

### KS3 Plan French Year 7 2017 - 2020

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Deja-vu	Deja-vu	Moi et ma famille	Mon collège	Mon collège	Mes passe-temps
<ul style="list-style-type: none"> <li>to ask and answer basic questions when meeting and greeting someone</li> <li>how people meet and greet in France compared with the UK</li> <li>to use a steadily increasing number of phrases to conduct classroom business, including working with a partner</li> <li>to say and write the alphabet</li> <li>To be able to spell your name</li> <li>numbers 1–20</li> <li>how to use them to express their age</li> <li>how to pronounce ‘qu’ in French</li> <li>Days of the week</li> <li>Months of the year</li> <li>Numbers 21 – 39</li> <li>How to say dates                             <ul style="list-style-type: none"> <li>How to ask and say when your birthday is.</li> </ul> </li> <li>to use a steadily increasing number of phrases to conduct classroom business, including working with a partner</li> </ul>	<ul style="list-style-type: none"> <li>To understand and use the words for classroom objects</li> <li>how to use the indefinite article with masculine and feminine nouns, singular and plural</li> <li>how to use the definite article, including ... l’, and how to form regular plurals with les</li> <li>To know common classroom items</li> <li>how to express possession using de</li> <li>To be able to say what colour things are.</li> <li>To be able to make adjectives agree with nouns.</li> <li>TO be able to say where you live</li> <li>TO be able to talk about countries and nationalities</li> <li>To be able to discuss simple likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>to know some family members</li> <li>to ask and answer questions about the number of family members, including answers using negatives</li> <li>to use possessive adjectives (first, second and third persons, with masculine, feminine, singular and plural nouns) when talking about pets, family, classroom objects</li> <li>how to memorise the numbers 32–100 by seeing the pattern in their construction</li> <li>to ask and answer questions about the names and ages of family members.</li> <li>To be able to use the connective ‘qui’</li> <li>how to use subject pronouns with the verb avoir combined with family and classroom objects; when and why je becomes j’</li> <li>the implications of having two words for ‘you’</li> </ul>	<ul style="list-style-type: none"> <li>To know some school subjects</li> <li>how to use simple verbs to express an opinion, in the positive and negative, followed by the definite article</li> <li>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</li> <li>To be able to give more details about why they like/ don’t like certain subjects.</li> <li>how to use quantifiers</li> <li>To be able to discuss people’s opinions of subjects using more than ‘je’</li> <li>To be able to use the full paradigm of an –er verb.</li> <li>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></li> <li>to understand the versatility (compared with English) of <i>n’est-ce pas?</i> at the end of sentences</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use the 12 hour clock</li> <li>how to use and adapt language learnt in other contexts (<i>avoir</i> + school subject; <i>-er</i> verbs, including <i>commencer</i> and <i>terminer</i>, à + time)</li> <li>to give and understand information about their school day</li> <li>Using ‘on’ to say we</li> <li>To be able to talk about food you eat at school</li> <li>To be able to use the partitive article after ‘manger’ ‘boire’</li> </ul> <p>Teach negatives</p>	<ul style="list-style-type: none"> <li>Talking about computers and mobile phones</li> </ul> <p>Extending work on regular –er verbs</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Talking about which sports you play</p> <ul style="list-style-type: none"> <li>to use <i>jouer</i> with à , followed by the definite article                             <ul style="list-style-type: none"> <li>to use previously learnt <i>faire</i> with <i>de</i> + definite article for other sports, eg <i>faire de l’équitation</i></li> </ul> </li> <li>to distinguish <i>jouer</i> from <i>faire</i> using their knowledge of English</li> <li>to use the infinitive of a following or dependent verb in order to state what they like to do as hobbies and leisure pursuits</li> <li>to use <i>Qu’est-ce que</i> (learnt in another context) to ask about hobbies</li> </ul> <p>Describing what others do in their free time</p> <ul style="list-style-type: none"> <li>Using <i>Ils/ elles</i></li> </ul> <p>Talking about holiday plans</p>

		<ul style="list-style-type: none"> <li>• To be able to describe yourself and others size and personality</li> <li>• To understand singular adjective agreements</li> <li>• To know the verb 'être'</li> <li>• To be able to describe people's hair and eyes</li> <li>• To understand plural adjective agreements</li> <li>• To be able to talk about your pets</li> <li>• To know how to form the plural of words which end in -al and -eau</li> </ul>			<ul style="list-style-type: none"> <li>• Using the near future tense.</li> </ul> <p>Talking about what you would like to do</p> <ul style="list-style-type: none"> <li>• Using <i>je voudrais + infinitive</i>.</li> </ul> <ul style="list-style-type: none"> <li>• to use <i>jouer</i> with <i>de</i>, followed by the definite article to discuss what instruments you play.</li> </ul>
Milestone Assessment 1 Conversation, introducing yourself	Assessment Studio 1 L + R assessments	Milestone Assessment 2 Written piece about your family. (Booklet)	Assessment Studio 1 L + R assessments	Milestone Assessment 3 Q + A about your school (Peer Assessed) Studio 1 L + R assessments	Milestone Assessment 4 Written piece about your hobbies (Letter to a penpal) Studio 1 L + R assessments