</p> <p>Temporal adverbs</p> <p>Tense indicators etc hier, aujourd'hui etc.</p> <p>The negative (ne/pas)</p> <p>Simple future tense.</p> <p>Opinion phrases (basic and more complex for some). Inc 'j'ai trouvé ça</p> <p>Placing three tenses in an essay.</p> <p>Essay skills 90 word essay. Time management.</p> <p>Sentence starters from classroom display.</p> <p>For some, je voudrais/vais + infinitive.</p> <p>Ce serait/ce sera</p> <p>Dictionary skills</p>	<p>Opinions</p> <p>Connectives</p> <p>À + le/la/l'/les De + le/la/l'/les</p> <p>Il faut + infinitive</p> <p>Temporal adverbs</p> <p>Tense indicators etc hier, aujourd'hui etc.</p> <p>The negative (ne/pas)</p> <p>Simple future tense.</p> <p>Opinion phrases (basic and more complex for some). Inc 'j'ai trouvé ça</p> <p>Placing three tenses in an essay.</p> <p>Essay skills 90 word essay. Time management.</p> <p>Sentence starters.</p> <p>For some, je voudrais/vais + infinitive.</p> <p>Ce serait/ce sera</p> <p>Dictionary skills</p>	<p>SOW being updated</p>
Key Words	<p>amusant/amusante</p> <p>vieux/vieille</p> <p>nouveau/nouvelle</p> <p>petite/petite</p> <p>grand/grande</p> <p>travailleur/travailléeuse</p> <p>intelligent/intelligente</p> <p>bavard/bavarde</p> <p>moderne</p> <p>sociable</p> <p>marrant/marrante</p> <p>débrouillard/débrouillarde</p>	<p>Scheme Specific Vocabulary :</p> <p>1.Je poste des messages 2.Je modifie mes préférences 3.Je commente les photos4.Je passe des messages 5.On organise des sorties 6.On s'envoie 7.des liens vers des vidéos 8.des sondages 9.temps à quelqu'un 10.tout le temps 11.une fois/deux fois par jour/semaine/mois 12.arrogant(e) 13.beau/belle 14.charmant(e) 15.drôle 16.égoïste 17.généreux/généreuse 18. Je vais/On va aller au cinéma/en ville 19.faire un pique-nique 20.Tu viens avec moi/nous? 21.Tu veux m'/nous accompagner? 22.On se retrouve où/à quelle heure? 23.chez moi/toi 24 il y a une séance à ... 25. à plus 26.D'accord, si tu veux 27.Je t'ai pas trop envie 28.J'ai horreur de ça! 29. ce matin/soir 30. cet après-midi 31.samedi dernier 32.Je suis sorti(e) avec 33.Je suis/On est allé(e)s 34.aux cinéma/s/ une fête/en ville 35.J'a/On a 36.bonneau 37.bu du coca 38.faire une promenade 39.joué au bowling 40.biens rigolé 41.C'était 42.cool/génial 44.attreux/bizarre/nul/désastre</p>	<p>Key vocabulary</p> <p>le corps, le dos, le genou, la jambe, la tête, les fesses, pour, qu'est-ce qui s'est passé, en forme, dormir, épouser, diminuer, le stress, le moral, la vie, suivre, salut(e), repas, sucreries, les boissons gazeuses, équilibré(e), j'aurai, je ferai, je serai, j'irai</p>	<p>• Key vocabulary comptable, infirmier, ingénieur, travail, langue, étranger, rêve, rencontrer, vendre, le bouton, l'emploi, le métier, un stage, un poste, tomber amoureux, les qualités requises, lorsque, puisque, surtout, savoir, côté formation, pour ma part, ma propre boute.</p>	<p>Scheme specific vocabulary:</p> <ol style="list-style-type: none"> <li>1. en vacances 2. au bord de la mer 3. J'y vais ... 4. J'y reste ... 5. une semaine/quinzaine/jours/un mois 6. Je pars en colo 7. Je pars en classe de neige 8. de la plongée sous-marine 9. de la planche à voile 10. des randonnées dans la forêt 11. J'ai fait un stage de (volley) 11. Je voudrais ... 12. J'aimerais... 13. essayer des sports extrêmes 14. passer des vacances 15. sur une île déserte 16. visiter tous les parcs d'attractions du monde 17. Je me fais bronzer 18. Je me baigne 19. un sac à dos 20. de la crème solaire 21. des lunettes de plongée 22. J'ai pris un coup de soleil 23. Je suis tombé(e) à la eau 24. J'ai été malade 25. J'ai fait de la baignade 26. J'ai fait du tir à l'arc</li> </ol>	<p>Scheme specific vocabulary:</p> <ol style="list-style-type: none"> <li>avoir le droit de 2. avoir raison 3. jouer à des jeux vidéo 4. regarder la télé jusqu'à onze heures du soir 5. sortir avec mes copains le weekend 6. si j'ai fini mes devoirs 7. si j'ai mon portable sur moi 8. Ce qui me préoccupe, c'est ... 9. l'argent 10. la cruauté envers les animaux 11. l'état de la planète 12. mes études (fp) 13. la faim dans le monde 14. l'injustice 15. participer (à) 16. Penser 17. Protéger 18. Respecter 19. bon marché 20. le commerce équitable 21. les conditions de travail 22. écologie 23. l'éthique sur l'étiquette 24. l'ouvrage/ouvrirrie 25. le produit 26. Ce qui me rend heureux, c'est le/la/les (+ noun) 27. Le bonheur, c'est quand ... 28 accro 29. l'amitié (f) 30. Apprécier 31. déprimé(e) 32. décédé(e) 33.oublier 34. rester au lit 35. Réussi 36.se retrouver 37. se sentir 38.rigoler</li> </ol>	<p>Scheme specific vocabulary:</p> <ol style="list-style-type: none"> <li>avoir le droit de 2. avoir raison 3. jouer à des jeux vidéo 4. regarder la télé jusqu'à onze heures du soir 5. sortir avec mes copains le weekend 6. si j'ai fini mes devoirs 7. si j'ai mon portable sur moi 8. Ce qui me préoccupe, c'est ... 9. l'argent 10. la cruauté envers les animaux 11. l'état de la planète 12. mes études (fp) 13. la faim dans le monde 14. l'injustice 15. participer (à) 16. Penser 17. Protéger 18. Respecter 19. bon marché 20. le commerce équitable 21. les conditions de travail 22. écologie 23. l'éthique sur l'étiquette 24. l'ouvrage/ouvrirrie 25. le produit 26. Ce qui me rend heureux, c'est le/la/les (+ noun) 27. Le bonheur, c'est quand ... 28 accro 29. l'amitié (f) 30. Apprécier 31. déprimé(e) 32. décédé(e) 33.oublier 34. rester au lit 35. Réussi 36.se retrouver 37. se sentir 38.rigoler</li> </ol>	<p>SOW being updated</p>
End Point	To be confident communicators	Students are able to use key vocabulary from this unit to practice listening skills and hone their speaking skills.	Students can express their own views and experiences around healthy lifestyle through a piece of writing.	Students are able to confidently communicate through discussing the opportunities that languages can bring, as well as understanding key vocabulary through listening files.	Students can pick out key vocabulary and grammatical structures in chunks of texts and translate key phrases confidently.	Students will be prepared enough to complete their own piece of writing on the topics raised in this half term.	SOW being updated	
Assessment method	N/A	End of Unit Assessment: Listening Assessment: Progress Point (Mid-Term): French-English translation and speaking.	End of Unit Assessment: Reading Assessment: Progress Point: French-English translation + Written task.	End of Unit Assessment: Listening Assessment: Progress Point (Mid-Term): French-English translation and speaking.	End of Unit Assessment: Reading Assessment: Progress Point: French-English translation + Written task.	Assessment: EOY Assessment L+R and W	SOW being updated	