

KS3 Plan French Year 7 2019 - 2021

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Deja-vu	Moi et ma famille	Mon collège	Mon collège	Mes passetemps	3 , 2 , 1 Partez !
<p>1. Use a steadily increasing number of phrases to conduct classroom business, including working with a partner</p> <p>2a. Ask and answer basic questions when meeting and greeting someone</p> <p>2b. How people meet and greet in France compared with the UK</p> <p>3a. Say and write the alphabet</p> <p>3b. Spell your name</p> <p>4a. Numbers 1–21</p> <p>4b. How to use them to express their age</p> <ul style="list-style-type: none"> • how to pronounce 'qu' in French <p>5a. Days of the week</p> <p>5b. Months of the year</p> <p>5c. Numbers 21 – 39</p> <p>6a. How to say dates</p> <p>6b. How to ask and say when your birthday is.</p> <p>7. To be able to discuss simple likes and dislikes</p>	<p>1a. to know some family members</p> <p>1b. to ask and answer questions about the number of family members, including answers using negatives</p> <p>1c. to use possessive adjectives (first, second and third persons, with masculine, feminine, singular and plural nouns) when talking about pets, family, classroom objects</p> <p>2. how to memorise the numbers 32–100 by seeing the pattern in their construction</p> <p>3a. to ask and answer questions about the names and ages of family members.</p> <p>3b. To be able to use the connective 'qui'</p> <p>3c. how to use subject pronouns with the verb <i>avoir</i> combined with family and classroom objects; when and why <i>je</i> becomes <i>j'</i></p> <ul style="list-style-type: none"> • the implications of having two words for 'you' 	<ul style="list-style-type: none"> • To know some school subjects • how to use simple verbs to express an opinion, in the positive and negative, followed by the definite article • how to ask why and give a simple reason for their opinion by using <i>parce que</i> with <i>c'est</i>, followed by a range of adjectives • To be able to give more details about why they like/ don't like certain subjects. • how to use quantifiers • To be able to discuss people's opinions of subjects using more than 'je' • To be able to use the full paradigm of an –er verb. • how to ask simple questions about people's likes and dislikes by revising the raised voice technique and by using <i>Est-ce que ...?</i> • to understand the versatility (compared with English) of <i>n'est-ce pas?</i> at the end of sentences 	<ul style="list-style-type: none"> • To be able to use the 12 hour clock • how to use and adapt language learnt in other contexts (<i>avoir</i> + school subject; -er verbs, including <i>commencer</i> and <i>terminer</i>, à + time) • to give and understand information about their school day • Using 'on' to say we • To be able to talk about food you eat at school • To be able to use the partitive article after 'manger' 'boire' <p>Teach negatives</p>	<ul style="list-style-type: none"> • Talking about computers and mobile phones <p>Extending work on regular –er verbs</p> <ul style="list-style-type: none"> • to 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 <p>Talking about which sports you play</p> <ul style="list-style-type: none"> • to use <i>jouer</i> with <i>à</i> , followed by the definite article <ul style="list-style-type: none"> • to use previously learnt <i>faire</i> with <i>de</i> + definite article for other sports, eg <i>faire de l'équitation</i> • to distinguish <i>jouer</i> from <i>faire</i> using their knowledge of English • to use the infinitive of a following or dependent verb in order to state what they like to do as hobbies and leisure pursuits • to use <i>Qu'est-ce que</i> (learnt in another context) to ask about hobbies <p>Describing what others do in their free time</p> <ul style="list-style-type: none"> • Using <i>ils/ elles</i> 	<p>Talking about holiday plans</p> <ul style="list-style-type: none"> • Using the near future tense. <p>Talking about what you would like to do</p> <ul style="list-style-type: none"> • Using <i>je voudrais</i> + infinitive. • to use <i>jouer</i> with <i>de</i>, followed by the definite article to discuss what instruments you play.

<p>8a. To understand and use the words for classroom objects</p> <p>8b. How to use the indefinite article with masculine and feminine nouns, singular and plural</p> <p>9a. To know common classroom items</p> <p>9b. How to use the definite article, including ... /', and how to form regular plurals with les</p> <p>10. How to express possession using de</p>	<p>4a To be able to describe yourself and others size and personality</p> <p>11. To be able to say what colour things are.</p> <p>12. To be able to make adjectives agree with nouns.</p> <p>4b. To understand singular adjective agreements</p> <p>4c. To know the verb 'être'</p> <p>5a. To be able to describe people's hair and eyes</p> <p>5b. To understand plural adjective agreements</p> <p>6a. To be able to talk about your pets</p> <p>6b. To know how to form the plural of words which end in –al and -eau</p>				
<p>Milestone Assessment 1 Conversation, introducing yourself</p>	<p>Assessment Studio 1 L + R assessments Translation</p>	<p>Milestone Assessment 2 Written piece about your family. (Booklet)</p>	<p>Assessment Studio 1 L + R assessments Translation</p>	<p>Milestone Assessment 3 Q + A about your school (Peer Assessed) Studio 1 L + R assessments</p>	<p>Milestone Assessment 4 Written piece about your hobbies (Letter to a penpal) Studio 1 L + R assessments</p>