



Key Stage 3 Framework for Learning

Year 7 2018-2019: Future Foundations

Curriculum Area: **FRENCH**



Year 7	First 2 Weeks	Autumn 1 5 weeks Topic: Me, my family and culture	Autumn 2 8 weeks Topic: Me, my family and culture	Spring 1 6 weeks Topic: Free-time Activities	Spring 2 5 weeks Topic: Free-time Activities	Summer 1 5 weeks Topic: Life at school	Summer 2 7 weeks Topic: Life at school
	Text book: Studio	Text book: Studio	Text book: Studio	Text book: Studio	Text book: Studio	Text book: Studio	Text book: Studio
Knowledge	<p>Cosmic</p> <p>Week 1: Greetings & Introductions</p> <p>Asking for each other's names & answering to it.</p> <p>Asking what someone else's name (comment s'appelle-t-ill/elle? Full sentences.</p> <p>Comment ça va? + answers</p> <p>USE THE CHARACTERS OF COSMICTO ACHIEVE THE ABOVE.</p> <p>(Challenge: using ils/elles s'appellent)</p> <p>Week 2: Understanding 5 receptive</p>	<p>Week 3: Numbers up to 31 + Months Asking and saying when birthday is.</p> <p>Week 4: Asking people's age and saying your own. Understanding others' age (j'ai/ tu as/ il/elle a) Challenge: ils/ elles ont</p> <p>PREPARE REVISION HANDOUT FOR AUTUMN TERM PROGRESS TEST</p> <p>Week 5: Asking about and saying who's in my family & pets (key vocab + name + ages)</p> <p>Week 6 Description of family member (hair + eyes) = using il/elle a and ils/ elles ont</p> <p>Week 7</p>	<p>Week 1 Describing myself Personality adjectives + negatives (no) (quantifiers) (adjectival agreements)</p> <p>Week 2 Describing others' personality adjectives (SING AND PLURAL MEMBERS: reintroduce ils/ elles ont</p> <p>Week 3 Asking and saying what I do to celebrate my birthday (present tense of high Frequency verbs using I AND ASKING OTHERS)</p> <p>Week 4 To read and write about what others do to celebrate their</p>	<p>Week 1 Asking and saying what I like doing / not doing with reasons (challenge by introducing no je ne supporte pas/ j'ai horreur de /je m'intéresse à...)</p> <p>Week 2 Saying and asking about sport I play (jouer) I - You - We</p> <p>Week 3 Asking and saying sport (jouer) He/She/ you pl / they (photo card)</p> <p>Week 4 Saying and asking about sport I do (faire) I - You - We</p> <p>Skills: responding</p>	<p>Week 1 To understand key negatives and frequency words in the context of describing what others do/ play (reading and writing) Skills: understanding frequency words and negative sentences.</p> <p>Week 2 and 3 PROGRESS TEST</p> <p>1. Reading 2. Writing Exam Reflection (PLC) + Feedback Loops</p> <p>Weeks 4 Talk about extreme sports. Reinforce 6 people of jouer and faire.</p> <p>Week 5 Forming questions in the present tense using</p>	<p>Week 1 A brief intro to FRENCH SCHOOLS (compare French school day & subjects studied)</p> <p>Asking and saying what they study and say what I do / study at school (use negatives structures to review / challenge with mais / cependant)</p> <p>Week 2 Asking and saying what others like / dislike and say what I like dislike with reasons.</p> <p>Week 3 Asking and saying the time and saying what subjects I have & when.</p> <p>Week 4 To describe my school day using WE (start / finish / have)</p>	<p>Week 1 To use key future phrases to talk about future studies. Use: I want / I am going to / I would like + infinitive</p> <p>Week 2 Listening and Reading Skills revision lesson</p> <p>Weeks 3 and 4 End of year EXAMS Reading Listening</p> <p>Week 5 ELE week Self-Assessment / PLC + Feedback Loops</p> <p>Week 6: Le Petit Nicolas Film Study: Recap on appearance and personality</p> <p>Week 7: Presentation of Projects</p>

ELE - 1/2 Day

ELE - 1 Day

ELE - 3 Days



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	<p>classroom instructions</p> <p>The French alphabet and to be able to ask to spell & spell your name + key phonics</p>	<p>The Geography of France (main cities, rivers, mountains & bordering countries.</p>	<p>birthday Introduction of HE/SHE/ THEY OF HIGH FREQUENCY VERBS.</p> <p>Week 5 PROGRESSTEST: Speaking</p> <p>WEEK 6 & 7 Self-assessment / PLC + Feedback Loops Talking about what you normally do for xmas (using the same frequency verbs in their infinitive forms) - introduce JE VAIS/ IL VA / ELLE va ...</p> <p>WEEK 8: Christmas traditions in France and compare it with Québec.</p>	<p>to questions.</p> <p>PREPARE REVISION HANDOUT FOR SPRING TERM PROGRESS TEST</p> <p>Week 5 Asking and saying sport (faire) He/She/ you pl / they (photo card)</p> <p>Week 6 To read and write. Consolidate 6 people of aller / jouer/ faire</p>	<p>jouer/faire/aller And responding spontaneously. linked to Easter in France – Qu'est-ce que tu fais pour célébrer le paque?</p>	<p>connectives (reading and writing)</p> <p>PREPARE REVISION HANDOUT FOR SUMMER PROGRESS TEST</p> <p>Week 5 To describe qualities of teachers and reasons for likes and dislikes [Reading and Writing]</p> <p>Week 6 Describing a school picture – writing and speaking, linked to GCSE task.</p>	
<p>Skills</p>	<p>MAIN FOCUS SPEAKING Take part in simple conversations showing some ability to substitute words and phrases.</p> <p>Give short simple responses to what they see and hear.</p>	<p>Importance of attendance to results</p> <p>MAIN FOCUS READING Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language</p> <p>Identify and note main point and extract some details from short, simple texts.</p> <p>Understand single</p>	<p>Motivational tools to get yourself in</p> <p>MAIN FOCUS LISTENING Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language</p> <p>Identify and note main points and extract some details from simple language</p> <p>Understand a range</p>	<p>Punctuality</p> <p>MAIN FOCUS WRITING Write short texts giving and seeking information and opinions, referring to the past or future as well the present.</p> <p>Write short text using mainly memorized language on a familiar topic referring to the present or the future and</p>	<p>MAIN FOCUS WRITING</p> <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past and the future.</p> <p>Write short texts giving and seeking information and opinions, referring to the past or future as well the present.</p>	<p>MAIN FOCUS READING Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present.</p> <p>Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language</p>	<p>MAIN FOCUS SPEAKING Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to the past or future as well as the present.</p> <p>Take part in simple, structured conversations.</p> <p>Take part in simple conversations showing some ability to substitute words</p>









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		<p>words, short phrases and short, simple texts</p> <p>of familiar short statements and questions [G]</p> <p>WRITING Write short text using mainly memorized language on a familiar topic referring to the present or the future and expressing simple opinions such as likes and dislikes.</p> <p>Write words and short phrases. Their spelling may be approximate, but their meaning is generally understandable.</p>	<p>expressing simple opinions such as likes and dislikes.</p> <p>Write short sentences and respond to written texts by substituting words and set phrases.</p>				and phrases
Assessments	Home Learning	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 GCSE Style writing (40 words) describing yourself, pets and a family member</p> <p>Marking Point 2 GCSE style Reading task (true/false/not mentioned) on Birthdays</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 GCSE style Listening Task (find the 4 correct statements from 8)</p> <p>Marking Point 2 LISTENING PROGRESS TEST Writing PROGRESS TEST</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 GCSE Style listening task Find the 4 correct statements</p> <p>Marking Point 2 GCSE style Reading Task on sports (looking for specific information)</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 GCSE style Translation task The sports I do (present tense of Jouer and Faire)</p> <p>Marking Point 2 Listening Progress Test Writing Progress test</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 GCSE Style Reading task: (T/F/NM) School & Opinion</p> <p>Marking Point 2 GCSE Style Writing task (40 words) Write a blog about your school day</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Points 1 Speaking assessment.</p> <p>Marking Point 2 Reading comprehension test. Listening comprehension test.</p>
Cultural Enrichment	Students to share their facts about France in class as a starter tasks.	<p>READ Tintin Au Pays des Soviets</p> <p>WATCH</p>	<p>READ Tintin en Amerique</p> <p>WATCH Asterix aux Jeux Olympiques in</p>	<p>READ Tintin: les Cigares du Pharaon.</p> <p>WATCH After School</p>	<p>READ Tintin: le Lotus Bleu</p> <p>WATCH French Film Club -</p>	<p>READ Tintin: L'Oreille Cassée</p> <p>WATCH After School French</p>	<p>READ Tintin: L'île Noire</p> <p>WATCH Tintin: Le Crabe aux</p>



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		<p>Les Choristes in French Film Club. (week 6)</p> <p>VISIT Alliance Francaise de Manchester 125 Portland St, Manchester M1 4QD</p>	<p>French Film Club (week 6)</p> <p>VISIT Cote Brasserie 4-12 St Mary's St, Manchester M3 2LB</p>	<p>French Film Club "Les Triplettes de Belleville" (week 6)</p> <p>VISIT Alliance Francaise de Manchester 125 Portland St, Manchester M1 4QD</p>	<p>Les Aventures de Tintin : Le Secret de La Licorne (Week 6)</p> <p>VISIT Cote Brasserie 4-12 St Mary's St, Manchester M3 2LB</p>	<p>Film Club -A history of Le Tour de France (week 6)</p> <p>VISIT Alliance Francaise de Manchester 125 Portland St, Manchester M1 4QD</p>	<p>pinces d'or</p> <p>VISIT Cote Brasserie 4-12 St Mary's St, Manchester M3 2LB</p>
Character		 <p>QofS – Optimism</p> <p>Having and maintaining a positive outlook in the learning of a foreign language. Optimism in the positive of new (or newish) new learning experiences and opportunities to broaden their horizons in the short term and future life.</p> <p>CV – Democracy Rights and responsibility as learners of a foreign language: i.e. mutual respect/ rights to be listened/heard.</p> <p>Being optimistic about introducing yourself to a French person (week 1 and 2)</p>	 <p>QofS – Empathy</p> <p>Caring for Others, Equality, Equity The ability to connect with each other in the classroom by communicating in pairs/groups is a life skill; understanding different cultures to be able to make comparisons and thus develop empathy.</p> <p>CV – Solidarity, Caring for Others, Equality, Equity Paired and group works to help each other and self-manage in their own learning.</p> <p>Describing each other in an empathetic way (week 2)</p>	 <p>QofS – Creativity & Curiosity</p> <p>Curious to try sports/ games that are popular in France (e.g. handball) but not in the UK. Stimulation tasks may open desire to try new experiences. (week 2)</p> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.</p>	 <p>QofS – Responsibility & Reflection</p> <p>A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Honesty & Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress.</p> <p>Being responsible for preparing for</p>	 <p>QofS – Practice & Resiliency</p> <p>Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your newly learnt skills in class and at home.</p> <p>CV – Self-Help Getting into the good habits to look for answers in exercise books and dictionary when need be.</p> <p>Resiliency and practise in learning to tell the time in French (week 2)</p>	 <p>QofS – Motivation</p> <p>Talking about future studies will help students think about what they want to do in the future/ don't want to do; inspiring them</p> <p>CV – Self-Responsibility Students to understand the positives of taking responsibility for their own learning and impact of positive attitude will have in their future prospects</p> <p>Motivated to communicate in 2 tenses by the end of summer term in preparation for year 8.</p>



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					the writing progress test (week 2) and reflecting on the feedback given.		
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