



French

Key Stage 3 Framework for Learning

Year 7 2016-2017: Future Foundations

First 2 weeks

Knowledge	<p>Cosmic</p> <p>Week 1: Greetings & Introductions Asking for each other's names & answering to it. Asking what someone else's name (comment s'appelle-t-il/elle?) Full sentences. Comment ça va? + answers Use the characters of cosmic to achieve the above. Challenge: using ils/ells s'appellent</p> <p>Week 2: Understanding 5 receptive classroom instructions The French alphabet and to be able to ask to spell & spell your name + key phonics</p>
Skills	<p>Speaking Take part in simple conversations showing some ability to substitute words and phrases [F] Give short simple responses to what they see and hear. [G]</p>
Assessment	<p>Week 1: Graded peer assessment of short dialogues on greetings & introductions.</p>
Reward & enrichment	Finding out key facts about France or one of its regions.
Character	

Autumn 1

Knowledge	<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>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: The Geography of France (main cities, rivers, mountains & bordering countries.</p>
Skills	<p>Reading Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language [E] Identify and note main point and extract some details from short, simple texts. [F] Understand single words, short phrases and short, simple texts. [G]</p>
Assessment	<p>Week 3: Graded reading exercise (Birthdays)</p> <p>Week 6: Graded writing task (Description of family members)</p>
Reward & enrichment	<p>Week 6: After School French Film Club "Les Choristes" (The Choir)</p>



Character	<p>QofS – Optimism 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>	
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Autumn 2

Knowledge	<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) Prepare revision handout for end of term exam</p> <p>Week 4: To read and write about what others do to celebrate their birthday Introduction of he/she/they of high frequency verbs.</p> <p>Week 5: End of term exam: Reading Writing</p> <p>Week 6 & 7: Self-assessment / PLC Talking about what you are planning to do for x mas (using the same frequency vbs 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>
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Skills	<p>Listening Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language [E] Identify and note main points and extract some details from simple language [F] Understand a range 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. [E] Write short sentences and respond to written texts by substituting words and set phrases. [F] Write words and short phrases. Their spelling may be approximate, but their meaning is generally understandable. [G]</p>
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Assessment	<p>Week 2: Graded listening task (describing myself and others)</p> <p>End of Term exam: Reading skill Writing skill</p>
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Reward & enrichment	<p>Week 6: An afternoon of sampling French foods and delicacy.</p>
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Character	<p>QofS – Empathy 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>	
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Spring 1

<p>Knowledge</p>	<p>Week 1: Asking and saying sport I play (jouer) Challenge : introduce he/ she</p> <p>Week 2: Saying and asking about activities we do (faire) Challenge: introduce he/ she + use of contrasting statement.</p> <p>Week 3: 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 4: To understanding key negatives and frequency words in the context of describing what other do/ play (reading and writing) Skills: understanding frequency words and negative sentences.</p> <p>Week 5: Asking and saying what I did/ played (perfect tense) Challenge: use of negative with contrasting statement</p> <p>Week 6: To read and write others did/ played (perfect) played (perfect tense) Challenge: use of negative with contrasting statements.</p>
<p>Skills</p>	<p>Writing Write short texts giving and seeking information and opinions, referring to the past or future as well the present. [D] 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. [E] Write short sentences and respond to written texts by substituting words and set phrases. [F]</p>
<p>Assessment</p>	<p>Week 3: Graded writing (spare time activities)</p> <p>Week 6: Graded <u>listening</u> (what I did/ did not do)</p>
<p>Reward & enrichment</p>	<p>Week 6: After School French Film Club. "Asterix aux Jeux Olympiques"</p>
<p>Character</p>	<p>QofS – Creativity & Curiosity Curious to try sports/ games that are popular in France (eg handball) but not in the UK. Stimulation tasks may open desire to try new experiences.</p> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.</p>



Spring 2

<p>Knowledge</p>	<p>Week 1: To talk about activities I did last week end (perfect) and what it was like.</p> <p>Week 2: To read and write about activities I did and others did last weekend and what it was like. Prepare revision handout for end of term exam</p> <p>Weeks 3 & 4: End of term exams Speaking</p> <p>Week 5: Exam Reflection (PLC) & Easter traditions in France.</p>
<p>Skills</p>	<p>Speaking Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to the the past or future as well as the present. [D]</p>

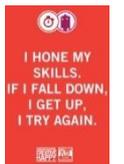


	Take part in simple, structured conversations. [E] Take part in simple conversations showing some ability to substitute words and phrases [F]
Assessment	Week 2: Graded <u>listening task</u> (mobiles/computers) Week 5: End of Term exams Speaking assessment
Reward & enrichment	Week 6: After School French Film Club "Les Triplettes de Belleville" national sport in France.
Character	QofS – Responsibility & Reflection 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. 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.



Summer 1

Knowledge	Week 1 A brief intro to FRENCH SCHOOLS (compare French school day & subjects studied) Asking and saying what they study and say what I do / study at school (use negatives structures to review/ challenge with mais/ cependant) Week 2 Asking and saying what others like/ dislike and say what I like dislike with reasons. Week 3 Asking and saying the time and saying what subjects I have & when. Week 4 To describe my school day using WE (start/ finish/ have) connectives (reading and writing) Prepare revision handout for end of year exam Week 5 To describe qualities of teachers and reasons for likes and dislikes (Reading and Writing) Week 6 Writing a poem about school
Skills	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. [D] Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language [E]
Assessment	Week 1: Graded reading task (texts about what people study) Week 5: Graded writing task (Qualities of teachers and reasons for likes and dislikes)
Reward & enrichment	Year 7 Trip to Boulogne (One day Trip)
Character	QofS – Practice & Resiliency Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practice your newly learnt skills in class and at home. CV – Self-Help Getting into the good habits to look for answers in exercise books and dictionary when need be.



Summer 2

Knowledge	Week 1:
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	<p>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: To read and understand text in 2 key tenses: topic school</p> <p>Week 3: End of year exams Listening Reading Writing</p> <p>Week 4 & 5: ELE week Self-Assessment/ PLC</p> <p>Week 6: Tourism in France Le Tour de France Or Les fêtes de la musique</p> <p>Week 7: Presentation of Projects</p>
Skills	<p>Writing Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past and the future. [C] Write short texts giving and seeking information and opinions, referring to the past or future as well the present. [D]</p>
Assessment	<p>Week 2: Graded <u>reading</u> task (about school, 2 tenses)</p> <p>Week 3 & 4: End of year exams 3 skills (listening, reading and writing)</p>
Reward & enrichment	<p>Week 6: After School French Film Club A history of Le Tour de France</p>
Character	<p>QofS – Motivation 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> <div data-bbox="1382 1240 1493 1413" style="float: right; text-align: center;"> </div>