

'Raising the Achievement of All'

WELL-SEQUENCED

CONTEXUALISED/INCLUSIVE

AMBITIOUS

SUBJECT: French

Year: 7

	Autumn 1	Auntumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	As-tu? Êtes-vous? Tu as un animal?	Tu as un ami amusant? Qui fait quoi? Tu as quoi?	Tu fais les devoirs? Aujourd'hui ou normalement ? Vous faites quoi?	Qu'est-ce qu' ils font? et qu'est-ce-qu' vous aimez faire?	Il y a quoi? Tu fais quoi aujourd'hui? Combien y en a-t-il?	Tu as un animal? Je vais où ? Tu vas où ? Tu vas <i>comment</i> ? Tu vas <i>quand</i> ? Elle va à la poste comment ? Le poème, c'est comment? Tu passes le temps comment aujourd'hui ?
Content: Substantive/Declarative knowledge- 'Know what'	Describing a thing or person Saying what people have Describing things	Distinguishing between having and being Talking about a thing or person	Saying what people do Saying what we do	Saying what others do (they) Saying 'you' (singular and plural)	Saying how many there are, numbers Describing people (family) Saying what people have	Saying where people go (places) Saying where people go (countries) Asking questions

		Talking about doing and making things			Saying what people do (sports)	Using question words Talking about yourself, to and about someone else
Expertise: For example Disciplinary/Procedural Knowledge 'Know how'	To know a word from recognition, to pronounce, spell and use the word in a sentence. To use Essential verbs (1st, 2nd, 3rd persons singular) To use be, being - ÊTRE (c'est) To use have, having - AVOIR	To use have, having - AVOIR To use Indefinite, singular articles and gender Definite articles (le, la, l', les) To use Regular plural nouns (-s) To use Yes/no questions with raised intonation To use Feminisation of job titles (-e)	To consolidate and extend the vocabulary relevant to the given contexts. To develop a verb lexicon (-ER regular verbs) To deepen vocabulary knowledge through work with a challenging text. To use FAIRE to mean 'go' To include ER verbs (used with simple present and present	(1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) To use preposition à with certain verbs meaning at /to To use intonation in questions To use two-verb structures with <i>aimer</i>	To revisit essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) To use plural nouns and adjectives To use Il y a To use plural indefinite article 'des' To use plural adjective agreement To use essential verbs (1st, 2nd, 3rd persons plural) To use to be, being – ÊTRE	To revisit essential verbs in new contexts (ALLER) To identify question words To develop the verb lexicon (-ER verbs) To deepen vocabulary and grammar knowledge through work with a challenging text To remember Essential verbs (1st, 2nd, 3rd persons singular) To use go, going – ALLER

		To use Subject pronouns il/elle meaning 'it'	continuous meaning)		To use have, having – AVOIR To do, doing – FAIRE To use possessive adjectives (mon, ma, mes, ton, ta, tes)	To choose in between à – (au / à la / à l' / aux) meaning 'to' To use Intonation in questions with the right question words at the right place . To include Essential verbs (1st, 2nd, 3rd persons plural) routinely in their sentences . To use go, going – ALLER To use à - meaning 'to' and 'in' with towns and cities. en - meaning 'to' and 'in' with countries (f) chez to use present tense (-ER verbs)
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Literacy/ Numeracy/ SMSC/	Grammar as described above	Grammar as described above	Grammar as described above Exploitation of poem Sept Couleurs Magiques by Mymi Doinet, biographical details of the author.	Grammar as described above	Grammar as described above Place names in French-speaking countries Some monuments named in Paris Mention of Kylian Mbappé and Audrey Tautou French-speaking musicians / singers Mention of Charlotte Gainsbourg	Grammar as described above French city names Exploitation of the poem 'Familiale' by Jacques Prévert Geography, French cities Callout about Algeria as a Francophone country Series of slides and activities about famous French speakers (Monet, Drogba, Marie Curie etc)
Disciplinary Literacy	Develop phonics knowledge to improve pronunciation and decoding. Build core high-frequency vocabulary through retrieval practice. Recognise cognates and near-cognates. Read and understand simple texts using context and visuals. Write simple sentences using model structures. Use subject-specific terminology such as noun, verb, adjective and gender.					
Careers	Why learn languages? Explore how languages are useful in everyday jobs. Greetings, introductions and personal details linked to creating a CV. Research jobs that use languages. Videos about a variety of professions explaining why languages matter. Research one famous multilingual person and explain how languages helped their career. Resources: Jobs that use Modern Languages - Careers - BBC Bitesize					

	My Learning My Future: MFL/ Languages CEC Resource Directory Careers Advice & Guidance Online Platform - Morrisby
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