

Subject :	French		Year Group:		7	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	J2J
Scheme title	Descriptions and doing/making things	Present Tense using Faire and Regular ER verbs	Saying how many there are, describing people, what they have and do	Places and questions	Holidays	Oracy Skills
Purpose of scheme	This Half Term is an introduction to the basic vocabulary and key verbs in French to give students the fundamentals needed before continuing their French studies.	This unit ensures students are confident in using present tense regular verbs. These are needed to ensure clarity when forming other tenses.	This unit focusses on accurate use of numeracy within French and allows students the opportunity to practise using irregular verbs.	Students are introduced to new vocabulary to describe different places and areas to visit. This is revisited in Y9 at GCSE.	This Scheme allows students to familiarise themselves with and learn how to use questions accurately in French.	Students to practise using adjectives and opinion phrases to describe a photo card, take part in role-play and general conversation. This will culminate in an oracy take-over.
Knowledge in sequence	<p>Week 1 – Students are introduced to the Y7 French course this week and begin to learn the 'basics' of the language, including numbers, days of the week and the alphabet.</p> <p>Week 2 – The Y7 MFL Spelling Bee is launched this week. The Spelling Bee will be introduced to students during their lessons this week and they will spend some time learning the alphabet and key sounds/phonics.</p> <p>Week 3 – This week will continue to be focussed on the basics of the language and key sounds/phonics. Students will continue to practise key sounds and key vocabulary to build the foundations for their future language lessons.</p> <p>Week 4 – Discussing likes and dislikes and giving opinions. Using regular –er verbs (je, tu, il/elle) and the definite article (le, la, l', les). Practising using –er verbs (singular) and discussing different preferences in terms of hobbies and free time. Students will give and understand opinions, as well as ask and answer questions on likes and dislikes, ensuring opinions are included.</p> <p>Progress Point (Mid-Term): English-French</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 'les trois petits cochons'.</p> <p>Week 1 – Review and practise key vocabulary around about school subjects and discuss preferences around them, Giving and understanding opinions about these subjects. Distinguishing between assez and aussi. Writing sentences about opinions on school subjects.</p> <p>Week 2 – Practising asking and answering questions around school. Learning how to form questions accurately, using intonation and 'est-ce que...?'. Feeling confident asking for and giving opinions on school subjects.</p> <p>Week 3 – Identify opinions from tone of voice as well as words used. Understand opinions of school subjects and reasons for those opinions. Discuss school subjects, giving positive and negative opinions and agreeing or</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 dragon'.</p> <p>Week 1 – Review and practise verbs for talking about computer/mobile phone use. Talking about computers and mobiles. Using regular –er verbs confidently. Understand what people use their computers/mobile phones for and using expressions of frequency. Asking and answering questions about computer and mobile phone use.</p> <p>Week 2 – Practise saying which sports you play, using jouer à + a sport. Listening to others and understanding what sports other people play. Looking at what contributes to a healthy lifestyle. Expressing ideas through speaking and focussing on accuracy of pronunciation and intonation.</p> <p>Week 3 – More language is introduced for talking about sports and other activities. Using the verb faire and thr</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 Bilou et la protection solaire'.</p> <p>Week 1 – Practise reading strategies; review the indefinite article. Review the language for places in town. Review and practise giving an opinion on a town, with details of the amenities it has/doesn't have. Talking about your town/village, using il y a .../il n'y a pas de. Create conversations with different opinions of towns (very positive, quite positive, quite negative and very negative) and write a paragraph about own town or village.</p> <p>Week 2 – Review using être confidently. Identify language areas for review; review the distinction between tu and vous and practise the vous form. Giving directions and focussing on when to use tu and vous. Understand directions in order to locate attractions. Ask for and give directions. Understand written</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 'la chasse à l'ours'.</p> <p>Week 1: 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: Review subject pronouns and review present tense nous forms. Learn vocabulary to do with holiday destinations. Review and practise talking about where you normally go/what you normally do on holiday, and introduce using 'nous sommes allés', where you went last year. Using nous to say 'we' and using the nous forms (regular –er verbs + aller, faire) when talking about holidays. Understand country names, holiday locations and holiday activities.</p>	<p>Week 1 Students will use adjectives and opinion phrases together with a KO and 'chatty mat' to describe a photo card. In lesson two they will use question words to take part in a role-play situation.</p> <p>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 prep and practise general conversation questions.</p> <p>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>
Skills	<p>The following grammar points :</p> <ul style="list-style-type: none"> être - je, tu, il/elle; regular adjective gender agreement (as complement to verb only) questions formed by raised intonation savoir - je, il/elle; indefinite articles & gender (un, une); c'est post-nominal position of adjectives (attributive, i.e. with noun) indefinite articles definite article (le, la, les, l') regular plural marking on nouns (-s) faire for English equivalents 'do' and 'make' only followed by le/la/l' /les - je, tu, il/elle; 	<p>The following grammar points :</p> <ul style="list-style-type: none"> Nouns Adjectives Verbs Pronouns Conjugate the verb 'faire' using je/tu/il/elle Conjugate er verbs using je/tu/il/elle/nous/vous/il/elles 	<p>The following grammar points :</p> <ul style="list-style-type: none"> être - je, tu, il/elle, nous, vous, ils, elles; regular adjective gender agreement indefinite article plural forms. savoir - je, il/elle, nous, vous, ils, elles; indefinite articles & gender (un, une); il y a faire – je, tu, il, elle, nous, ils, elles indefinite articles definite article (le, la, les, l') regular plural marking on nouns (-s) faire for English equivalents 'do' and 'make' only followed by le/la/l' /les - je, tu, il/elle; 	<p>The following grammar points :</p> <ul style="list-style-type: none"> Essential verbs (1st, 2nd, 3rd persons singular) to go, going – ALLER à – (au / à la / à l' / aux) meaning 'to' question words 'comment', 'où' and 'quand' Essential verbs (1st, 2nd, 3rd persons plural) to go, going – ALLER à – meaning 'to' and 'in' with towns and cities en - meaning 'to' and 'in' with countries (f) chez Present tense (-ER verbs) 	<ul style="list-style-type: none"> Irregular adjective forming Pre-nominal positioning of certain adjectives Negation with verb + noun using 'de' Essential verbs (1st, 2nd, 3rd persons singular) à – (au / à la / à l' / aux) meaning 'to' question words 'comment', 'où' and 'quand' Essential verbs (1st, 2nd, 3rd persons plural) à – meaning 'to' and 'in' with towns and cities en - meaning 'to' and 'in' with countries (f) chez Present tense (-ER verbs) 	<p>Opinions inc j'ai trouvé ça/je le trouve or je le trouve</p> <p>Key verb groups ER, IR, RE,</p> <p>Key irregular verbs</p> <p>Frequency words.</p> <p>Connectives</p> <p>Tense indicators etc hier, aujourd'hui etc. Normalement....</p> <p>The negative (ne/pas)</p> <p>C'était / ce n'était pas / ce sera / ce sera</p> <p>Opinion phrases (basic and more complex for some). Inc j'ai trouvé ça</p> <p>Use of general adjectives to describe experiences.</p> <p>Je voudrais/vais + infinitive.</p> <p>Ce serait/ce sera</p>
Key Words	<p>Scheme Specific Vocabulary :</p> <p>1. être 2. es 3. est 4. suis 5. je 6. il 7. elle 8. tu 9. anglais 10. français 11. grand 12. petit 13. au revoir 14. bonjour 15. oui 16. Non 17. Avoir 18. animal 19. chambre 20. chien 21. chose 22. idée 23. liste 24. livre 25. portable 26. règle 27. faire 28. activité 29. cuisine 30. devoirs 31. lit 32. ménage 33. Modèle 34. d'accord</p>	<p>Scheme Specific Vocabulary :</p> <p>1. faire 2. je 3. tu 4. il 5. elle 6. nous 7. vous 8. ils 9. elles 10. bleu 11. vert 12. orange 13. jaune 14. rouge 15. violet 16. indigo 17. aimer 18. jouer 19. porter 20. passer 21. donner 22. parler 23. rester 24. chanter 25. écouter 26. manger 27. préparer 28. étudier 29. trouver 30. marcher 31. travailler 32. fille 33. garçon 34. comme</p>	<p>Scheme Specific Vocabulary :</p> <p>cinq, deux, dix, douze, huit, neuf, onze, quatre, sept, six, trois, un, des, il y a, êtes, sommes, sort, frère, parent, sœur, jeune, ouvert, sage, strict avons, avez, ont, enfant, famille, problème, difficile, ici, très, aussi, pour faisons, faites, font, quel, attention, effort, exercice, fête</p>	<p>Scheme Specific Vocabulary :</p> <p>1. être 2. aller 3. avoir 4. suis 5. je 6. il 7. elle 8. tu 9. quand 10. ou 11. comment 12. que'est-ce que 13. à 14. France 15. Belgique 16. Suisse 17. Canada 18. Côte d'Ivoire 19. Réunion 20. Intelligent 21. amusant 22. intéressant 23. barbant 24. parce que 25. car 26. regarder 27. manger 28. écouter 29. jouer 30. voudrais 31. peut 32. ville 33. village. 34. dans</p>	<p>apprendre, apprends, apprend, comprendre, comprends, comprend, prends, prend, erreur, facile, dire, dis, dit, sortir, sors, sort, venir, viens, vient, vérité, important, de, langue, maths, matière, musique, science, quel, combien, que, bureau, équipe, parfois, dans, sous, sur, café, cinéma, plage, rue, devant, derrière, entre.</p>	<p>Sur la photo il y a</p> <p>Beau/belle ennuyeux/euse lunatique amusant (e)super pénible</p> <p>démodé(e) modern jeune vieux/ vieille petit (e) grand(e)</p>
End Point	Students are able to speak confidently using correct pronunciation and are able to recognise new concepts in listening and reading texts.	Students are confident using new vocabulary and grammatical concepts listed above.	Students can display their knowledge of new vocabulary through Reading and Listening activities and can use new vocabulary confidently with accurate pronunciation.	Students are able to translate key phrases from French into English and can recognise new vocabulary confidently.	Students can recall and retrieve the key transferables through the end of year assessment.	Students have a better understanding of how to communicate confidently using their key phonic sounds
Assessment method	End of Unit Assessment: Listening Assessment. Progress Point (Mid-Term): English-French 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): English-French translation and speaking.	End of Unit Assessment: Reading Assessment. Progress Point: French-English translation + Written task.	Assessment: EOY Assessment L+R+W	N/A