French Curriculum Long Term Planning

		Term 1		Term 2		Term 3	
Year 7	**Big Idea**	Tu parles français? Do you speak French?	Tu es comment? What are you like?	Qui est dans ta famille? Who is in your family?	Où habites-tu? Where do you live?	Tu aimes ta ville? Do you like your town?	Qu'est-ce que tu aimes faire? What do you like to do?
	Key Knowledge and skills	**Vocabulary** Greetings, introductions, classroom language, equipment, opinions **Grammar** Je m'appelle Avoir Pouvoir (je/tu peux) Mon/ma/mes Ne...pas Et, mais **Phonics**	**Vocabulary** Feelings, age, birthday, nationality, languages, pets, colours **Grammar** Être and avoir Adjective agreement Son/sa/ses Je pense que, À mon avis Parce que, car, aussi **Phonics** ai, oi, ch, soft c, qu, j	**Vocabulary** Family, pets, physical & personality descriptions **Grammar** Être & avoir Un/une/des Adjective agreement Mon/ton/son Wider connectives and reasons **Phonics** eu, e, au/eau, o, u, liaison	**Vocabulary** Places to live, home, rooms, bedroom, furniture, opinions **Grammar** Habiter Il y a / il n'y a pas Definite articles Prepositions Connected sentences **Phonics** ou, silent e, é, en/an, on	**Vocabulary** Town, directions, activities, opinions **Grammar** À/au/à la/à l' Je peux / on peut Parce que / car Connectives **Phonics** ain/in, è/ê, ai, oi, ch	**Vocabulary** Sports Hobbies Musical instruments Free-time activities Opinions and preferences **Grammar** Opinion verbs faire and aller regular -er verbs connectives Giving justified opinions **Phonics** Revisit qu

		Alphabet Silent final consonants a, i, eu, e, au/eau					Revisit j Revisit -tion Revisit -ien Silent final consonants Revisit a
	End Point	Pupils can independently complete a key piece of writing introducing themselves using simple present tense sentences.	Pupils can independently complete a key piece of writing describing themselves and a pet, expressing opinions and beginning to justify ideas using connected sentences.	Pupils can independently complete a key piece of writing describing their family using adjective agreement, possessive adjectives and a wider range of opinions.	Pupils can independently complete a key piece of writing describing where they live using il y a, prepositions and connected sentences.	Pupils can independently complete a key piece of writing describing their local area, giving opinions with reasons and explaining what they can do there using increasingly independent language.	Pupils can independently complete a key piece of writing describing their hobbies and interests using a range of present tense verbs, justified opinions and a variety of connectives to produce a coherent paragraph.
Year 8	**Big Idea**	Où vas-tu en vacances? Where do you go on holiday?	Qu'est-ce que tu fais en vacances? What do you do on holiday?	Que fais-tu dans ton temps libre? What do you do in your free time?	C'est comment ta journée scolaire? What is your school day like?	Que fais-tu avec ton argent de poche? What do you do with your pocket money?	Comment puis-je communiquer avec confiance en français? How can I communicate confidently in French?

	Key Knowledge and skills	**Vocabulary** Countries, Destinations Transport Accommodation Opinions Frequency **Grammar** à/au/aux/en Perfect tense with avoir Connectives **Phonics** qu, j, -tion, -ien	**Vocabulary** Holiday activities Weather Opinions and reasons Extending holiday descriptions **Grammar** Perfect tense je suis allé Revision of perfect tense with avoir C'était Wider connectives **Phonics** Liaison em/am aim/ain om/on um/un	**Vocabulary** Sports Hobbies Free-time activities Frequency expressions Opinions and reasons **Grammar** Opinion verbs Two verbs together Present tense regular and irregular verbs Jouer à / jouer du Negatives Perfect tense revision **Phonics**	**Vocabulary** School subjects School uniform Daily routine School activities Uniform Opinions and comparisons **Grammar** Reflexive verbs in the present and perfect tense Comparisons and superlatives Time Negatives **Phonics** gn r	**Vocabulary** Chores Pocket money Shopping Frequency Future purchases Opinions and reasons **Grammar** Two verbs together Adverbs of frequency Modal verb devoir Near future tense (aller) Perfect tense revision Definite and indefinite articles **Phonics**	**Vocabulary** Communicating in a range of familiar contexts Holidays Free time School Money and responsibilities Asking and answering questions Giving detailed opinions **Grammar** Present tense revision Perfect tense (avoir and être) Near future tense Connectives Opinions and reasons

			Liaison Nasal sounds Common vowel combinations	Open and closed o Soft s	-ill/-ille -ail/-aille -euil/-euill oy	Manipulating language independently **Phonics** Recall and apply all Year 8 phonics confidently
End Point	Pupils produce a coherent piece of writing describing where they went on holiday, including where they travelled, how they travelled and where they stayed, using the perfect tense with avoir, justified opinions and connected sentences with increasing accuracy and independence.	Pupils produce a detailed piece of writing describing a holiday, combining where they travelled, the activities they completed, the weather and their opinions. They communicate confidently across present and past time frames using both avoir and être in the perfect tense with increasing independence.	Pupils produce a coherent piece of writing describing their free-time activities, giving detailed opinions and reasons, and referring to both present and past activities using increasingly independent language.	Pupils produce a detailed piece of writing describing their school day, expressing opinions, comparing subjects and routines, and referring to both present and past experiences with increasing confidence.	Pupils produce a coherent piece of writing describing how they earn, save and spend their pocket money, discussing responsibilities and future plans using a range of time frames and increasingly accurate language.	Pupils communicate confidently in familiar contexts by combining language from across Year 8. They produce an extended response using present, past and near future time frames, a range of vocabulary and increasingly independent language.

Year 9	**Big Idea**	Est-ce que tu as une vie saine ? Do you have a healthy life?	Comment peux-tu vivre plus sainement? How do I live more healthy?	Qu'est-ce que tu regardes ? What do you like to watch?	Comment tu trouves le Petit Nicholas? How do you find Le Petit Nicolas?	Qu'est-ce que tu as regardé au cinéma? What did you watch at the cinema?	Qu'est-ce que tu vas faire le week-end prochain? What are you going to do next week-end?
	Key Knowledge and skills	**Vocabulary** Parts of the body Illnesses and health problems Remedies Saying how long for (depuis) Giving advice **Grammar** Gender (un, une, des) Avoir mal à... Depuis + present tense Present tense revision Negatives	**Vocabulary** Food and drink Special celebrations What I ate and drank What I am going to eat and drink Healthy and unhealthy lifestyles Giving advice **Grammar** Partitive articles Comparisons Boire Present tense of er verbs Perfect tense of regular -er verbs Perfect tense of boire Il faut + infinitive Devoir + infinitive	**Vocabulary** Films and TV genres Viewing habits Opinions and reasons Discussing others' opinions **Grammar** Present tense revision Opinion verbs Être and avoir Adjective agreement Negatives	**Vocabulary** Characters Physical descriptions Personality Places in the film Storyline Film reviews **Grammar** Adjectives Agreement Comparisons Superlatives Third-person pronouns Past tense recall	**Vocabulary** What I watched Who I went with Food and drink at the cinema Opinions and reasons Describing a cinema visit Recommending a film **Grammar** Perfect tense revision Perfect tense with être and avoir Present tense revision	**Vocabulary** Weekend activities Places to go Who I am going to spend time with Arranging to meet friends and family Future plans and intentions Giving reasons and opinions Invitations and responses **Grammar** Near future tense (aller + infinitive) Revision of the present tense

					Opinions and justifications Adjective agreement Negatives Connectives	Revision of the perfect tense Time expressions for the future Two verbs together Opinions and justifications Connectives to extend ideas
End Point	Pupils produce a written role-play between a doctor and a patient, explaining symptoms, stating how long they have been unwell, and discussing appropriate remedies using increasingly accurate and independent language.	Pupils produce a detailed written response describing their lifestyle, explaining what they eat and drink and what they ate and drank for a special occasion and what they will eat and drink at the next special occasion Pupils include healthy and unhealthy habits and say what they must do more or lesson of to be healthier in the future.	Pupils produce a coherent written response describing their viewing habits, discussing films and television programmes they enjoy, expressing detailed opinions and responding to the opinions of others using increasingly independent language.	Pupils produce a detailed written response describing the characters, setting and storyline of a film they enjoy, expressing and justifying their opinions using a range of descriptive language with increasing accuracy and independence.	Pupils produce a detailed written response describing a visit to the cinema, explaining who they went with, what they watched, what they ate and drank, and expressing detailed opinions about the experience using increasingly accurate and independent language.	Pupils produce an extended written response describing their plans for the coming weekend, explaining what they are going to do, who they are going to spend time with and giving reasons for their choices using present, past and near future time frames with increasing independence.

Year 10	**Big Idea**	Les amis sont importants pour toi?	La technologie et les réseaux sociaux sont mauvais or bon pour ta vie?	Pourquoi sont tes passe- temps importants ?	Quelle est ta fête préférée ?	Est-ce que tu es sain?	Que fais-tu après le collège ?
	Key Knowledge and skills	**Vocabulary** Describing people, relationships, family and friends, qualities of a good friend, different relationships and partnerships. **Grammar** present tense of être and avoir, present tense of reflexive verbs adjective agreement, possessive adjectives,	**Vocabulary** Technology, social media, devices, celebrities and influencers. **Grammar** Present and perfect tenses, comparatives, modal verbs and frequency expressions.	**Vocabulary** Hobbies, sports, music and free time. **Grammar** Present, perfect near and simple future tenses, comparatives and time expressions.	**Vocabulary** Festivals, celebrations, traditions and special occasions in French-speaking countries and at home. **Grammar** Present, perfect, imperfect, future time frames and conditional.	**Vocabulary** Healthy lifestyles, food, exercise, mental wellbeing and unhealthy habits. **Grammar** Present, imperfect and perfect tenses, modal verbs and imperatives, future time frames.	**Vocabulary** School, future education, jobs, careers and ambitions. **Grammar** Present, perfect, imperfect, future and conditional tenses.

		negatives and the conditional je voudrais.					
	End Point	Pupils can describe themselves and others, explain relationships with family and friends, discuss qualities of an ideal friend or partner and justify opinions using a range of present tense language with some reference to the conditional.	Pupils can discuss their use of technology and social media, explain benefits and drawbacks, compare preferences and refer to recent use using present and perfect tenses. They can talk about future plans with technology.	Pupils can discuss leisure activities confidently across three time frames, giving opinions, comparisons and reasons.	Pupils can describe and compare festivals and celebrations, including traditions, food and customs, using a range of tenses. Thery can talk about events they have attended and what they would like to attend in the future.	Pupils can discuss healthy living, explain lifestyle choices and give advice using a range of grammatical structures.	Pupils can discuss school and future aspirations, explain career choices and describe ambitions using multiple time frames.
Year 11	**Big Idea**	Que penses-tu de ta ville?	Que fait-tu pour proteger l'environment?	Où vas-tu en vacances?	Revision for GCSE	Revision for GCSE	

	Key Knowledge and skills	**Vocabulary** describing towns, villages, local facilities, homes and the local area. Giving opinions, advantages and disadvantages, describing an ideal home, discussing where you would like to live. **Grammar** Present, perfect, imperfect and future tenses, *aller*, *faire* and *être*, *depuis*, negatives, question words, imperatives.	**Vocabulary** Environmental problems, solutions to problems. Talking about what they can and are going to do to protect the environment and what they have done to protect the environment. **Grammar** Present, perfect, imperfect, model verbs, future and conditional tenses.	**Vocabulary** holidays including destinations, transport, accommodation, weather and activities. Talking about recent and future holidays. **Grammar** Present, perfect, imperfect and future tenses, reflexive verbs, modal verbs, faire for activities with countries and transport.	In these units Pupils will practice a variety of exam questions in lesson and revise a range of vocabulary and grammar structures in preparation for the GCSE exams.		

	End Point	Pupils can discuss their local area confidently, describe places and facilities, explain opinions, advantages and disadvantages and discuss where they would like to live using a range of time frames.		Pupils can discuss holidays confidently across a range of time frames, describing where they went, what they did, where they stayed and future holiday plans.			