

Theme/ Topic	Grammar	Topic/ Objectives	Teaching Ideas
<p>1 Identity and Culture</p> <p>Me, my family and friends</p> <ul style="list-style-type: none"> <li>Relationships with family and friends</li> </ul>	<ul style="list-style-type: none"> <li>avoir and être present tense</li> <li>possessive adjectives</li> <li>adjective agreement rules</li> <li>reflexive verbs</li> <li><i>se disputer/se fâcher/s'entendre avec</i></li> <li>comparatives <i>plus que/moins que</i></li> <li>adverbs of frequency</li> <li>regular verbs in present tense</li> <li>direct object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Revising family and describing people</li> <li>Revising places in town and activities</li> <li>Talking about friends and what makes a good friend</li> <li>Using irregular verbs in the present tense</li> <li>Talking about family relationships</li> <li>Using reflexive verbs in the present tense.</li> <li>Making arrangements to go out</li> <li>Using the near future tense</li> <li>Describing a night out with friends</li> <li>Using the perfect tense</li> <li>Talking about your life when you were younger</li> <li>Using the imperfect tense</li> <li>Discussing role models</li> <li>Using the present, perfect and imperfect tenses</li> </ul>	<p>Studio GCSE AQA Qui suis-je?</p> <p>See resources:</p> <p><a href="#">Family relationships</a></p> <p><a href="#">The Simpsons family: reading and writing</a></p> <p><a href="#">Friendship</a></p> <p><a href="#">Photocard: family</a></p> <p><a href="#">Je cherche un correspondant en ligne</a></p> <p><a href="#">Ma routine du week-end dernier</a></p> <p><a href="#">Les verbes réguliers au présent</a></p> <p><a href="#">Direct object pronouns</a></p>

Assessment Foundation	Listening	End of Module test	Speaking	End of module test
	Reading	End of Module test	Writing	End of module test
Assessment Higher	Listening	End of Module test	Speaking	End of module test
	Reading	End of Module test	Writing	End of module test.

Term 2

Theme/ Topic	Grammar	Topic/ Objectives	Teaching Ideas
Identity and culture Free-time activities <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> <li>• Sport</li> </ul> Technology in everyday life <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul>	<ul style="list-style-type: none"> <li>• consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> (see <a href="#">Present tense revision: Worksheet</a>)</li> <li>• extend range of two verbs together</li> <li>• future tense introduced for eg weekend plans</li> <li>• adverbs such as <i>d'habitude/normalement</i></li> <li>• clauses introduced by <i>quand/lorsque</i> and <i>si</i></li> <li>• revision of past tenses to recount how social media have been used; or life before technology</li> <li>• <i>grâce à/sans/avec</i></li> <li>• enhanced statements of possibility including <i>permettre de</i></li> <li>• <i>il est possible que</i> + subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• Revising sport and music</li> <li>• Revising technology, films and TV</li> <li>• Talking about sport</li> <li>• Using <i>depuis</i> + the present tense</li> <li>• Talking about your life online</li> <li>• Using the comparative</li> <li>• Talking about books and reading</li> <li>• More practice of the imperfect</li> <li>• Talking about television programmes</li> <li>• Using direct object pronouns</li> <li>• Talking about actors and films</li> <li>• Using superlative adjectives</li> </ul>	Studio GCSE AQA Le temps des loisirs?  See resources: <a href="#">My favourite hobbies</a> <a href="#">My hobbies placemat</a> <a href="#">Un portrait de Vanessa Paradis</a> <a href="#">Critiques des internautes</a> <a href="#">Les Minions: bande-annonce</a> <a href="#">Voir, regarder, aller, aimer</a> <a href="#">Un portrait de Didier Drogba</a> <a href="#">Alain Robert</a> <a href="#">Grammar in focus: negatives</a> <a href="#">Revision of future tenses</a>  <a href="#">Talking about the technology we use</a>  <a href="#">Le Festival de Sakifo: Worksheet and Teaching notes</a>

Assessment Foundation	Listening	End of Module test	Speaking	Photocard – SM G (Cinema) Roleplay – SM 9 (music)
	Reading	End of Module test	Writing	End of module test
Assessment Higher	Listening	End of Module test	Speaking	Photocard – SM P (film/ cinema) Role play 18 J (Technology)
	Reading	End of Module test	Writing	End of module test.

Term 3

Theme/ Topic	Grammar	Topic/ Objectives	Teaching Ideas
Identity and culture <ul style="list-style-type: none"> <li>Food and eating out</li> </ul> Topic 4: Customs and festivals in French speaking communities	<ul style="list-style-type: none"> <li>Using <i>pouvoir</i></li> <li>Using <i>devoir</i></li> <li>(F)Using <i>quel(s)/ quelle(s)</i></li> <li>(F) Using <i>ce/cet/cette/ces</i></li> <li>Using the pronoun '<i>en</i>'</li> <li>Asking questions in the <i>tu</i> and <i>vous</i> forms</li> <li>(F) Asking questions using <i>est-ce que</i> and <i>qu'est-ce que...?</i></li> <li>Using <i>venir de</i> + infinitive</li> <li>Using a combination of tenses</li> </ul>	<ul style="list-style-type: none"> <li>Talking about food and meals</li> <li>Role play, eating out</li> <li>Discussing and shopping for clothes</li> <li>Describing daily life</li> <li>Talking about food on special occasions.</li> <li>Using polite language</li> <li>Describing family celebrations</li> <li>Describing festivals and traditions</li> <li>(F)Talking about shopping for a special meal.</li> </ul>	Studio GCSE AQA Jours ordinaires, jours de fête  See resources: <a href="#">Les festivités</a> <a href="#">A tradition in Guadeloupe</a> <a href="#">Food in Guadeloupe and England (AT1 + 3)</a> <a href="#">Au restaurant et au snack: pair work</a> <a href="#">Le Festival de Sakifo: Worksheet and Teaching notes)</a>  <a href="#">Pouvoir: Teaching notes</a> and <a href="#">Pouvoir: Team game)</a>

Assessment Foundation	Listening	End of Module test	Speaking	Peer assessed module 3 gen con questions.
	Reading	End of Module test	Writing	End of module test
Assessment Higher	Listening	End of Module test	Speaking	Peer assessed module 3 gen con questions.
	Reading	End of Module test	Writing	End of module test.

Term 4

Theme/ Topic	Grammar	Topic/ Objectives	Teaching Ideas
<p>Theme 2 : Local, national and global areas of interest.</p> <p>Topic 1 : Home, town, neighbourhood and region.</p> <p>Topic 2 : Charity/ voluntary work.</p>	<ul style="list-style-type: none"> <li>• Using the pronoun <i>y</i></li> <li>• Using negatives</li> <li>• Asking questions, using <i>quell/quelle/quells/quelles</i></li> <li>• Using the simple future tense</li> <li>• (F) Using the superlative</li> <li>• (F) Using <i>si</i> clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about where you live, weather and transport.</li> <li>• Asking directions</li> <li>• Describing a region</li> <li>• Talking about your town, village or district.</li> <li>• Discussing what to see and do</li> <li>• Discussing plans and the weather</li> <li>• Describing community projects</li> </ul>	<p>Studio Module 4</p> <p>See resources:</p> <p><a href="#">Where I live placemat</a></p> <p><a href="#">Ma ville</a></p> <p><a href="#">Ma ville: présent et imparfait</a></p> <p><a href="#">Jobs at home</a></p> <p><a href="#">Le ménage</a></p> <p><a href="#">Adjectifs et pronoms démonstratifs et interrogatifs</a></p> <p><a href="#">Prepositions – directions: Lesson activities</a> and <a href="#">Prepositions – directions: Slides</a>)</p> <p><i>pouvoir</i> + infinitive (see <a href="#">Pouvoir: Teaching notes</a> and <a href="#">Pouvoir: Team game</a>)</p> <p><i>il est possible que</i> + subjunctive (see <a href="#">Travailler comme bénévole: Worksheet and Teaching notes</a>)</p>

Term 5

Theme/ Topic	Grammar	Topic/ Objectives	Teaching Ideas
<p>Theme 2 : Local, national and global areas of interest.</p> <p>Topic 4 Travel and Tourism</p>	<ul style="list-style-type: none"> <li>• Using the conditional</li> <li>• (H) Using reflexive verbs in the perfect tense</li> <li>• (H)Using <i>en</i> + the present participle</li> <li>• (H) Using <i>avant de</i> + infinitive</li> <li>• Using demonstrative adjectives and pronouns</li> <li>• (H)Using the pluperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about what you normally do on holiday</li> <li>• Talking about holidays (past, present, future)</li> <li>• Talking about an ideal holiday</li> <li>• Booking and reviewing hotels</li> <li>• Ordering in a restaurant</li> <li>• Talking about travelling</li> <li>• Buying souvenirs</li> <li>• Talking about holiday disasters</li> </ul>	<p>Studio Higher and Foundation Module 5</p> <p>Travel and tourism</p> <p>See resources:</p> <p><a href="#">Vocab crunch: holidays</a></p> <p><a href="#">Inference grids: holidays</a></p> <p><a href="#">Holiday writing stimulus</a></p> <p><a href="#">GCSE writing guide: holidays</a></p> <p><a href="#">Lydia's holiday</a></p> <p><a href="#">Les vacances cauchemardeques de M. Bean</a></p> <p><a href="#">Four in a row: holidays</a></p> <p><a href="#">Visite de Paris</a></p> <p><a href="#">Imperfect tense – Vacances d'enfance: Lesson activities,</a></p> <p><a href="#">Imperfect tense –Vacances d'enfance: Presentation</a> and <a href="#">Imperfect tense – Vacances d'enfance: Practice</a></p>