



		Year 7 <i>5 lessons per fortnight</i>		
	Wk	Topic	Learning Aims	Assessment
Autumn	1	Unit 5 Une journée Part 1	Use simple verbs to express an opinion, in the positive and negative, followed by the definite article. Ask simple questions about people's likes.  <i>Vocabulaire</i> j'adore, j'aime, je n'aime pas	
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	6	Unit 5 Une journée Part 2	Understand a French timetable. Make statements about school subjects and the school day.  <i>Vocabulaire</i> les matières, le collège	
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	11	Unit 5 Une journée Part 3	Know and use <i>Combien de/d' (x) y a-t-il?</i> with numbers, including 70–100, in order to ask and answer questions about school. Explore strategies for memorising numbers.  <i>Vocabulaire</i> <i>Combien de/d' (x) y a-t-il?</i>	
	12			
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	15			Teacher assessment.
Spring	1	Unit 5 Une journée Part 4	Identify the function and form of reflexive verbs in the present tense.  <i>Vocabulaire</i>	
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	7	Unit 6 Comment tu t'amuses? Part 1	Comprehend how to use <i>aimer/détester</i> , etc + definite article to describe their hobbies and interests.  <i>Vocabulaire</i> les sports mes passe-temps, la musique	
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	12			Teacher assessment.
Summer	1	Unit 6 Comment tu t'amuses? Part 2	Use <i>jouer</i> with <i>à</i> followed by the definite article. Use previously learnt <i>faire</i> with <i>de</i> + definite article for other sports, eg <i>faire de l'équitation</i> . Distinguish <i>jouer</i> from <i>faire</i> using their knowledge of English.  <i>Vocabulaire</i>	
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	5	Unit 6 Comment tu t'amuses? Part 3	Use knowledge of the days of the week, the time and adverbs of frequency, in order to state and understand when and how often they pursue a hobby.  <i>Vocabulaire</i>	
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	9	Unit 6 Comment tu t'amuses? Part 4	Set out a simple informal letter to a penfriend, seeking and giving information about hobbies and interests.  <i>Vocabulaire</i>	
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	12			Teacher assessment.

		Year 8 <i>5 lessons per fortnight</i>		
	Topic	Learning Aims	Assessment	
	Unit 10 Qu'est-ce qu'on mange ? Part 1	Express opinions about food. Read accounts of people describing their likes and dislikes. Conduct a class survey to establish favourite foods, e.g. favourite fruit.  <i>Vocabulaire</i> je déteste, je préfère		
	Unit 10 Qu'est-ce qu'on mange ? Part 2	Learn about unfamiliar foods and give comments in French. Engage in role plays or semi-scripted dialogues involving expressing politeness and consideration.  <i>Vocabulaire</i>		
	Unit 10 Qu'est-ce qu'on mange ? Part 3	Match pictures of dishes with their recipes. Follow an unfamiliar recipe, read it aloud and interpret it for a non-reader of French.  <i>Vocabulaire</i>		
			Teacher assessment.	
	Unit 10 Qu'est-ce qu'on mange ? Part 4	Read recipes to select a menu. Use a word processor to draft/redraft menus. Practise ordering foods from a menu.  <i>Vocabulaire</i> le menu, le restaurant, je voudrais,		
	Unit 7 Les autres pays Part 1	Understand and give factual information about countries in Europe <i>en/au</i> + country (countries and their capitals, languages and nationalities).  <i>Vocabulaire</i> les pays, l'Europe, le monde		
			Teacher assessment.	
	Unit 7 Les autres pays Part 2	Utilise numbers above 100. Use language creatively in a game.  <i>Vocabulaire</i>		
	Unit 7 Les autres pays Part 3	Become more aware of countries in which French is spoken. Learn and talk about different cultures.  <i>Vocabulaire</i>		
	Unit 7 Les autres pays Part 4	Understand and talk about the weather. Use context to decode unfamiliar weather terms.  <i>Vocabulaire</i> le temps, la météo		
			Teacher assessment.	