

**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 10 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.

<b>IMPLEMENTATION</b>		<b>Term 1</b> <i>Qui suis-je? Who am I?</i> <u>Identity and culture</u>	<b>Term 2</b> <i>Le temps de loisirs – hobbies</i> <u>Identity and culture</u>	<b>Term 3</b> <i>Ville et campagne –</i> Town and countryside <u>Local, national, international</u> and global areas of interest	<b>Term 4</b> <i>Le grand large – travelling</i> <u>Local, national, international</u> and global areas of interest	<b>Term 5</b> <i>Un jour typique/les fêtes</i> A typical day/festivals <u>Identity and culture</u>	<b>Term 6</b> Skill work / exam style practice
	W1	Revising family and describing people  Revising places in town, activities and times – places to go to with your friends/family	Revising leisure activities  Revising films and going to the cinema	Talking about where you live and what you can do there  Revising places in a town and asking the way	Dealing with a hotel stay Using the <i>nous</i> form of the verb and <i>notre/nos</i> ('our')	Describing your daily life Using <i>devoir</i> and <i>pouvoir</i>	
	W2	Discussing activities you do with your friends  Talking about friends and what makes a good friend	Talking about sport Using <i>depuis</i> + the present tense	Describing a region Using the superlative	Talking about travelling More practice of the comparative	Shopping for clothes Using <i>quel(s) / quelle(s)</i> and <i>ce / cet / cette / ces</i>	
	W3	Getting on well with people Using reflexive verbs in the present tense  <b>Checkpoint</b>	Talking about using technology Using irregular verbs in the present tense	Finding out tourist information Asking questions	Saying what you do and did on holiday Using the present and perfect tenses	Describing festivals and traditions Asking questions using <i>est-ce que ...?</i> and <i>qu'est-ce que ...?</i>	
	W4	Making arrangements to go out Using the near future tense	Discussing reading habits and music Using negatives	Discussing plans and the weather Using <i>si</i> clauses	Ordering in a restaurant Using expressions with <i>avoir</i>	Talking about shopping for a special meal Using the present and near future tenses	
	W5	Describing a day out Using the perfect tense	Talking about television programmes Using the comparative  PPE1	Talking about your town, village or neighbourhood Using negatives	Talking about holiday disasters Using three time frames	Describing family celebrations Using past, present and future tenses	
	W6	<b>Consolidation of Skills and knowledge</b>  <b>Progress check</b>	Talking about a night out with friends More on the perfect tense	Consolidation of knowledge	<b>Progress Check</b>  Speaking Exam (Conversation)		
	W7	Speaking Exam Role Play + Photo card  Conversation- theme 1 questions	<b>Progress Check</b>  Speaking Exam (Conversation)	<b>Progress Check</b>  Speaking Exam (Conversation)			
	<b>Progress Check</b>	Reading – Translation – writing (40 words)					

<p><b>Grammar</b></p>	<p>Adjectival agreement The present tense: <i>avoir</i> and <i>être</i></p> <p>Definite and indefinite articles Prepositions The verb <i>aller</i> The preposition <i>à</i></p> <p>Adjectival agreement: irregular adjectives</p> <p>The present tense: regular <i>-er</i> verbs The near future tense The perfect tense</p>	<p>Using <i>jouer à</i> and <i>jouer de</i> Using <i>aimer, adorer, préférer</i> and <i>détester</i></p> <p>Using the correct article The verb <i>vouloir</i> Asking questions</p> <p>The verb <i>faire</i> <i>depuis</i> + present tense Using the correct preposition after the verbs <i>jouer (au / à la / à l' / aux)</i> and <i>faire (du / de la / de l' / des)</i></p> <p>Irregular verbs in the present tense</p> <p>Negatives</p> <p>Comparative adjectives</p>	<p><i>on peut</i> + infinitive</p> <p>The imperative</p> <p>Irregular adjectives The superlative</p> <p>Asking questions</p> <p>Using <i>si</i> clauses</p> <p>Negatives</p> <p>Using the present tense and the imperfect tense together</p>	<p>Using the <i>nous</i> form and <i>notre/nos</i></p> <p>More on the comparative</p> <p>Using three time frames</p> <p>Reflexive verbs</p> <p>Expressions with <i>avoir</i></p>	<p>Modal verbs <i>devoir</i> and <i>pouvoir</i></p> <p><i>quel / quelle / quels / quelles ce / cet / cette / ces</i></p> <p>Asking questions using <i>est-ce que ...?</i> and <i>qu'est-ce que ...?</i></p> <p>The present and near future tenses</p> <p>The perfect and imperfect tenses</p>	
<p><b>Connected knowledge</b></p>						
<p><b>Skills acquired at the end of the term</b></p>	<p>Using different tenses</p>					