

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
24-25
YEAR 10 FRENCH

Paper 1: Speaking – communicate and interact effectively in speech.

Paper 2: Listening – understand and respond to different types of spoken language.

Paper 3: Reading – understand and respond to different types of written language.

Paper 4: Writing – communicate in writing.

IMPLEMENTATION

	<u>Term 1</u> <u>Free Time</u>	<u>Term 2</u> <u>Free Time and Routine</u>	<u>Term 3</u> <u>Family and Friendship</u>	<u>Term 4</u> <u>School Life</u>	<u>Term 5</u> <u>Healthy Lifestyle</u>	<u>Term 6</u> <u>Holidays</u>
W1	Introduction Culture: Festivals	Qu'est ce qu'on va faire ? Making plans to go out	Couleur famille Talking about what people look like	Culture: Au collège chez nous Learning about school life in francophone countries	Culture: Sain ou Malsain Describing and giving opinions about dishes	Voudrais tu voyager? Talking about holidays and accommodation
W2	Ma ville en ligne: Talking about what you do online	Consolidation of knowledge Qu'est-ce que tu as fait ? Saying what you did last weekend	La place des idoles Talking about positive role models	Matière préférée Talking about school subjects and school life	Bon Appetit Talking about meals and mealtimes	Des vacances de rêves Talking about your ideal holiday
W3	Ma ville en ligne: Discussing pros and cons	Consolidation of knowledge	La famille Talking about celebrations	C'est injuste Discussing school rules	Bien dans ma peau Talking about good mental health	On part pour la Corse Discussing what you can see and do on holiday
W4	Checkpoint Consolidation of knowledge	Progress Check	Consolidation of Knowledge	As-tu fait des progrès ? Talking about making progress at school	Ca ne va pas Describing illness and accidents	Le monde en fête Talking about festivals
W5	Tu as un vie active ? Saying what you do to stay active	Un weekend en famille Talking about your weekend routine	Progress Check	Souvenirs d'école Talking about what school used to be like when you were younger		Guide de voyage Reviewing and booking holiday accommodation
W6	Qu'est-ce que tu regardes ? Talking about what you watch	Consolidation of knowledge	Exam Skills	Les langues et l'avenir Talking about learning languages		Vive les vacances Talking about staycation activities
W7	Speaking Exam – Role Play (at the cinema)	L'amitié Discussing friends and friendship		Progress Check		Progress check
W8	Progress Check					

<p>Key Questions</p>	<p>Qu'est-ce que tu fais en ligne? Est-ce que tu ...?</p> <p>Est-ce que tu as une vie active? Qu'est-ce que tu fais? Qu'est-ce que tu fais comme activités, le jour sans écrans?</p> <p>Qu'est-ce que tu aimes regarder? Quel type de vidéos est-ce que tu regardes? Quand est-ce que tu regardes des vidéos? Où et comment est-ce que tu préfères regarder des films? Avec qui est-ce que tu aimes regarder des films? Combien de fois par mois est-ce que tu vas au cinéma? Vous voulez voir quel type de film? / C'est pour quelle séance?</p>	<p>Qu'est-ce que tu vas faire, le week-end prochain? Qu'est-ce que tu as fait, le week-end dernier?</p> <p>Que fais-tu le weekend, en famille?</p> <p>Tu t'entends (toujours) bien avec tes amis? Pourquoi / Pourquoi pas?</p>	<p>Qui est-ce que tu *admires ...?</p> <p>Normalement, qu'est-ce que tu fais pour fêter ton anniversaire? L'année dernière, comment est-ce que tu as fêté ton anniversaire? L'année prochaine, qu'est-ce que tu vas faire pour ton anniversaire?</p>	To be updated	To be updated	To be updated
<p>Grammar</p>	<p>Present tense Irregular verbs in present tense: <i>aller, avoir, être, faire</i> Irregular verbs in present tense: <i>boire, lire</i> <i>je bois, je lis</i> Using <i>on</i> to mean 'we' Partitive articles after <i>faire</i> / <i>jouer</i> with activities / instruments. <i>au/à la</i> after <i>jouer</i> + sport / <i>aller</i> + place Negatives: <i>ne ... pas, ne ... jamais, ne ... rien</i></p> <p>Question words and asking questions with <i>est-ce que</i> + subject / verb <i>quel/quelle/quels/quelles</i> Regular <i>-ir</i> verbs: <i>finir, choisir</i> <i>des</i> changes to <i>de/d'</i> after a negative</p>	<p>Near future (<i>aller</i> + infinitive), including <i>Ça va être</i></p> <p>Perfect tense: regular <i>-er</i> verbs, auxiliary <i>avoir/être</i> plus past participle and agreement for <i>être</i> verbs (<i>aller, rester</i>) Perfect tense of high-frequency irregular verbs: <i>boire, faire</i> Negatives in the perfect tense, e.g. <i>je n'ai rien mangé</i> <i>c'est/c'était / il y a/avait</i> (lexical imperfect)</p> <p>Reflexive verbs in present tense (<i>se lever</i>) <i>on</i> and <i>nous</i> meaning 'we' Possessives adjectives: <i>mon, ma, mes; ton, t a, tes; son, sa, ses</i></p> <p>Adjectival agreement for regular adjectives, e.g. <i>patient</i>, some different patterns (<i>stupide, travailleur, actif, gentil</i>); some irregular adjectives (<i>vieux, beau</i>); no change (<i>sympa</i>)</p> <p>Some abstract / relational reflexives (<i>s'entendre avec, se disputer, s'excuser, s'ennuyer</i>)</p>	<p>Position of adjectives – most after the noun, e.g. <i>elle a le visage long</i>; some go in front of the noun, e.g. <i>un *joli sourire, deux jeunes garçons</i></p> <p>Direct object pronouns, singular and plural (<i>le/la/l'</i> before a vowel, <i>les</i>) Irregular past participles: <i>né, eu, écrit, devenu, reçu</i></p> <p>Using present, perfect and near future tenses Adverb formation by adding <i>-ment</i> to feminine form of adjective, e.g. sérieusement, by removing <i>-ant(e) / -ent(e)</i> from adjective and adding <i>-amment</i> or <i>-emment</i>, e.g. évidemment</p>	To be updated	To be updated	To be updated

Pronunciation and Phonics	Pronouncing <i>Est-ce que ...? / Qu'est-ce que ...?</i> Watching out for silent final 'e' and silent final consonants such as -s, -t and -x, e.g. <i>chose, jeux</i> ; silent verb endings -e, -es and -ent <i>qu</i> pronounced as 'k' <i>c</i> pronounced as 'k' in front of letters <i>a, o, u</i> (<i>combien</i>)	Pronouncing <i>é, er, ez</i> correctly (<i>mangé, manger, mangez</i>) <i>è / ê / ai</i> (<i>père, vêtements, j'aime</i>) <i>œu / open eu</i> (<i>sœur, heure</i>)	<i>ch</i> pronounced as 'sh'	To be updated	To be updated	
Skills acquired at the end of the term	Regular -er verbs in the present tense Verbs (otherwise regular) in which y changes to <i>ie</i> , e.g. <i>envoyer</i> <i>C'est</i> + masculine adjective for simple opinions Terms for discussing contrasting points of view, e.g. <i>pourtant / cependant</i> Time frequency expressions (but avoiding negatives), e.g. <i>je fais ça souvent</i> Qualifiers, e.g. <i>vraiment</i> Listening and transcribing in French Transcribing silent letters Predicting <i>Faire</i> translated as 'to go' in English, e.g. <i>faire du vélo</i> (to go cycling), <i>faire de la natation</i> (to go swimming) Preparing an exam-style role play – launch of transactional role play skill	Telling the time Giving past-tense opinions with <i>c'était</i> Weekend time expressions and sequencers Using sequencers (<i>d'abord, puis, ensuite, plus tard</i>) Using connectives (<i>et, donc, car, parce que, où</i>) Translating into French Recognising and using qualifiers / intensifiers (<i>très, assez, un peu</i>)	Thinking about what kind of word might be missing in a gapped text Describing a photo (preparation for photo card description) Present and perfect tenses contrasted and used together <i>chez</i> to mean 'at' or 'to' someone's home	To be updated	To be updated	To be updated
Connected knowledge	Technology- Year 9 Term 2 Free time- Year 8 Term 1 and 2 TV- Year 9 term 1	Futur plans- Y8 Term 4 Daily routine- Y8 Term 3 Family- Y7 Term 1 and 2	Family- Y7 Term 1 and 2	School- Year 7 Term 3	Meals and Healthy Eating: Year 7 Term 6 and Year 9 Term 4	Holidays: Year 8 Term 4 and Year 9 Term 6
Literacy – including reading	Writing: - Spelling of key words - Accurate use of words in a sentence and word order - Writing paragraphs 40/50 words and 80-90 and higher only 130-150 - Translation into French (sentences and paragraphs) - Describing a picture Grammar - verbs conjugation (all) - negative structure - Using different tenses	Reading - From key words to sentence - From sentence to paragraph - Different skills (true/false – multiple choice -who says what – answer in English) - Translation in English (sentences and paragraphs) - Understanding tenses	Listening - Recognising words to sentence - Understanding sentence to paragraph - Identifying who speaks, negative structures, opinions, tenses - Gap fill task - True or False or not mentioned - Dictation, from words to sentences to paragraph - Understanding tenses - Different pace of speech	Speaking - Pronunciation of words/combination of letters PHONICS - Reading out loud - Describing a picture - Expressing and justifying opinions - Using different tenses		

Spiritual, Moral, Social and cultural.	The topic will give students an opportunity to discuss how safe they can be online and what they do Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	The topic will give students an opportunity to share what they do , did , going to do Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	The topic will give students an opportunity to discuss their relationship with friends and family Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class	Students will learn to respect and listen to each other Students will develop confidence when talking in a different language, talking in pairs and in front of the class
British Values	Throughout the course our students will develop tolerance and respect by learning about different customs/routine/habits/way of living. They will be respectful of other students' point of view and lifestyles (democracy)					
Cultural Capital	Learn about festivals and games Learn about famous TV programs and adds Insight on how other people use new technologies and social media	Famous sport/leisure activities	Understand relationship	Insight on school life in different countries	Insight of Famous French food/food routine and healthy eating habits	Insight on different holiday destination abroad and ideal location

End Points at the end of Y10

Listening: understand and respond to spoken language. Students will be able to

- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, recognising past, present and future events
- deduce meaning from a variety of short and longer spoken texts, addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas

Speaking: communicate and interact in speech. Students will be able to

- communicate and interact effectively in speech
- take part in a short conversation, asking and answering questions, and exchanging opinions
- refer to past, present and future events
- use accurate pronunciation and intonation such as to be understood by a native speaker

Reading: understand and respond to written language, Students will be able to

- understand and respond to different types of written language
- understand general and specific details within texts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, recognising the past, present and future events
- deduce meaning from a variety of short and longer
- translate a short passage from French into English

Writing: communicate in writing. Students will be able to

- communicate effectively in writing on specific themes and contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context

