

Subject :	French		Year Group: 10		10	
	J2J (Y9-Y10)	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5/6
Scheme title	Grammar	Free time and activities	Identity and relationships with others.	Environment, healthy living and festivals	Where people live	Travel and tourism
Purpose of scheme	The main aim is to ensure basics regarding grammar are secureUsing high frequency present tense verbs – jouer, faire, aller, avoir and être. Revision of regular er/ir/re verbs present Identifying patterns regarding 4 tenses. Apply knowledge of tenses and complete a GCSE Photo card. The grammar is linked to Theme 1 and 2..	Free time activities Talking about free time activities: sports, reading, film and TV. Theme 2.	Family, descriptions and relationships with others are covered this half term. Theme 1.	3 mini topics are covered this half term. Students will identify environmental problems and discuss how they help the planet. The second topic will give students the opportunity to say what they do in order to stay healthy. Finally there will be a focus on festivals and students will gain knowledge related to french traditions and customs.Theme 1,2,3.	Talking about your town village or neighbourhood. Discussing what to see and do and discussing your plans and the weather. Describe an ideal town. Giving directions/using prepositions to say where places are. Theme 3.	Talking about holidays in present, past, future and describing an ideal holiday and practising the conditional tense. Destinations, transport, accommodation, weather, activities and opinions. Booking and reviewing hotels.
Knowledge in sequence	Scheme Specific Skills : a. Revision of high frequency verbs avoir, faire, aller and être in the present tense. b. Revision of regular present tense verbs – er/ir/re. Students able to conjugate verbs, understand grammar terms c.Present, perfect, imperfect and future patterns – high frequency verbs. Students look at patterns of verbs and show understanding of the tense a verb is in using time frames to help. Students able to read and translate using different tenses. d.– Apply knowledge and complete GCSE photo cards/translations with increased confidence.	Scheme Specific Skills: a.Express positive and negative opinions about own and other people's hobbies. b.Extend sentences with justified reasons. c.Add details regarding when, where, how often and who with. d.Use a variety of adverbs and connectives. e.Include opinions and justifications with preceding direct objects. f.Use comparatives to compare activities/give preference. g.Refer to past activities and future plans. h.Refer to sporting events and favourite sports personalities/teams	Scheme Specific Skills: a.Describe a person's nationality, character, personality and physical appearance. b.Describe a person's sexual orientation. c.Describe relationships with friends and family. d.Describe qualities of a good friend. e.Describe ideal partners and why. f.Describe different types of partnerships -pros and cons. g. Weekend activities h. Describe your childhood	Scheme Specific Skills: a.Describe local environment, including environmental issues. b.Refer to activities to help/protect local area/environment in the past, present and future. c.Refer to and express opinions on wider global issues eg climate change, environmental damage. Intent Key language Grammar Phonics d.Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences. e.Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. f.Describe sporting activities and ways of keeping fit. g.Compare past and present lifestyle choices and future intentions h.Learn about local and national festivals in the UK and in French-speaking countries/communities. i.Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.	Scheme Specific Skills : a.Describe town/village/neighbourhood of residence. b.Refer to period of time in residence. c.Describe local area, buildings. d.Describe activities and facilities in area. e.Give opinions including advantages/disadvantages for young people/tourists. f.Describe an ideal home and area, future intentions on where to live with reasons. g.Understanding/giving directions	Scheme Specific Skills : Refer to and give opinions on: a.Holiday destinations b.Holiday locations c.Means of transport for holidays d. Weather e.Holiday activities f.Holiday accommodation. g. Refer to recent and future holidays. h.Places of interest locally and elsewhere, including descriptions and preferences
Skills	Scheme Specific Skills: a.Past v Present v Future b.Opinions c.Negatives d.Articles e.Connectives f.Intensifiers g.Questions h.Time expressions i.Adjectives j.Phonics	Scheme Specific Skills: a.Present b.Perfect c.Future d.Negatives e.Connectives f.Questions g.Adjectives h.Opinions i.Articles j.Intensifiers k.Time expressions l.Depuis m.Relative pronouns n.Imperfect Tense o.Comparative p.Direct object pronouns q.Superlative r.Partitive s. Phonics	The following grammar points: a.Present b.Perfect c.Future d.Negatives e.Connectives f.Questions g.Adjectives h.Opinions i.Articles j.Intensifiers k.Time expressions l.Relative pronouns m.Possessive adjectives n.Emphatic pronouns o.Imperfect tense p.Possessive q.Reflexive verbs r. Phonics	The following grammar points: a.Present b.Perfect c.Future d.Negatives e.Connectives f.Questions g.Adjectives h.Opinions i.Articles j.Intensifiers k.Time expressions l. Pouvoir/Devoir in the conditional m.Partitive n.Prendre/Boire in the present o.Il faut/On doit+infinitive p.Pronoun en q.Venir de +infinitive r.Imperative sAdverbs t.Simple future u. Phonics	The following grammar points: a.Present b.Perfect c.Future d.Negatives e.Connectives f.Questions g.Adjectives h.Opinions i.Articles j.Intensifiers k.Time expressions l.Different ways to say 'in' m.Pronoun y n.Imperative o.Simple future p. Phonics	The following grammar points: a.Present b.Perfect c.Future d.Negatives e.Connectives f.Questions g.Adjectives h.Opinions i.Articles j.Intensifiers k.Time expressions l.On peut + infinitive m.Conditional n.Reflexive verbs s. Phonics
Key Words	Scheme Specific Vocabulary 1.Avoir 2.Etre 3.Faire 4.Jouer 5.Aller 6.Visiter 7.Manger 8.Regarder 9.Les cheveux 10.Les yeux 11.Les personnes 12.Une fille 13.Un garçon 14.Un homme 15.Une femme 16.Les enfants 17.Sur la photo il y a 18.Je peux voir 19.Je pense que	Scheme Specific Vocabulary	Scheme Specific Vocabulary	Scheme Specific Vocabulary	Scheme Specific Vocabulary	Scheme Specific Vocabulary:
End Point	Students able to apply knowledge of tenses to speak, write and translate with increased confidence.	Students can write a 90 word essay on this topic as well as understand key vocabulary around this topic through reading and listening activities.	Students can write a 90 word essay on this topic, as well as understand key vocabulary around this topic through reading and listening activities.	Students can write a 90/150 word essay on this topic as well as understand key vocabulary around this topic through reading and listening activities.	Students showing the ability to tackle speaking tasks and translation tasks with increased confidence as well as understand key vocabulary around this topic through reading and listening activities.	Students can write a 90/150 word essay on this topic as well as understand key vocabulary around this topic through reading and listening activities.
Assessment method	Assessment: Translation Fr-Eng	End of Unit Assessment: Reading Assessment- exampro H/F/O Progress point (Mid-Term): 90 Word Exam Writing Question-prepared with class in advance but completed as closed book.	End of Unit Assessment: Listening Assessment -- exampro. H/F/O Progress point (Mid-Term): 90 Word Exam Writing Question -prepared with class in advance but completed as closed book.	Progress Point:Photo card and role-play (health/environment) Assessment: 90 word essay - festivals	End of Unit Assessment: Reading Progress Point: Dictation	Assessment: 150/90 essay question (closed book)