

**INTENT:**

- To develop students 'self-efficacy
- To be able to communicate spontaneously in spoken and written form in different time frames
- To develop students' listening and reading skills

**IMPACT:**

Assessments and mock exams show progress over the course of the year. Written and spoken output is more detailed and show a variety of structures and tenses

**Bilton School Curriculum**  
**21/22**  
**YEAR 8 FRENCH**

AO1: **Listening** – understand and respond to different types of spoken language.

AO2: **Speaking** – communicate and interact effectively in speech.

AO3: **Reading** – understand and respond to different types of written language.

AO4: **Writing** – communicate in writing.

**IMPLEMENTATION**

	<b>Term 1</b> <b>My Lifestyle</b> (my look, my weekend plans, my music style)	<b>Term 2</b> <b>My Free Time</b> (hobbies)	<b>Term 3</b> <b>My Daily Routine</b> (my routine/what did/ helping out)	<b>Term 4</b> <b>My Holiday</b>	<b>Term 5</b> <b>Parties and Festivals</b>	<b>Term 6</b> <b>Revision</b> <b>End of year Exam</b> <b>Film Study</b>
<b>W1</b>	L1 Introduce clothes and express opinion L2 Input flooding	L1 Talk about sports that you do L2 Express opinions on sports you do	Review of learning from term 2	L1 Talk about usual holidays L2 Consolidation of knowledge	L1 Organise a party L2 Shopping for a party (quantities of food ...)	L1 L2
<b>W2</b>	L3 Learn the weather L4 Revise weather and say what you wear according to the weather and different occasions	L3 Talk about winter and summer sports L4 Input flooding	L3 Progress Check L4 Revise Time and Talk about your daily routine	L3 Say what items you are going to take on holiday L4 Input flooding	L2 Design invite / Role Play  L3 Revise activities to do at the weekend	L3 L4
<b>W3</b>	L5 Introduce activities you do at the weekend L6 Input flooding	L5 Say which sport you would like to do in the future. L6 Names parts of the body	L5 Consolidation of knowledge L6 Understand someone else's routine	L3 Talk about a dream holiday <b>Checkpoint</b>	<b>Checkpoint</b> L4 Suggest activities and make excuses  L6 Preparation for the speaking exam	L5 L6
<b>W4</b>	<b>Checkpoint</b> L7 Say how often you do an activity L8 Input flooding	L7 Talk about sport injuries  L8 <b>Checkpoint</b> Introduce past tense for faire and jouer	L7 Talk about what you did yesterday  L8 Understand what someone else did last weekend	L5 Say where you went on holiday L6 Consolidation of language	L7 Understand festivals and special events in French Speaking countries  L8 Talk about tradition and festivals (May 1 <sup>st</sup> /July 14 <sup>th</sup> /VE Day)	L7 L8
<b>W5</b>	L9 Revise numbers and time L10 Say when you do an activity	L10 Consolidation of knowledge L11 Roleplay at the doctor	L9 Consolidation of knowledge  <b>Checkpoint</b>	L9 Progress Check L10 Role play at the hotel	L9 Progress Check (Speaking) L10 Progress Check (Speaking)	L9 L10
<b>W6</b>	L11 Talk about music genres and preferences L12 Progress Check	Talk about sports personalities	L11 Talk about what you are going to do to help others  L12 Consolidation of knowledge	L11 Culture L12 End of term project Holiday destination: French speaking countries	<b>F</b>  <b>ICT</b>	L11 L12
<b>W7</b>	L13 Talk about national events (la fête de la musique and la fête du cinema) and French singers  L14 End of term project Research a famous designer / music festival	L13 Culture L14 End of term project Christmas	L13 Discuss charities In France L14 Progress Check  <b>A</b> <b>T</b>			L13 L14

<b>Progress Check</b>		Writing Skills –Answering a variety of questions on the topic of leisure (term 1 + Term 2)	Reading Skills –Understanding young people routine	Writing Skills – Conveying information about a holiday	Speaking and Translation -Student perform a role-play and translate an invite
<b>Homework suggestions</b>					
<b>Key Vocabulary and grammar</b>	Present tense of regular verbs (porter) Building longer sentences ('quand') Opinions <b>HAP:</b> adding/understanding negatives using both quand and à	<i>Jouer and faire</i> Depuis + present tense <b>Conditional tense</b> <i>je voudrais/j'aimerais</i> <b>perfect tense of jouer and faire (avoir)</b> pouvoir + inf <i>j'ai mal à</i>  <b>Recovery Curriculum</b> Food: End of Unit project	<b>Present tense</b> Perfect tense with avoir and etre Reflexive verbs	Present tense of choisir, finir and prendre <b>The near Future</b> 'je vais prendre Conditional tense je voudrais/j'aimerais Perfect tense	<b>Conditional tense</b> On pourrait + infinitive <b>Perfect tense with être</b> <b>Imperfect tense</b> Vous form (present tense) Use past and present tenses  <b>Recovery Curriculum</b> Food
<b>Connected knowledge</b>	Y7 key verbs, negatives, adjectives (order and agreement)	Term 1-time phrases	Y7 term 4 and 5 Term 1 opinions	All key verbs term 1,2,3 plus tenses knowledge  Clothes term 1 Sport term 2	
<b>Skills acquired at the end of the term</b>	-Memorisation strategies -Pronunciation: speaking with a good accent -Identify and apply language pattern -Pronunciation- speaking with a good accent	-Remember grammar rules -Give detailed answers to questions -Perfect tense of aller -Use different tenses together -Build longer sentences using parce que and donc -Pronunciation: distinguishing between present and perfect	-Use speaking and reading strategies -Identify and use different tenses -Use transferable language	-Use speaking and reading strategies -Use a bilingual dictionary -Know how to check their written work -Identify and use different tenses -Identify and apply language pattern	-Use strategies to improve speaking -Evaluate your own and others' performance -Develop conversation skills -Have a better cultural awareness -Use formal and informal language -Be aware of pronunciation: the perfect and the imperfect tense
<p><b>End point: NC-KS3 y7</b> Students -have awareness of sounds and pattern/show good pronunciation and intonation/ask and answer questions spontaneously/ express opinions and justify them/ speak in sentences or paragraph in front of an audience/write phrases or paragraph from memory/describe people and places/understand basic grammar/use a variety of verbs to express their opinions and describe themselves and their surrounding/ refer to past events/express a wish</p> <p><b>End point: NC-KS3 y8</b> <b>Grammar:</b> Students can: identify and use tenses or other structures/ use and manipulate a variety of key grammatical structures and patterns/have acquired a wide-ranging vocabulary/ use accurate grammar, spelling and punctuation <b>Skills:</b> Students can: listen to a variety of forms of spoken language/transcribe words and short sentences that they hear with increasing accuracy/initiate and develop conversations/ express and develop ideas clearly and with increasing accuracy, both orally and in writing/speak coherently and confidently, with increasingly accurate pronunciation and intonation/read and show comprehension of original and adapted materials from a range of different sources/show comprehension of literary texts in the language [such as stories, songs, poems and letters]</p>					