



## Intent

Here at Featherstone Academy, we believe that learning a language is an exciting and empowering experience! It enhances confidence when communicating with people from different cultures, widens career and job prospects and shows open mindedness and tolerance in an ever-increasing multicultural society.

Our schemes of work are built around a range of relevant contexts, delivered through a variety of activities and based on the fundamental skills of listening, reading, writing, and speaking. Grammar, vocabulary and phonics are firmly embedded in our KS4 curriculum, meaning that our students are ready to embark upon the GCSE course with confidence.

The main aims of the MFL department are:

- To motivate and engage our students by teaching them essential grammar and language skills.
- To provide opportunities to develop new ways of thinking and writing in another language and to raise intellectual curiosity.
- To foster a love of language and diversity through authentic film, music and art.
- To develop successful and confident communicators.
- To encourage a global mind-set, step beyond familiar cultural boundaries and raise aspirations.
- To maximise use of the target language in teaching and learning to promote maximum communication in the classroom.



## Summary of syllabus of KS4

Year 10	Year 11
<p><b><u>Theme 1 – People and lifestyle</u></b></p> <p><b>Unit 1:</b> Identity and relationship with others  <b>Unit 2:</b> Healthy living and lifestyle  <b>Unit 3:</b> Education and work</p> <p><b><u>Theme 2 – Popular culture</u></b></p> <p><b>Unit 4:</b> Free-time activities  <b>Unit 5:</b> Customs, festivals and celebrations  <b>Unit 6:</b> Celebrity culture (covered at the end of year 9)</p> <p><b><u>Theme 3 – Communication and the world around us</u></b></p> <p><b>Unit 7:</b> Travel and tourism, including places of interest</p>	<p><b><u>Theme 3 – Communication and the world around us</u></b></p> <p><b>Unit 8:</b> Media and technology  <b>Unit 9:</b> The environment and where people live</p> <p>Revisions in preparation for final GCSE exams  Exam techniques practice</p>



## Detailed syllabus for Year 10

### Theme 1: People and Lifestyle

#### 1<sup>st</sup> half term - Unit 1: Identity and relationship with others

Intent	Key language	Grammar	Phonics
Describe a person's nationality, character, personality and physical appearance.	<b><u>Foundation and higher tiers</u></b> Je suis	Formation of nouns (feminine/plural)	silent final 'd'
Describe a person's sexual orientation.	Je m'appelle, il/elle s'appelle	Indefinite articles + definite articles	eu
Describe relationships with friends and family.	J'ai seize ans	Subject pronouns (je, il, elle)	silent final e
Describe the qualities of a good friend.	Dans ma famille il y a 4/5 personnes	Avoir (present tense)	è/ê/ai
Describe ideal partners and why.	J'ai deux frères	Être (present tense)	'n' liaison
Describe different types of partnerships - pros and cons.	Je m'entends... avec	Expressing age	on/om
	Il/elle me fait rire/content	Reflexive verbs in the present tense (je m'appelle, il/elle s'appelle, je m'entends bien avec, on s'entend bien)	
	Je voudrais avoir/être	Conditional tense (je voudrais)	
	Il/elle a	Possessive adjectives	
	Il/elle est	Adjectival agreements + positioning	
		Adverbs of intensity	



	<p><b>Higher tier only</b></p> <p>Il/elle serait</p> <p>Il/elle aurait</p>	<p>Emphatic pronouns (avec moi, toi)</p> <p>Negative (ne... pas)</p> <p>Cardinal numbers (1-30)</p> <p>Impersonal verb phrase (il y a)</p> <p>Interrogatives (comment...?)</p> <p><b>Higher tier only</b></p> <p>Emphatic pronouns (avec lui, elle, eux, elles)</p> <p>Conditional tense (il/elle aurait, ce serait)</p>	
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**Assessment: Summative assessment unit 1**

## 2<sup>nd</sup> half-term: Unit 2- Healthy living and lifestyle

Intent	Key language	Grammar	Phonics
To talk about health problems and solutions	<p><b>Foundation and higher tiers</b></p> <p>J'ai mal + body parts</p> <p>Il faut + infinitive</p> <p>Je suis en forme/en mauvaise forme</p>	<p><b>Foundation and higher tiers</b></p> <p>Present tense of avoir</p> <p>Il faut + infinitive</p> <p>Near future tense</p> <p>Perfect tense (with <i>avoir</i> and <i>être</i>)</p>	<p>z</p> <p>un</p> <p>r</p> <p>open eu/oeu</p> <p>qu</p>



Intent	Key language	Grammar	Phonics
<p>Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences.</p> <p>Referring to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.</p> <p>Describe sporting activities and ways of keeping fit.</p> <p>Compare past and present lifestyle choices and future intentions.</p>	<p>Je joue/fais/regarde/mange/je bois/je prends/lis/cours</p> <p>Si j'ai soif/faim</p> <p>J'ai joué/fait/regardé/mangé/bu/pris/ lu/couru</p> <p>Je passe le temps</p> <p>Je le/la/les trouve</p> <p>Ça me fait peur</p> <p>Ça m'inquiète/je m'inquiète</p> <p>Il/elle m'intéresse, ça m'intéresse</p> <p>On peut/on doit</p> <p>Quand j'étais petit(e)/plus jeune, j'étais/ je menais une vie (mal)saine</p> <p>Je jouais/faisais/ mangeais/prenais /lisais</p> <p>Je serai/ferai, j'aurai/j'irai</p> <p>Il me faut</p> <p>Ça peut te tuer/ te faire mal</p> <p>Pour devenir...</p>	<p>Imperfect tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)</p> <p>Modal verbs (present tense - pouvoir, vouloir, savoir, devoir)</p> <p>Negatives (ne... rien)</p> <p>Reflexive verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular present and imperfect - s'inquiéter de, s'intéresser...)</p> <p><i>Avoir</i> phrases (j'ai faim/soif)</p> <p>Imperatives (2<sup>nd</sup> person singular and plural, including <i>aller</i> and <i>faire</i>)</p> <p>Impersonal verb forms (il me faut)</p> <p>Infinitive used as a noun, ie as equivalent of -ing (gerund) in English (eg vapoter n'est pas bon pour la santé...)</p> <p>Preverbal singular direct object pronouns (me, te, vous, le, la)</p> <p>Pour + infinitive</p> <p><b>Higher tier only</b></p>	



Intent	Key language	Grammar	Phonics
	<p><b>Higher tier only</b></p> <p>En faisant plus d'exercice, je voudrais être en forme...</p>	<p>Aucun(e)</p> <p>Negative (ne... ni... (ni... ))</p> <p>Modal verbs (perfect tense - pouvoir, vouloir, savoir, devoir)</p> <p>Preposition <i>en</i> + present participle (regular verbs + faire)</p> <p>Imperative (être: sois, soyez)</p> <p>Inflectional (simple) future (ce sera, je serai)</p> <p>Preverbal plural direct object pronouns (nous, vous, les)</p> <p>Present participle of regular (-er, and the nine 'anchor' verb patterns) verbs after <i>en</i>, including adjectival use where relevant</p>	

**Assessment: Summative assessment units 1 and 2**

**3<sup>rd</sup> half-term: Unit 3 – Education and Work**



Intent	Key language	Grammar	Phonics
<p>Express opinions about school subjects, homework, school rules, uniform, exams and teachers.</p> <p>Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs.</p> <p>Refer to primary school days.</p> <p>Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.</p> <p>Give opinions on different jobs, including advantages and disadvantages.</p> <p>Describe personal qualities, qualifications.</p> <p>Refer to ideal job/personal ambitions and skills required.</p> <p>Recognise opportunities to work abroad/use language skills and give opinions.</p>	<p><b><u>Foundation and higher tiers</u></b></p> <p>J'ai/j' étudié + subjects</p> <p>Je suis fort/faible en</p> <p>Je porte...</p> <p>Je me lève, me lave, pars, rentre, commence, termine/finis, me couche</p> <p>Hier j'ai vu, bu, lu, étudié, fait</p> <p>C'était...</p> <p>On doit (school rules)</p> <p>On peut (school rules)</p> <p>Il est interdit/essentiel/important de</p> <p>Il est + time</p> <p>Il (ne) faut (pas)</p> <p>Il y a/il n'y pas de</p> <p>Je voudrais être/devenir/travailler comme ...</p> <p>J'ai toujours voulu/rêvé de</p>	<p><b><u>Foundation and higher tiers</u></b></p> <p>Irregular (eg écrire) and regular (eg entendre, traduire) -RE verbs (past, present, periphrastic (near future))</p> <p>Present tense</p> <p>Perfect tense</p> <p>Modal verbs revision (present tense)</p> <p>Reflexive verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular present and perfect - daily routine: se lever, se laver, se coucher)</p> <p>Impersonal verbs (il est interdit/essentiel/important de, il (ne) faut (pas), Il y a/il n'y a pas de)</p> <p>Impersonal verbs (il est + time)</p> <p>Imperfect tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)</p> <p>Preverbal singular direct object pronouns (me, te, vous, le, la)</p> <p>Adverbs of sequence</p>	<p>a</p> <p>oi/oy</p> <p>ch</p> <p>ç (and soft c)</p> <p>open o</p> <p>th</p> <p>aill/ail</p>



Intent	Key language	Grammar	Phonics
	<p>Si j'avais la chance, je voudrais...</p> <p>Si j'avais l'occasion de le faire, je voudrais...</p> <p>Je serais, il serait</p> <p>J'aurais</p> <p>Ça m'est égal</p> <p>Ça ne m'a jamais intéressé</p> <p>Mon père est...</p> <p>Jobs (without article)</p> <p><b><u>Higher tier only</u></b></p> <p>Avant de + infinitive</p> <p>Après avoir + past participle (Après avoir fini/terminé)</p> <p>Quand j'étais petit(e)/jeune, j'étais, allais, avais, je faisais/voulais devenir</p> <p>Quand je serai plus âgé(e), je serai, ce sera</p>	<p>Conditional (je voudrais, il/elle/on voudrait)</p> <p><i>Avoir</i> phrases (avoir l'occasion de...)</p> <p>Interrogatives (pourquoi... ?)</p> <p><b><u>Higher tier only</u></b></p> <p>Prepositions (avant de + infinitive, après avoir + past participle)</p> <p>Inflectional (simple) future (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> singular, regular and irregular verbs: avoir, faire, être)</p> <p>Inflectional (simple) future (je serai, ce sera)</p> <p>Present participle of irregular verbs (étant, ayant, faisant)</p> <p>Conditional tense (regular -ER verbs, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural, singular irregular verbs: aller, avoir, faire, être)</p> <p>Si + imperfect + conditional tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular, regular verbs + irregular verbs: avoir, être, aller, faire, vouloir)</p>	



**Assessment: Summative assessment units 1 to 3**

## Theme 2: Popular culture

### 4<sup>th</sup> half-term: Unit 4 – Free-time activities

Intent	Key language	Grammar	Phonics
<p>Express positive and negative opinions about own and other people's hobbies.</p> <p>Extend sentences with justified reasons.</p> <p>Add details regarding when, where, how often and who with.</p> <p>Use a variety of adverbs and connectives.</p> <p>Include opinions and justifications with preceding direct objects.</p> <p>Use comparatives to compare activities/give preference.</p> <p>Refer to past activities and future plans.</p> <p>Refer to sporting events and favourite sports personalities/teams.</p>	<p><b><u>Foundation and higher tiers</u></b></p> <p>J'aime</p> <p>J'adore</p> <p>Je déteste</p> <p>Je préfère</p> <p>D'habitude je joue au football/du piano</p> <p>J'adore faire du basket-ball car j'aime les sports d'équipe.</p> <p>Je joue au tennis depuis deux ans.</p> <p>Je suis allé/e ...c'était</p>	<p><b><u>Foundation and higher tiers</u></b></p> <p>Present tense (-ER regular verbs)</p> <p>Jouer au, à la, à l', aux + sports activities</p> <p>Jouer du, de la, de l', des + instruments</p> <p>Aller (present)</p> <p>Partitive article with uncountable nouns (faire du, de la, de l', des + hobbies)</p> <p>Perfect tense (with <i>avoir</i>, regular and irregular verbs: <i>je/on</i> form)</p>	<p>Silent final consonant p</p> <p>é (-er, -ez)</p> <p>ain, in, aim, im</p> <p>que</p> <p>tion</p> <p>s</p>



Intent	Key language	Grammar	Phonics
	<p>je vais aller...</p> <p>je voudrais...</p> <p>j'ai lu, vu, on a lu, vu</p> <p>Mes amis et moi allons au centre de loisir pour faire de la natation car c'est vraiment relaxant.</p> <p>Hier j'ai mangé du fromage parce que je le trouve bien.</p> <p>Demain je vais aller au cinéma pour voir un film avec mon frère car...</p> <p>Je voudrais essayer de faire du ski cependant ça coûte cher.</p> <p><b>Higher tier only</b></p> <p>Ce sera...</p> <p>Ce serait...</p>	<p>Perfect tense (with <i>être</i> - je suis allé(e), on est allé)</p> <p>Imperfect (<i>c'était</i>)</p> <p>Periphrastic future (near future tense - je vais aller)</p> <p>Negatives (ne... personne)</p> <p>Modal verbs (je veux, on veut)</p> <p>Adverbs of time and frequency (demain, hier, d'habitude)</p> <p>Prepositions of place (<i>à</i>) with activity locations (eg sports centre, cinema, park)</p> <p>Pour + infinitive</p> <p>Comparatives (plus... que, moins... que, aussi...que)</p> <p>Interrogatives (avec qui, qu'est-ce que... ?)</p> <p><b>Higher tier only</b></p>	



Intent	Key language	Grammar	Phonics
		Regular superlative adjective and adverb structures Conditional (ce serait) Inflectional (simple) future (ce sera) Depuis	
<b>Assessment: Summative assessment units 1 to 4</b>			

5<sup>th</sup> half-term: Unit 5 – Customs, festivals and celebrations



Intent	Key language	Grammar
<p>Learn about local and national festivals in the UK and in French-speaking countries/communities.</p> <p>Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events.</p> <p>Refer to food on special occasions and at celebrations.</p> <p>Refer to nationally renowned events such as sports (eg Tour de France, 14 juillet).</p> <p>Country traditions/customs focus, eg Senegal, Morocco.</p>	<p><b><u>Foundation and Higher tiers</u></b></p> <p>Je célèbre/on célèbre (festivals)</p> <p>Je suis/on est (religion)</p> <p>On va... (places of worship/celebration)</p> <p>C'est le (event) de (person)</p> <p>On mange/donne/organise/ prépare/cache/achète/s'amuse</p> <p>On croit/voit/boit/reçoit/écrit...</p> <p>Je suis allé(e)/on est allé(e)/nous sommes allé(e)s</p> <p>On a vu, bu, reçu, écrit, ouvert</p> <p>J'étais, c'était, on était...</p> <p>Je voudrais, on voudrait...</p> <p>Il (ne) faut (pas)</p> <p>Il ne faut jamais</p> <p>Je vais, nous allons + infinitive</p> <p>Times of year, months, dates</p>	<p><b><u>Foundation and Higher tiers</u></b></p> <p>Present tense (-ER/-IR/-RE regular verbs - full paradigm)</p> <p>Present tense (high frequency irregular verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular)</p> <p>Perfect tense (with <i>avoir</i> and <i>être</i>, regular and irregular verbs)</p> <p>Imperfect tense (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular, regular and high frequency irregular verbs - aller, faire, être, avoir)</p> <p>Periphrastic future (near future tense - aller + infinitive)</p> <p>Conditional tense (je/tu voudrais, il/elle/on voudrait)</p> <p>Impersonal verb (il faut, including negatives)</p> <p>Modal verbs (pouvoir, vouloir – present tense + activities)</p> <p>Possessive adjectives (notre, votre, nos, leur(s))</p>



Intent	Key language	Grammar
	<p><b><u>Higher tier only</u></b></p> <p>Ce serait...</p> <p>Çe sera...</p> <p>J'ai toujours voulu</p>	<p>Interrogatives (quand, quelle... ?)</p> <p>Reflexive verbs (present tense 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular - eg s'amuser)</p> <p>Contraction of pronouns (m à m', te à t', le/la à l', se à s')</p> <p>Word order with <i>de</i> to indicate possession (eg l'anniversaire de mon père)</p> <p>Emphatic pronouns (moi, toi)</p> <p><b><u>Higher tier only</u></b></p> <p>Preverbal plural indirect object pronouns (nous, vous, leur)</p> <p>Imperfect tense (singular and plural)</p> <p>Reflexive verbs (present tense - 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural)</p> <p>Conditional tense (ce serait)</p>

**Assessment: Summative assessment units 1 to 5**

**Theme 3: Communication and the world around us**

**5<sup>th</sup> half-term: Unit 7 – Travel, Tourism, including places of interest**



Intent	Key language	Grammar	Phonics
<p>Refer to and give opinions on:</p> <ul style="list-style-type: none"> <li>• holiday destinations</li> <li>• holiday locations</li> <li>• means of transport for holidays</li> <li>• weather</li> <li>• holiday activities</li> <li>• holiday accommodation.</li> </ul> <p>Refer to recent and future holidays.</p> <p>Places of interest locally and elsewhere, including descriptions and preferences.</p>	<p><b><u>Foundation and higher tiers</u></b></p> <p>Je vais au/aux + masculine countries</p> <p>En + feminine countries</p> <p>En/à + forms of transport</p> <p>En/au + seasons/time of year</p> <p>Avec + travel companions</p> <p>Nous restons + accommodation</p> <p>Weather phrases (il fait chaud/froid etc)</p> <p>L'année dernière je suis allé(e)</p> <p>C'était..</p> <p>Il y avait/il n'y avait pas de...</p> <p>Tous les jours j'allais/je jouais/je faisais...</p> <p>Cette année, je vais aller/ voyager</p> <p>Je voudrais aller</p> <p><b><u>Higher tier only</u></b></p> <p>Ce sera</p> <p>Ce serait</p>	<p><b><u>Foundation and higher tiers</u></b></p> <p>Present tense</p> <p>Perfect tense</p> <p>Imperfect tense</p> <p>Periphrastic future (near future tense)</p> <p>Reflexive verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular perfect tense – daily routine)</p> <p>Modal verbs (present tense)</p> <p>Faire + activities (past, perfect)</p> <p>Faire + weather phrases</p> <p>Prepositions (countries) - à with masculine and plural countries, <i>en</i> with feminine countries</p> <p>Prepositions (en + transport)</p> <p>Use of article with <i>dans</i>; omission of article with <i>en</i> (eg dans les Alpes/en France)</p> <p>Position of adverbs of time (l'année dernière, tous les jours)</p>	<p>i/y</p> <p>en, an, em, am</p> <p>x-liaison</p> <p>h</p> <p>oy</p>



Intent	Key language	Grammar	Phonics
	<p>Quand j'étais jeune, j'allais...</p> <p>Tous les jours, nous allons/nous jouions/nous faisons....</p>	<p>Position of adverbs of manner (lentement, facilement, vite, rapidement)</p> <p>Pronoun (y)</p> <p>Interrogatives: que...?</p> <p>Impersonal verbs (il fait + adjective for weather)</p> <p><b>Higher tier only</b></p> <p>Inflectional (simple) future tense (ce sera)</p> <p>Reflexives in the conditional tense and inflectional (simple) future (Regular -ER verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural)</p>	

**Assessment: Summative assessment units 1 to 7**

## Detailed syllabus for Year 11

### 1<sup>st</sup> half term - Unit 8: Media and technology



Intent	Key language	Grammar	Phonics
<p>Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, advantages/disadvantages.</p> <p>Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages.</p> <p>Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages.</p> <p>Give opinions and personal details on a variety of celebrities/famous people.</p> <p>Refer to celebrity magazines/articles/ reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.</p> <p>Give opinions about celebrities' activities/influences on young people and wider society.</p> <p>Refer to events involving famous people eg music, film, TV, fashion, culture and technology.</p>	<p><b><u>Foundation and higher tiers</u></b></p> <p>J'utilise mon... pour...</p> <p>Mon gadget préféré c'est mon...</p> <p>Je l'utilise pour.../j'ai utilisé</p> <p>Je l'adore</p> <p>Je le/la trouve</p> <p>On peut/on doit</p> <p>J'ai regardé, écouté</p> <p>Ça me fait peur</p> <p>Ça m'inquiète</p> <p>Je m'inquiète</p> <p>A l'avenir je vais</p> <p>Le lundi je regarde...</p> <p>Il y a un risque de...</p> <p>Il existe le risque de...</p> <p>Days of the week</p> <p><b><u>Higher tier only</u></b></p> <p>Je les trouve</p> <p>Je ne peux pas vivre sans</p>	<p><b><u>Foundation and higher tiers</u></b></p> <p>Present tense (-ER regular verbs)</p> <p>Perfect tense (auxiliary of <i>avoir</i>, je + regular verbs)</p> <p>Modal verbs (je peux, on peut)</p> <p>Adverbs of frequency, time</p> <p>Comparatives (moins... que, plus... que, aussi... que)</p> <p>Negative (ne... jamais)</p> <p>Pour + infinitive</p> <p>Sans + infinitive</p> <p>Impersonal verb phrases (il y a, il existe)</p> <p>Relative clauses using <i>qui</i></p> <p>Preverbal singular direct object pronouns (le, la)</p> <p>Demonstrative adjectives (ce, cette, ces)</p> <p>Indefinite adjectives (chaque, plusieurs, autres, tout, quelques)</p>	<p>silent s</p> <p>e</p> <p>on/om</p> <p>que</p> <p>j</p> <p>th</p>



Intent	Key language	Grammar	Phonics
	<p>J'ai toujours voulu avoir</p> <p>Quand j'étais petit(e), j'avais/j'utilisais</p> <p>Je viens de</p>	<p>24 hour clock (à 18 heures)</p> <p>Possessive adjectives (son, sa, ses)</p> <p>Interrogatives (qui, quel...?)</p> <p><b>Higher tier only</b></p> <p>Time expressions (venir de, être en train de)</p> <p>Relative clauses using <i>que</i> and <i>quand</i></p> <p>Preverbal plural direct object pronoun (les)</p> <p>Relative pronoun (quand)</p> <p>Modal verbs (pouvoir – full paradigm)</p>	

**Assessment: Summative assessment units 1 to 8**

**2<sup>nd</sup> half-term: Unit 9 – The environment and where people live**



Intent	Key language	Grammar	Phonics
<p><b><u>The environment</u></b></p> <p>Describe local environment &amp; environmental issues.</p> <p>Refer to activities to help/protect local area: past, present and future.</p> <p>Refer to and express opinions on wider global issues eg climate change, environmental damage.</p>	<p><b><u>Foundation and Higher tiers</u></b></p> <p>Dans ma ville il y a un problème avec ... est un (grave) problème ... est une menace à</p> <p>Avant, il y avait</p> <p>Je m'inquiète, ça m'inquiète</p> <p>Je me suis toujours inquiété(e)</p> <p>Ça me fait peur</p> <p>Ça m'a toujours fait peur</p> <p>Je vais + infinitive</p> <p>Il faut</p> <p>Nous devons, nous pouvons</p> <p>Si j'avais l'occasion de le faire, je...</p> <p><b><u>Higher tier only</u></b></p> <p>Il nous faut...</p> <p>est menacé(e)/sont menacé(e)(s) par...</p>	<p><b><u>Foundation and Higher tiers</u></b></p> <p>Vouloir – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> sing conditional</p> <p>Present, perfect &amp; imperfect tenses</p> <p>Negatives</p> <p>Near future tense</p> <p>Reflexive verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> singular)</p> <p>Modal verbs</p> <p>Imperative: tu and vous</p> <p>Impersonal verb forms (il faut)</p> <p>Indirect object pronouns (me, te, vous, lui)</p> <p>Pour + infinitive</p> <p>Plus de, moins de + noun</p> <p>Interrogatives (quoi...?)</p> <p><b><u>Higher tier only</u></b></p> <p>Conditional tense (regular -er verbs, and irregular verbs: aller, avoir, faire, être)</p>	<p>Silent consonant 'z'</p> <p>é (-er, -ez)</p> <p>en, an, em, am</p> <p>ain, in, aim, im</p> <p>open o</p>



Intent	Key language	Grammar	Phonics
<p><b><u>Where people live</u></b></p> <p>Describe your town/village/neighbourhood</p> <p>Refer to period of time in residence.</p> <p>Describe local area, buildings.</p> <p>Describe activities and facilities in area.</p> <p>Give opinions including advantages/disadvantages for young people/tourists.</p> <p>Describe an ideal home and area, future intentions on where to live with reasons.</p> <p>Understanding/giving directions</p>	<p><b><u>Foundation and Higher tiers</u></b></p> <p>Habiter</p> <p>Il y a &amp; il n’y a pas de ...</p> <p>Dans ma ville il y avait ...</p> <p>Je pense que... est</p> <p>Pour... infinitive</p> <p>Opinion + aller</p> <p>Je le/la/les trouve</p> <p>C’est/il se trouve/il est situé</p> <p>Je voudrais</p> <p>J’habite à/en... depuis... ans/mois</p> <p>A l’avenir, je voudrais vivre/habiter</p>	<p>Simple future -regular verbs</p> <p>-irregular verbs: aller, avoir, faire, être</p> <p>Impersonal verbs (Il y en aura)</p> <p>Passive form (present tense)</p> <p>Impersonal verbs in phrases (il manque, il vaut mieux, il vaut la peine)</p> <p><b><u>Foundation and Higher tiers</u></b></p> <p>Aller (present, perfect, near future)</p> <p>Faire (present, perfect, near future)</p> <p>Être (present, past, near future)</p> <p>Prepositions of place (towns, areas, neighbourhoods, countries eg devant, derrière)</p> <p>Adverbs of place (loin/près)</p> <p>Imperatives (eg allez, tournez, prenez, continuez)</p> <p>Imperfect (il y avait) Interrogatives (où... ?)</p> <p><b><u>Higher tier only</u></b></p> <p>Depuis</p>	<p>ou</p> <p>s-liaison</p> <p>t-liaison</p> <p>n-liaison</p> <p>gn</p> <p>ill/ille</p>



Intent	Key language	Grammar	Phonics
	<p>Si j'avais l'argent/le choix, je voudrais</p> <p>Chez nous/vous</p> <p><b>Higher tier only</b></p> <p>...où je peux + infinitive</p>	<p>Il y en a, il y en avait</p> <p>Negatives (ne...plus, ne... ni...ni, ne... pas encore, ne que)</p> <p>Impersonal verbs (Il manque)</p> <p>Simple future (regular -ER verbs, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural, irregular verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular - aller, avoir, faire, être)</p> <p>Être (inflectional (simple) future - ce sera, conditional - ce serait)</p> <p>Emphatic pronouns (chez nous, vous)</p> <p>Relative pronoun (où)</p>	

**Assessment: Summative assessment units 1 to 8**

3<sup>rd</sup> half-term: Revisions for final GCSE exams



Weeks	Themes / Topics	Grammar	Assessments	Sub-topics / Skills	Interventions
Week 1	Theme 1 unit 1 – Identity and relationship with others	Reflexive verbs in present tense Position of adjectives.	Listening / Reading / Writing / Translation past questions	<b>Writing skills:</b> 90 words 150 words	<b>Speaking skills:</b> Role play and photo card
Week 2	<b>Mock exam 2: Listening, Reading and Writing – Testing all themes</b>				
Week 3					
Week 4	Theme 1 unit 2 – Healthy and lifestyle	Present tense of regular and irregular verbs.	Listening / Reading / Writing / Translation past questions	<b>Writing skills:</b> 40 words 90 words	<b>Speaking skills:</b> Role play and photo card
Week 5	Theme 1 unit 3 – Education and Work	Perfect tense. Quantities. Verbs + infinitive.	Listening / Reading / Writing / Translation past questions	<b>Writing skills:</b> 150 words	<b>Speaking skills:</b> Role play and photo card
Week 6	<b>Speaking mock 2 All themes</b>				
<b>February half term (1 week)</b>					

**4<sup>th</sup> half-term: Revisions for final GCSE exams**



Weeks	Themes / Topics	Grammar	Assessments	Sub-topics / Skills	Interventions
Week 1	Theme 2 unit 4 – Free-Time activities.	Using subordinating conjunctions. Reflexive verbs in the perfect tense Imperfect tense.	Listening / Reading / Writing / Translation past questions. <b>Summative assessment on theme 1.</b>	<b>Writing skills:</b> 40 words 90 words	<b>Speaking skills:</b> Role play and photo card
Week 2	Theme 2 unit 5 – Customs, festivals and celebrations	Using negative forms Position and agreement of adjectives.	Listening / Reading / Writing / Translation past questions.	<b>Translation skills:</b> French to English	<b>Speaking skills:</b> Role play and photo card
Week 3	Theme 2 unit 6 – Celebrity culture	Vouloir + infinitive Conditional tense of vouloir and aimer.	Listening / Reading / Writing / Translation past questions.	<b>Translation skills:</b> French to English	<b>Speaking skills:</b> Role play and photo card
Week 4	Theme 3 unit 7 – Travel and tourism and where people live	Using prepositions with countries. Using the perfect and imperfect tenses.	Listening / Reading / Writing / Translation past questions. <b>Summative assessment on theme 2.</b>	<b>Translation skills:</b> English to French	Any skills depending on students' needs
Weeks	Themes / Topics	Grammar	Assessments	Sub-topics / Skills	Interventions



Week 5	Theme 3 Unit 8 – Media and technology.	Devoir + pouvoir with infinitive Si clause with present.	Listening / Reading / Writing / Translation past questions. <b>Summative assessment on theme 2.</b>	<b>Translation skills:</b> English to French	Any skills depending on students' needs
Week 6	Theme 3 Unit 9 – The Environment and where people live	Adverbs. Comparative of adverbs	Listening / Reading / Writing / Translation past questions. <b>Summative assessment on theme 3.</b>	<b>Writing skills:</b> 40 words 90 words 150 words	Any skills depending on students' needs
Easter break (2 weeks)					

## 5<sup>th</sup> half-term: Revisions for final GCSE exams

Weeks	Themes / Topics	Grammar	Assessments	Sub-topics / Skills	Interventions
Week 1					Speaking skills practice
Week 2					GCSE Speaking exam (Dates to be confirmed)
Week 3					Exam skills practice: Listening, Reading, Translation & Writing
Week 4					
Week 5					Listening + Reading exams (Dates to be confirmed)
Week 6					Writing skills practice
Week 7					Writing exams (Dates to be confirmed)