

Subject :	French		Year Group:		11	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	J2J (Y10-Y11)
Scheme title	Au collège	Bon travail	Oral Exam Preparation	Exam Period and Revision covering all four key skills	Exam Period and Revision covering all four key skills	Holidays, Environment, Social Issues
Purpose of scheme	This scheme covers sub-topics from Theme 3: Current and future study and employment.	This scheme covers sub-topics from Theme 3: Current and future study and employment.	The purpose of this unit is to give students ample opportunity to prepare for their Speaking Exams.	The purpose of this unit is to give students ample opportunity to prepare for their Listening, Reading and Writing Exams.	The purpose of this unit is to give students ample opportunity to prepare for their Listening, Reading and Writing Exams.	This scheme covers sub topics from Theme 2: Local, national, international and global areas of interest.
Knowledge in sequence	<p>Scheme Specific Skills :</p> <p>Week 1 - In week one, students revise the nouns for school subjects, stressing the need to include the definite article when giving opinions. Times and numbers are revisited along with the use of the definite article before days on the week to express 'on'. Common adjectives are revised with adjectival agreement and the use of 'je trouve' is reiterated as an alternative to the more common opinion phrases along with 'je pense que'. Students describe school and a typical day, the emphasis is on opinions and revision of reflexive verbs..</p> <p>Week 2 -Common question words are revisited and the differences in the French school system are shared. Students practise the use of the comparative ('plus' / 'moins' / 'aussi'). Students are reminded of the possessive adjectives for the 3rd person singular. Students describe school and uniform. Continued focus on opinions, tenses and comparisons.</p>	<p>Scheme Specific Skills :</p> <p>Week 1 – job titles are discussed in week one along with common patterns of change from masculine to feminine for nouns ending in 'en' / 'eur' / 'teur' / 'er' / 'on'. The lack of the indefinite article when talking about jobs is highlighted. The terms 'ainé(e)' and 'cadet(te)' are discussed. Use of the conditional through 'je voudrais' / 'j'aimerais' / 'je préférerais' / 'ce serait' are used to describe what students would like to do in the future. The word 'plutôt' is revisited. Better, best, worse and worse are discussed to compare work in different fields.</p> <p>Week 2 – In week two, students explore sentences using the subjunctive. The phrases 'après avoir' and 'après être' are seen along with 'avant de + infinitive'. Regular formation of the subjunctive is discussed. Irregular forms 'j'aie' / 'je sois' / 'j'aille' / 'je fasse' / 'je puisse' are introduced for recognition. On doit' and 'il faut' are revisited in the context of accepting a job offer. Use of the</p>	<p>Scheme Specific Skills :</p> <p>Week 1- Students to work with a range of themes and topics covered throughout Y10 and Y11. Whilst all four key skills should continue to be revised, this week will have a focus on roleplay techniques. Students to be reminded to read questions through and make notes/prepare before speaking, as well as advised to manage preparation time effectively. Exam Pro, ActiveLearn, TWINKL, ZigZag and Exam Spec resources can be used for further exam training.</p> <p>Week 2 – Students to work with a range of themes and topics covered throughout Y10 and Y11. Whilst all four key skills should continue to be revised, this week will have a focus on techniques used for the photocard. . Students to be reminded to read through questions thoroughly and use logic to predict the two missing questions. Students should not leave any question unanswered and make notes/annotate sections on the paper as much as they can. They are to be</p>	<p>Scheme Specific Skills :</p> <p>Week 1- Students to work from a range of resources to re-cover Unit one of Studio – Qui suis-je? There should be games and drilling of the key vocabulary at this stage and students should be working from the bumper GCSE vocab pack saved in the TDrive. There a reading and listening skill area in the text book and online version which can be used here. Exam Pro also offers further exam training. For one lesson during the week students will work on role-play technique for the exam and pair/group practise of their general conversation questions. This week should cover skills for the foundation writing 'describe the photo' as this also benefits higher candidates in the oral exam.</p> <p>Week 2 – Students to work from a range of resources to re-cover Unit two of Studio – le temps des loisirs. There should be games and drilling of the key vocabulary at this stage and students should be working from the bumper GCSE vocab pack saved in the TDrive.</p>	<p>Week 1- Students to work with a range of themes and topics covered throughout Y10 and Y11. Whilst all four key skills should continue to be revised, this week will have a focus on listening techniques. Students to be reminded to read questions through and make notes/prepare before hearing the audio clips, as well as advised to leave no answer box blank on the paper. Exam Pro, ActiveLearn, TWINKL, ZigZag and Exam Spec resources can be used for further exam training.</p> <p>Week 2 – Students to work with a range of themes and topics covered throughout Y10 and Y11. Whilst all four key skills should continue to be revised, this week will have a focus on reading techniques. Students to be reminded to read through extracts thoroughly, not leave any answer space blank and make notes/annotate sections on the paper as much as they can. Exam Pro, ActiveLearn, TWINKL, ZigZag and Exam Spec resources can be used for further exam training.</p> <p>Week 3 – Students to work with a</p>	<p>Week 1- Students will revisit language linked top destinations/countries/ transport/activities/regions. Using a variety of tenses and opinions, all 4 skills will be evident in all tasks.</p> <p>Week 2 -This week we will focus on oral skills. We will ensure the theme 2 holidays questions are complete and look at strategies to build confidence and ultimately learn the answers. We will complete vocabulary and role-play/photo card work based on booking into a hotel and at the train station. Students will learn set phrases to help them describe a photo. Students should be able to communicate the expectations of the oral exam in confidence following this sequence of lessons. There will be pair work/self-assessment and peer assessment evident in lessons as well as the use of mark schemes and grade boundaries.</p> <p>Week 3 – There will be a thorough explanation of the requirements of a 16/32 marker. Students will complete a 16/32 marker depending on tier entry</p>
Skills	<p>Present tense regular and irregular - high frequency</p> <p>Perfect tenses avoir/être - high frequency</p> <p>Near and simple future- high frequency</p> <p>Conditional mood - high frequency</p> <p>Imperfect - high frequency</p> <p>Modal verbs (on peut +inf)</p> <p>Negatives</p> <p>Ce qui/ce que</p> <p>Subjunctive set phrases</p> <p>Comparative</p> <p>Asking questions</p> <p>Present participle</p> <p>Avant de + infinitive</p> <p>Direct/indirect object pronouns</p> <p>The passive</p>	<p>•Using a range of tenses at the same time</p> <p>•Techniques to tackle the Exam Papers</p> <p>•Reading Skills</p> <p>•Bistening Skills</p> <p>•Writing Skills</p> <p>•Translation Skills</p>	<p>•Using a range of tenses at the same time</p> <p>•Techniques to tackle the Exam Papers</p> <p>•Reading Skills</p> <p>•Bistening Skills</p> <p>•Writing Skills</p> <p>•Translation Skills</p>	<p>•Using a range of tenses at the same time</p> <p>•Techniques to tackle the Exam Papers</p> <p>•Reading Skills</p> <p>•Bistening Skills</p> <p>•Writing Skills</p> <p>•Translation Skills</p>	<p>•Using a range of tenses at the same time</p> <p>•Techniques to tackle the Exam Papers</p> <p>•Reading Skills</p> <p>•Bistening Skills</p> <p>•Writing Skills</p> <p>•Translation Skills</p>	<p>Present tense regular and irregular - high frequency</p> <p>Perfect tenses avoir/être - high frequency</p> <p>Near and simple future- high frequency</p> <p>Conditional mood - high frequency</p> <p>Imperfect - high frequency</p> <p>Modal verbs (on peut +inf)</p> <p>Negatives</p> <p>Ce qui/ce que</p> <p>Subjunctive set phrases</p> <p>Comparative</p> <p>Asking questions</p> <p>Present participle</p> <p>Avant de + infinitive</p> <p>Direct/indirect object pronouns</p>
Key Words	Key vocabulary; les sciences de la vie et de la terre, les arts ménagers, l'instruction civique, horaire/emploi du temps, les langues vivantes, fort(e), faible, doué(e), mixte, obligatoire, redoubler, fournir, interdit, tricher, bijoux, maquillage, harceler, frustrant(e), une retenue, la chorale, les matières grasses, sainement, j'essaie de, uniquement, suffisamment, de bonne heure, dur, également, l'alcool, se droguer, s'isoler, ivre, accro, un cancer (des poumons/du foie), nocif, grossier, améliorer	Key vocabulary: Agriculteur, caissier, fonctionnaire, avocat, maçon, la loi, en plein air, secteur, restauration, un métier, gratifiant, le salaire, la chose, pire, monotone, la formation, diplômé(e), patron, un boulot, la fac, entrer en apprentissage, faire du bénévolat, mon but, actuellement, également, mi-temps, plein-temps, malgré, quant à.	All vocabulary covered during previous schemes will be revisited here.	All vocabulary covered during previous schemes will be revisited here.	All vocabulary covered during previous schemes will be revisited here.	Scheme Specific Vocabulary : 1.Voyager 2. Se bronzer 3. Faire 4. Rester 5. Louer 6. Gouter 7. Beau/belle 8. Ennuyeux 9. Rapide 10. Lent(e) 11. Inoubliable 12. Fascinant(e) 13. Passionnant(e) 14. Stressant(e) 15. à l'étranger 16. Le vol 17. Le voyage 18. Le séjour 19. Le temps 20. La crème solaire 21. Le maillot de bain 22. Je trouve 23. D'habitude 24. Pendant 25. Les grandes vacances 26. Mes vacances de réve 27. Je voudrais 28. L'avantage 29. Prendre 30. Un avion 31. Un bateau 32. Le climat
End Point	To be equipped to complete GCSE Style Reading and Listening Papers.	To be equipped to complete GCSE written paper.	Students to have prepared their Speaking Questions and practise Exam Speaking Questions.	Students to have prepared their Speaking Questions and practise Reading, Listening and Writing Questions.	Successful completion of Reading, Listening, Speaking and Writing Exams.	Students to be able to translate confidently from English into French.
Assessment method	Assessment: Reading and Listening GCSE 2018 papers.	2018 Written Paper.	Speaking Exams. French Listening (Paper 1) and Reading (Paper 3) Exams. French Writing (Paper 4) Exam.	Speaking Exams. French Listening (Paper 1) and Reading (Paper 3) Exams. French Writing (Paper 4) Exam.	Speaking Exams. French Listening (Paper 1) and Reading (Paper 3) Exams. French Writing (Paper 4) Exam.	End of Unit Assessment: Reading and Listening Module 8.