



## French

### Key Stage 3 Framework for Learning

#### Year 7 2017-2018: Future Foundations


#### First 2 weeks

<p><b>Knowledge</b></p>	<p>Cosmic</p> <p><b>Week 1:</b> Greetings &amp; Introductions. Asking for each other's names &amp; answering to it. 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 COSMIC TO ACHIEVE THE ABOVE.</p> <p>(Challenge: using ils/elles s'appellent)</p> <p><b>Week 2:</b> Understanding. <b>5 receptive classroom instructions</b> The French alphabet and to be able to ask to spell &amp; spell your name + key phonics.</p>
<p><b>Skills</b></p>	<p><b>SPEAKING</b> Take part in simple conversations showing some ability to substitute words and phrases. Give short simple responses to what they see and hear.</p>
<p><b>Assessment</b></p>	
<p><b>Cultural enrichment</b></p>	<p>Fact files about France or one of visit 22 regions. Students to share findings in class as a starter tasks.</p>
<p><b>Character</b></p>	

#### Autumn 1

<p><b>Knowledge</b></p>	<p><b>Week 3:</b> Numbers up to 31 + Months <b>Asking and saying</b> when birthday is.</p> <p><b>Week 4:</b> <b>Asking</b> people's age and <b>saying</b> your own. Understanding others' age (j'ai/ tu as/ il/elle a ). Challenge: ils/ elles ont.</p> <p><b><u>PREPARE REVISION HANDOUT FOR AUTUMN TERM PROGRESS TEST</u></b></p> <p><b>Week 5:</b> <b>Asking</b> about and <b>saying</b> who's in my family &amp; pets (key vocab + name + ages).</p> <p><b>Week 6</b> Description of family member (<b>hair + eyes</b>) = using il/elle a and ils/ elles ont.</p> <p><b>Week 7</b> <b>The Geography</b> of France. (main cities, rivers, mountains &amp; bordering countries.</p>
-------------------------	---




<b>Skills</b>	<p>Importance of attendance to results</p> <p><b>READING</b></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>Identify and note main point and extract some details from short, simple texts.</p> <p>Understand single words, short phrases and short, simple texts.</p>
<b>Assessment</b>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Point 1 Writing task to a pen pal <a href="#">Slide 17</a>.</p> <p>Marking Point 2 Reading task. Birthdays.</p> <p>Marking Point 3 Writing task. Description of your family. &amp; Translation.</p>
<b>Cultural enrichment</b>	<p>Main Geographical features of France: bordering countries, rivers &amp; mountain range.</p> <p>Week 6: After School French Film Club. "Les Choristes" (The Choir).</p>
<b>Character</b>	 <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>

## Autumn 2

<b>Knowledge</b>	<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 birthday. Introduction of HE/SHE/ THEY OF HIGH FREQUENCY VERBS.</p> <p>Week 5</p>
------------------	--





	<p>PROGRESSTEST:            1. Reading            2. Writing</p> <p>WEEK 6 &amp; 7            Self-assessment/ PLC + Feedback Loops.            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>
<p><b>Skills</b></p>	<p>Motivational tools to get yourself in</p> <p><b>LISTENING</b>            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 of familiar short statements and questions [G].</p> <p><b>WRITING</b>            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 short sentences and respond to written texts by substituting words and set phrases.</p> <p>Write words and short phrases. Their spelling may be approximate, but their meaning is generally understandable.</p>
<p><b>Assessment</b></p>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Point 1            Writing task – <a href="#">Slide 18</a>.</p> <p>Marking Point 2            Revision tasks for Progress Test.</p> <p>Marking Point 3            Listening &amp; Writing PROGRESS TESTS.</p>
<p><b>Cultural enrichment</b></p>	<p>Christmas Traditions in France and some key regional differences.</p> <p>Week 6:            An afternoon of sampling French foods and delicacy.</p>
<p><b>Character</b></p>	<p></p> <p>QoS – Empathy            Caring for Others, Equality, Equity.</p> <p>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>







## Spring 1

<p><b>Knowledge</b></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><u>PREPARE REVISION HANDOUT FOR SPRING TERM PROGRESS TEST</u></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><b>Skills</b></p>	<p>Punctuality</p> <p><b>WRITING</b> 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 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>
<p><b>Assessment</b></p>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Point 1 Writing task. Leisure activities.</p> <p>Marking Point 2 Writing task – <u>Slide 9.</u></p> <p>Marking Point 3 Sports Reading.</p>
<p><b>Cultural enrichment</b></p>	<p>Sports in France and differences of sports played in French schools.</p> <p>Week 6: After School French Film Club. "Asterix aux Jeux Olympiques".</p>




<p><b>Character</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QoS – Creativity &amp; 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>
<p><b>Spring 2</b></p>	
<p><b>Knowledge</b></p>	<p><b>Week 1</b> To talk about activities I did last week end (perfect) and what it was like.</p> <p><b>Week 2</b> PROGRESS TEST  <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Listening</li> </ol> </p> <p><b>Weeks 3 &amp; 4</b> Exam Reflection (PLC) + Feedback Loops.</p> <p>To read and write about activities I did and others did last weekend and what it was like.</p> <p><b>Week 5</b> Easter traditions in France.</p>
<p><b>Skills</b></p>	<p><b>WRITING</b></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><b>Assessment</b></p>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Point 1 Writing task. What I did last weekend - <u>Slide 24</u>.</p> <p>Marking Point 2 &amp; 3 Listening Progress Test. Writing Progress test.</p>
<p><b>Cultural enrichment</b></p>	<p>Easter traditions in France.</p> <p><b>Week 6:</b> After School French Film Club “Les Triplettes de Belleville” national sport in France.</p>
<p><b>Character</b></p>	



	  <p>QoS – Responsibility &amp; 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.</p> <p>CV – Honesty &amp; 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>
<b>Summer 1</b>	
<b>Knowledge</b>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Point 1 Reading task: School &amp; Opinion.</p> <p>Marking Point 2 Writing task- <u>Slide 35 &amp; 36.</u> Write a blog about your school day.</p> <p>Marking Point 3 Writing task: My School.</p>
<b>Skills</b>	<p><b>READING</b> 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>
<b>Assessment</b>	<p><b>Week 1:</b> Graded reading task (texts about what people study)</p> <p><b>Week 5:</b> Graded writing task (Qualities of teachers and reasons for likes and dislikes)</p>
<b>Cultural enrichment</b>	<p>French schools: differences in timetable and schools studied.</p>
<b>Character</b>	  <p>QoS – Practice &amp; Resiliency 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>
<b>Summer 2</b>	
<b>Knowledge</b>	<p><b>Week 1</b> To use key future phrases to talk about future studies. Use: I want/ I am going to / I would like + infinitive.</p>



	<p><b>Week 2</b> To read and understand text in 2 key tenses: topic school.</p> <p><b>Week 3 &amp; 4</b> End of year EXAMS. Listening. Reading. Speaking.</p> <p><b>Week 5</b> ELE week Self-Assessment/ PLC + Feedback Loops.</p> <p><b>Week 6</b> Tourism in France. Le Tour de France. OR La fête de la musique.</p> <p><b>Week 7:</b> Presentation of Projects.</p>
<b>Skills</b>	<p><b>SPEAKING</b> 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 and phrases.</p>
<b>Assessment</b>	<p>Based on listening, speaking, reading and writing Classroom &amp; Home Learning tasks.</p> <p>Marking Points 1, 2, 3 Speaking assessment. Reading comprehension test. Listening comprehension test.</p>
<b>Cultural enrichment</b>	<p>Le Tour de France and Bastille Day projects.</p> <p><b>Week 6:</b> After School French Film Club.</p> <p>A history of Le Tour de France.</p>
<b>Character</b>	<p></p> <p>QoS – 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>