

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**YEAR 11 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.

	<u>Term 1</u> <u>Holiday</u>	<u>Term 2</u> <u>Environment</u>	<u>Term 3</u> <u>Home</u>	<u>Term 4</u> <u>Future Plans</u>	<u>Term 5</u> <u>Exam</u>
W1	Introduction and Expectations Focus on verbs	Notre monde est beau Talking about geography and the climate	Là où j'habite Describing your town or village	PPE2	
W2	Voudrais tu voyager? Talking about holidays and accommodation	PPE1	Sur la bonne route Asking for and understanding directions	Mes passions et mon avenir Talking about future plans and hopes	
W3	Des vacances de rêves Talking about your ideal holiday	PPE1	Learning Check Tendances et shopping Talking about shopping for clothes	Express Mondial Talking about travelling and earning money	
W4	Learning Check On part pour la Corse Discussing what you can see and do on holiday	Planète en danger Talking about environmental problems	La maison de mes rêves Describing your ideal home	Learning Check Quelles sont tes compétences? Talking about possible future career paths	
W5	Le monde en fête Talking about festivals	Learning Check Des grands gestes Discussing how we can work together to protect the environment	As-tu déjà visité Paris? Talking about visiting another town or city	Bien payé, mais fatigant Talking about different jobs	
W6	Learning Check Guide de voyage Reviewing and booking holiday accommodation	Des petits gestes Talking about day-to-day actions to protect the environment	PPE2		
W7	Vive les vacances Talking about staycation activities	Innovation verte Discussing new technologies			
W8	Exam skills				

<p>Grammar</p>	<p>Using the conditional (H) Using the conditional of vouloir (F)</p> <p>Forming different types of questions</p> <p>Giving advice with <i>il vaut la peine de</i> and <i>il vaut mieux</i> (H) Giving advice with <i>il faut</i>, <i>on doit</i> and <i>on peut</i> (F)</p> <p>Using the perfect and imperfect tenses together</p> <p>Creating more complex sentences using relative pronouns (H) Understanding more complex sentences using <i>qui</i> (F)</p> <p>Using the perfect tense of modal verbs (H) Using negatives in the imperfect and perfect tenses (F)</p> <p>Using a range of tenses</p> <p>Using <i>si</i> + the present tense + the simple future tense (H) Using <i>si</i> + the present tense + the near future tense (F)</p>	<p>Using comparatives and superlatives (H) Using comparative adjectives (F)</p> <p>Understanding the present tense of the passive voice (H) Talking about future weather (F)</p> <p>Using the <i>nous</i>-form imperative (H) Using the present and perfect tenses (F)</p> <p>Using <i>en</i> + the present participle (H) Using the imperfect tense to describe what you used to do (F)</p> <p>Understanding when to use the imperfect and perfect tenses (H)</p> <p>Extending spoken and written answers (F)</p> <p>Using <i>être en train de</i> and <i>venir de</i> (H)</p> <p>Using the present, perfect, imperfect and near future tenses (F)</p>	<p>Using the pronoun <i>y</i> (H) / Using indefinite adjectives <i>chaque</i>, <i>tous</i>, <i>tout(e)(s)</i> (F)</p> <p>Using <i>à</i> and <i>de</i> with the definite article (F) Using <i>de</i> to indicate possession</p> <p>Using <i>si</i> clauses (H) / Working out if adjectives go before or after the noun (F)</p>	<p>Using <i>après avoir</i> + a past participle (H) / Using a range of structures followed by the infinitive (F)</p> <p>Expressing future plans using a range of structures (H)</p> <p>Using sequencers (F)</p> <p>Using verbs that take <i>être</i> in the perfect tense</p> <p>Using infinitives as nouns (H) / Forming feminine nouns (F)</p> <p>Using verbs followed by <i>à</i> or <i>de</i></p>	
<p>Skills acquired at the end of the term</p>	<p>Using the pronoun</p> <p>Extending spoken and written responses (H) Giving reasons for your preferences (F)</p> <p>Identifying positive and negative opinions</p>	<p>Learning about francophone countries</p> <p>Expressing opinions in a variety of ways (H) Describing a photo taken outside in nature (F)</p> <p>Identifying correct statements about a text (H)</p> <p>Practising answering questions featuring a variety of tenses (F)</p>	<p>Translating phrases with <i>depuis</i> (H) / Using the correct preposition for 'in' (F)</p> <p>Transcribing unfamiliar words (H) / Using negatives to talk about your town</p> <p>Practising shopping role plays</p> <p>Working out the meaning of unfamiliar words (H) / Using <i>si</i> clauses (F)</p> <p>Translating questions in different tenses</p> <p>Spotting different tenses from verb endings</p>	<p>Buying tickets at a station</p> <p>Translating more complex structures (H) / Translating into French using a range of timeframes (F)</p>	
<p>Connected knowledge</p>					

Literacy – including reading	Writing: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Translation into French (sentences and paragraphs) - Describing a picture Grammar <ul style="list-style-type: none"> - verbs conjugation (all) - negative structure 	Reading <ul style="list-style-type: none"> - 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) 	Listening <ul style="list-style-type: none"> - 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 Different pace of speech		
Spiritual, Moral, Social and cultural.	The topic will give students an opportunity to discuss the importance of holiday and share their experiences 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 their concerns about the environment and the future of our planet 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 where they live and come from 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 plan and the jobs/careers they would like 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	
British Values					
Cultural Capital	Learn about different French speaking countries as a holiday destination	Impact of Global warming and environmental issues in French speaking countries	Understand where people live outside the UK	Insight on jobs abroad / job interview in the target language	

End Points at the end of Y11

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