

**Edward Peake CofE Middle School
French Curriculum Progression 2024-25**

Curriculum Intent:

The intention of our curriculum is to provide a broad, balanced and knowledge rich language education which ensures every child is offered challenging and engaging learning experiences with Christian values at their heart. Through our four key concepts in French (**linguistic competence, knowledge about language, creativity and cultural diversity**), we aim to produce a rounded curriculum that is accessible to all learners and creates a solid foundation for future study/use for real purposes in both a personal and professional context.

Our main aims are to:

- **Live:** Foster pupils' curiosity and deepen their understanding of other countries and cultures so that they can be open and adaptable to new experiences and more tolerant of different ways of thinking and living.
- Enable pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and writing. ●
Love: Explore different approaches to familiar thinking and develop a greater understanding of and respect for language and culture.
- **Learn:** Provide the foundation for the continued learning of French (and further languages) therefore equipping pupils to communicate effectively for personal and professional purposes, both at home and abroad.
- Develop the skills and confidence of language learners to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world.

Curriculum Implementation:

Skills and Knowledge	Year 6	Year 7	Year 8	Year 9
Writing	Pupils will: <ul style="list-style-type: none"> - Copy single words accurately - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Demonstrate knowledge of grammar to manipulate language and 	Pupils will: <ul style="list-style-type: none"> - Write or copy simple words correctly - Label items - Complete short sentences or phrases - Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. 	Pupils will: <ul style="list-style-type: none"> - Write or copy simple words correctly - Label items - Complete short sentences or phrases - Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. 	Pupils will: <ul style="list-style-type: none"> - Write or copy simple words correctly - Label items - Complete short sentences or phrases - Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs.

	<p>create sentences of their own</p> <ul style="list-style-type: none"> - Ask for and give basic information about themselves - Convey meaning from French into English (translation) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Integrate previously learned language with newly acquired language 	<p>Write some familiar words from memory Use spelling and accents which may not be accurate, but the meaning is clear.</p> <p>Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs.</p> <p>Translate familiar words into the target language</p> <p>Use straightforward language with increasing accuracy, where the meaning is clear, but there may be major errors.</p> <p>Write several short, linked sentences to give information and express simple opinions, referring to the present.</p> <p>Translate familiar short phrases into the target language. Use straightforward language mostly accurately, where the meaning is clear, but there may be major errors with verbs.</p> <p>Write short texts for different purposes using mainly memorised language, referring to the present or the future.</p> <p>Express opinions and give simple reasons.</p> <p>Translate simple sentences into the target language.</p> <ul style="list-style-type: none"> - Use straightforward language mostly accurately where the 	<ul style="list-style-type: none"> - Write some familiar words from memory <p>Use spelling and accents which may not be accurate, but the meaning is clear.</p> <p>Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs.</p> <p>Translate familiar words into the target language</p> <p>Use straightforward language with increasing accuracy, where the meaning is clear, but there may be major errors.</p> <p>Write several short, linked sentences to give information and express simple opinions, referring to the present.</p> <p>Translate familiar short phrases into the target language.</p> <p>Use straightforward language mostly accurately, where the meaning is clear, but there may be major errors with verbs.</p> <p>Write short texts for different purposes using mainly memorised language, referring to the present or the future.</p> <p>Express opinions and give simple reasons.</p> <p>Translate simple sentences into the target language.</p> <p>Use straightforward language mostly accurately where the</p>	<ul style="list-style-type: none"> • Write some familiar words from memory • Use spelling and accents which may not be accurate, but the meaning is clear. • Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs. • Translate familiar words into the target language • Use straightforward language with increasing accuracy, where the meaning is clear, but there may be major errors. • Write several short, linked sentences to give information and express simple opinions, referring to the present. • Translate familiar short phrases into the target language. • Use straightforward language mostly accurately, where the meaning is clear, but there may be major errors with verbs. • Write short texts for different purposes using mainly memorised
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		<p>meaning is clear, but there may be errors with verbs. express and develop ideas clearly and with increasing accuracy</p> <p>write prose using an increasingly wide range of grammar and</p> <ul style="list-style-type: none"> - vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language 	<p>meaning is clear, but there may be errors with verbs. express and develop ideas clearly and with increasing accuracy write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p> <ul style="list-style-type: none"> - Write short texts for different purposes, referring to the present and the future or the present and the past. - Express and justify opinions. - Translate into the target language longer sentences containing familiar words and grammatical structures. - Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs. 	<p>language, referring to the present or the future.</p> <ul style="list-style-type: none"> • Express opinions and give simple reasons. • Translate simple sentences into the target language. • Use straightforward language mostly accurately where the meaning is clear, but there may be errors with verbs. • express and develop ideas clearly and with increasing accuracy • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language • Write short texts for different purposes, referring to the present and the future or the present and the past. • Express and justify opinions. • Translate into the target language longer sentences containing familiar words and grammatical structures.
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				<ul style="list-style-type: none"> • Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs. • Write short texts in a range of contexts, giving and seeking information and opinions referring to the present, the past and the future
Grammar	<p>Pupils will gain an understanding of:</p> <ul style="list-style-type: none"> - the patterns and sounds of language and link the spelling, sound and meaning of words (phonics, SSC) - Position of adjective - Adjectival agreement - Nouns and gender - Gender agreement rules - Reflexive verbs (<i>s'appeler</i>) - High-frequency regular and irregular verb conjugation - <i>avoir</i> and <i>être</i> - <i>Venir de</i> - 1st, 2nd, 3rd person present tense of <i>avoir</i> and <i>s'appeler</i> - articles/determiners - Possessive adjectives 	<p>Pupils will:</p> <ul style="list-style-type: none"> - Understand the following grammatical terms in English: Noun, article, adjective, pronoun, verb, tense - use accurate grammar, spelling and punctuation. <p>Understand and use:</p> <ul style="list-style-type: none"> - nouns (singular and plural) - gender and articles: definite and indefinite articles (masculine, feminine and plural) - key high-frequency verb forms: <i>c'est, j'ai, je suis</i> - numbers - regular adjectives (masculine and feminine singular forms only) - subject pronouns: <i>je, tu, il, elle, on</i> <p>verbs of opinion in first person singular, followed by a noun</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> - Understand the following grammatical terms in English: Noun, article, adjective, pronoun, verb, tense - use accurate grammar, spelling and punctuation. <p>Understand and use:</p> <ul style="list-style-type: none"> - nouns (singular and plural) - gender and articles: definite and indefinite articles (masculine, feminine and plural) - key high-frequency verb forms: <i>c'est, j'ai, je suis</i> - numbers - regular adjectives (masculine and feminine singular forms only) - subject pronouns: <i>je, tu, il, elle, on</i> <p>verbs of opinion in first person singular, followed by a noun (<i>j'aime, j'adore, je n'aime pas, je</i></p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Understand the following grammatical terms in English: Noun, article, adjective, pronoun, verb, tense • use accurate grammar, spelling and punctuation. <p>In addition to previously learned structures, pupils will understand and use:</p> <ul style="list-style-type: none"> • adjective agreement • the verbs <i>avoir</i> and <i>être</i> • infinitives and –er verbs • <i>jouer à</i> • the verb <i>faire</i> • <i>faire de</i> • asking questions using <i>Est-ce que ...?</i> and <i>Qu'est-ce que ...?</i> • the partitive article (<i>du / de la / de l' / des</i>)

	<ul style="list-style-type: none"> - Pupils will begin to recognise rules and patterns - key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>(j'aime, j'adore, je n'aime pas, je déteste) the present tense of regular –er verbs (singular forms only) simple questions: using intonation to change a statement into a question the simple negative: ne ... pas with present tense verbs simple connectives (et, mais, aussi, puis) intensifieurs/qualifieurs/quantifieurs (très, assez, un peu, trop, beaucoup) Dates Time (24 hr clock) regular adjectives: agreement and position (including plurals) possessive adjectives (mon/ma/mes, ton/ta/tes, son/sa/ses) interrogatives (e.g. comment, quand, où, qui) the present tense of key irregular verbs: aller, avoir, être, faire (singular forms only) verbs followed by à and de plus a noun (e.g. jouer au foot, aller à la piscine, faire du sport) simple questions using est-ce que and qu'est-ce que the partitive article (du, de la, de l', des) adverbs of frequency (e.g. quelquefois,</p>	<p>déteste) the present tense of regular –er verbs (singular forms only) simple questions: using intonation to change a statement into a question the simple negative: ne ... pas with present tense verbs simple connectives (et, mais, aussi, puis) intensifieurs/qualifieurs/quantifieurs (très, assez, un peu, trop, beaucoup) Dates Time (24 hr clock) regular adjectives: agreement and position (including plurals) possessive adjectives (mon/ma/mes, ton/ta/tes, son/sa/ses) interrogatives (e.g. comment, quand, où, qui) the present tense of key irregular verbs: aller, avoir, être, faire (singular forms only) verbs followed by à and de plus a noun (e.g. jouer au foot, aller à la piscine, faire du sport) simple questions using est-ce que and qu'est-ce que the partitive article (du, de la, de l', des) adverbs of frequency (e.g. quelquefois, tous les jours) the present tense of regular verbs (full paradigm)</p>	<ul style="list-style-type: none"> • negatives with ne ... pas, ne ... jamais, ne ... rien • the perfect tense of regular –er verbs • the near future tense • using on to mean 'we' • irregular past participles (bu, vu, fait) • reflexive verbs • irregular adjectives (beau, nouveau and vieux) • using three tenses together (present, past and near future) • the comparative (plus que only) • the imperative (vous form) • il faut and il ne faut pas + infinitive • using pouvoir and devoir • the perfect tense of aller • saying 'to' or 'in' with countries (en, à, au, aux) • the present tense of regular –ir and –re verbs • possessive adjectives: son, sa, ses • saying 'in' (dans, en, au, à la, aux) • pour aller à (+ definite article).
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		<p>tous les jours) the present tense of regular verbs (full paradigm)</p> <ul style="list-style-type: none"> - modes of address (tu and vous) adverbs of place (ici, là-bas); adverbs of time in the present (aujourd'hui) - common simple prepositions - the infinitive following verbs of liking (e.g. j'aime + infinitive) - the modal verbs pouvoir and vouloir (present tense, singular forms only) - negative after de (e.g. il n'y a pas de...) - Connective parce que - develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussions 	<p>modes of address (tu and vous) adverbs of place (ici, là-bas); adverbs of time in the present</p> <ul style="list-style-type: none"> - (aujourd'hui) - common simple prepositions - the infinitive following verbs of liking (e.g. j'aime + infinitive) - the modal verbs pouvoir and vouloir (present tense, singular forms only) - negative after de (e.g. il n'y a pas de...) - Connective parce que - the present tense of common irregular verbs (full paradigm, plus all plural subject pronouns) - the near future tense (aller + infinitive) - The present tense of common reflexive verbs - Je voudrais + infinitive - time expressions for use with the near future tense (e.g. demain, ce week-end, ce soir, l'année prochaine) - two tenses together, the present and the near future or the present and the past - develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and 	
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			interests, allowing them to give and justify opinions and take part in discussions	
Speaking	<p>Pupils will:</p> <ul style="list-style-type: none"> - Reproduce French sounds - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Use simple set phrases (with support) - speak in sentences, using familiar vocabulary, phrases and basic language structures <p>Ask for and give basic information about themselves engage in conversations; ask and answer questions; express opinions and respond to those of others Integrate previously learned language with newly acquired language</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> - Say single words and short phrases with support - Imitate a model of correct pronunciation and intonation - Give basic information and opinions using familiar vocabulary - Begin to show awareness of sound patterns <p>Ask and answer a range of simple questions, sometimes in one conversation Exchange simple opinions Take part in(a range of) brief dialogues, using short phrases referring to the present answer a few questions in the present tense based on a picture Ask or respond to questions referring to a single time frame (present). This should include using some complex sentences with linked clauses or sub-clauses and giving opinions</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> - Say single words and short phrases with support - Imitate a model of correct pronunciation and intonation - Give basic information and opinions using familiar vocabulary - Begin to show awareness of sound patterns <p>Ask and answer a range of simple questions, sometimes in one conversation Exchange simple opinions Take part in(a range of) brief dialogues, using short phrases referring to the present answer a few questions in the present tense based on a picture Ask or respond to questions referring to a single time frame (present). This should include using some complex sentences with linked clauses or sub-clauses and giving opinions</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Say single words and short phrases with support • Imitate a model of correct pronunciation and intonation • Give basic information and opinions using familiar vocabulary • Begin to show awareness of sound patterns • Ask and answer a range of simple questions, sometimes in one conversation • Exchange simple opinions • Take part in(a range of) brief dialogues, using short phrases referring to the present • answer a few questions in the present tense based on a picture • Ask or respond to questions referring to a single time frame

	<p>- Demonstrate knowledge of grammar to manipulate language and create sentences of their own</p>	<p>Describe and give information in short dialogues using familiar vocabulary and common grammatical structures initiate and develop conversations, coping with unfamiliar language and unexpected responses express and develop ideas clearly and with increasing accuracy speak coherently and confidently, with increasingly accurate pronunciation and intonation use a wide range of vocab (e.g. - from different topic areas) Use more than one subject pronoun</p>	<p>Describe and give information in short dialogues using familiar vocabulary and common grammatical structures initiate and develop conversations, coping with unfamiliar language and unexpected responses express and develop ideas clearly and with increasing accuracy speak coherently and confidently, with increasingly accurate pronunciation and intonation use a wide range of vocab (e.g. - from different topic areas) Use more than one subject pronoun. - Take part in longer conversations, describing, informing, giving details and expressing and justifying opinions. - Use a range of common vocabulary and grammatical structures referring to the present and the future or the present and the past.</p>	<p>(present). This should include using some complex sentences with linked clauses or sub-clauses and giving opinions</p> <ul style="list-style-type: none"> • Describe and give information in short dialogues using familiar vocabulary and common grammatical structures • initiate and develop conversations, coping with unfamiliar language and unexpected responses • express and develop ideas clearly and with increasing accuracy • speak coherently and confidently, with increasingly accurate pronunciation and intonation • use a wide range of vocab (e.g. from different topic areas) • Use more than one subject pronoun. • Take part in longer conversations, describing, informing, giving details and expressing and justifying opinions. • Use a range of common vocabulary and grammatical structures referring to the past, the present and the future.
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<p>Listening</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - Hear and recognise - Individual sounds - Sounds in words - Sounds in authentic texts - Understand what they hear - Become familiar with high frequency structures - Understand sentences covering multiple topics including information about yourself and someone else - appreciate stories and songs in the target language 	<p>Pupils will:</p> <ul style="list-style-type: none"> - Recognise key vocabulary - Understand vocabulary in context - Understand unfamiliar language in a familiar context - Recognise cognates which sound different due to French pronunciation (SSC) - listen to a variety of forms of spoken language to obtain information and respond appropriately - transcribe words and short sentences that they hear with increasing accuracy - Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary - Demonstrate understanding of a range of familiar phrases and opinions spoken clearly - Demonstrate understanding of main points and opinions from sentences using familiar vocabulary, spoken clearly - Demonstrate understanding of main points and opinions from a short passage using a range of familiar vocabulary, short phrases and common verbs in the 	<p>Pupils will:</p> <ul style="list-style-type: none"> - Recognise key vocabulary - Understand vocabulary in context - Understand unfamiliar language in a familiar context - Recognise cognates which sound different due to French pronunciation (SSC) - listen to a variety of forms of spoken language to obtain information and respond appropriately - transcribe words and short sentences that they hear with increasing accuracy - Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary - Demonstrate understanding of a range of familiar phrases and opinions spoken clearly - Demonstrate understanding of main points and opinions from sentences using familiar vocabulary, spoken clearly - Demonstrate understanding of main points and opinions from a short passage using a range of familiar vocabulary, short phrases and common verbs in the 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Recognise key vocabulary • Understand vocabulary in context • Understand unfamiliar language in a familiar context • Recognise cognates which sound different due to French pronunciation (SSC) • listen to a variety of forms of spoken language to obtain information and respond appropriately • transcribe words and short sentences that they hear with increasing accuracy • Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary • Demonstrate understanding of a range of familiar phrases and opinions spoken clearly • Demonstrate understanding of main points and opinions from sentences using familiar vocabulary, spoken clearly • Demonstrate understanding of main points and opinions from a short passage using a
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		<p>present tense, spoken clearly.</p> <ul style="list-style-type: none"> - Demonstrate understanding of main points, opinions with reasons and some detail in short passages which include reference to either the present or the future, spoken clearly. 	<p>present tense, spoken clearly.</p> <ul style="list-style-type: none"> - Demonstrate understanding of main points, opinions with reasons and some detail in short passages which include reference to either the present or the future, spoken clearly. <p>Demonstrate understanding of main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly or the present and the past.</p> <ul style="list-style-type: none"> - Transcribe longer phrases. 	<p>range of familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly.</p> <ul style="list-style-type: none"> • Demonstrate understanding of main points, opinions with reasons and some detail in short passages which include reference to either the present or the future, spoken clearly. • Demonstrate understanding of main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly or the present and the past. • Transcribe longer phrases.
Reading	<p>Pupils will:</p> <ul style="list-style-type: none"> - Start decoding and reading/understanding unknown words in French - Become familiar with high-frequency structures - read carefully and show understanding of words, phrases and simple writing 	<p>Pupils will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of familiar words and phrases - Read familiar words and phrases aloud - Translate familiar words into English - Demonstrate understanding of a range of familiar written phrases and opinions 	<p>Pupils will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of familiar words and phrases - Read familiar words and phrases aloud - Translate familiar words into English - Demonstrate understanding of a range of familiar written phrases and opinions 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of familiar words and phrases • Read familiar words and phrases aloud • Translate familiar words into English • Demonstrate understanding of a range of familiar written phrases and opinions

		<ul style="list-style-type: none"> - Match sound to print by reading aloud words and phrases (SSC) - Translate familiar short phrases into English - Demonstrate understanding of main points and opinions in a sentence using familiar language - Translate short, simple sentences into English - Demonstrate understanding of main points and opinions in short written texts using a range of familiar vocabulary, short phrases and common verbs in the present tense - Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include <ul style="list-style-type: none"> - reference to the present or the future Use a bilingual dictionary or glossary to look up unfamiliar words. - Understand short texts written for target-language learners - Translate longer sentences into English - Use context and cognates to decode words - read and show comprehension of 	<ul style="list-style-type: none"> - Match sound to print by reading aloud words and phrases (SSC) - Translate familiar short phrases into English - Demonstrate understanding of main points and opinions in a sentence using familiar language - Translate short, simple sentences into English - Demonstrate understanding of main points and opinions in short written texts using a range of familiar vocabulary, short phrases and common verbs in the present tense - Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include reference to the present or the future - Use a bilingual dictionary or glossary to look up unfamiliar words. - Understand short texts written for target-language learners - Translate longer sentences into English - Use context and cognates to decode words - read and show comprehension of 	<ul style="list-style-type: none"> • Match sound to print by reading aloud words and phrases (SSC) • Translate familiar short phrases into English • Demonstrate understanding of main points and opinions in a sentence using familiar language • Translate short, simple sentences into English • Demonstrate understanding of main points and opinions in short written texts using a range of familiar vocabulary, short phrases and common verbs in the present tense • Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include reference to the present or the future • Use a bilingual dictionary or glossary to look up unfamiliar words. • Understand short texts written for target-language learners • Translate longer sentences into English • Use context and cognates to decode words
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		<p>materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p>	<p>materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <ul style="list-style-type: none"> - Demonstrate understanding of main points, details, overall message and opinions with reasons in short written texts, referring to the present and the future or the present and the past or the present and the past. - Understand short authentic texts adapted for target-language learners (e.g. menus, short adverts, short messages). - Translate longer, more complex sentences into English. 	<ul style="list-style-type: none"> • read and show comprehension of materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • Demonstrate understanding of main points, details, overall message and opinions with reasons in short written texts, referring to the present and the future or the present and the past or the present and the past. • Understand short authentic texts adapted for target-language learners (e.g. menus, short adverts, short messages). • Translate longer, more complex sentences into English.
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<p>Where in the curriculum is this taught?</p>	<p>Ça va? Comment t'appelles-tu? Quel âge as-tu? Où habites-tu? Où viens-tu? As-tu des frères et sœurs? Comment il/elle s'appelle? Comment ils/elles s'appellent? Quel âge a . . ?</p>	<p>Dynamo 1 Module 2 En Classe Talking about colours Telling the time Saying what you wear to school Using adjectives after nouns Talking about your school day Using -er verbs Learning about a typical French school Saying what there is or isn't Agreeing and disagreeing Key questions: - Quelle heure est-il? - Qu'est-ce que tu penses de tes matières? - Tu aimes . . . ? - Qu'est-ce que tu portes? - Ta journée scolaire est comment? - Tu . . . à quelle heure? - Qu'est-ce que tu fais à . . . ? - Quel est ton jour préféré?</p> <p>Dynamo 1 Module 3 Mon temps libre Talking about weather and seasons Key French sounds Talking about which sports you play Using jouer à Talking about activities you do</p>	<p>Dynamo 1 Module 5 En ville Talking about places in a town or village Understanding prices in French Saying where you go at the weekend Using the verb aller (to go) Inviting someone out Using the verb vouloir (to want) Ordering drinks and snacks in a café Using the tu and vous forms of the verb Saying what you are going to do Using the near future tense (aller + infinitive) Key questions: - Qu'est-ce qu'il y a dans ta ville/ton village? - Où vas-tu le weekend? - Tu veux aller au café? - Tu veux venir? - Rendez-vous à quelle heure? - Vous désirez? - C'est combien, s'il vous plaît? - Qu'est-ce que tu vas faire à Paris?</p> <p>Dynamo 2 vert Module 1 Vive les vacances! Talking about school holidays Using the verbs avoir and être Saying what you visited and what it was like Using the perfect tense of visiter Saying what you did during the</p>	<p>Dynamo 2 vert Module 1 Vive les vacances!</p> <ul style="list-style-type: none"> • Talking about school holidays • Using the verbs avoir and être • Saying what you visited and what it was like • Using the perfect tense of visiter • Saying what you did during the holidays • Using the perfect tense of regular -er verbs • Understanding the perfect tense of irregular verbs • Listening and reading for negatives in the perfect tense • Taking part in an interview about a holiday • Using the perfect tense of aller <p>Key questions:</p> <ul style="list-style-type: none"> • Tu as combien de semaines de vacances? • Tu es où en vacances? • Qu'est-ce que tu as visité à Genève? • C'était comment? • Qu'est-ce que tu as fait pendant les vacances? • Tu es allé(e) où en vacances? • Avec qui? • Tu as voyagé comment?
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		<p>Using the verb faire Discovering sport in French-speaking countries Using cognates and context Talking about what you like doing Using aimer + the infinitive Key questions:</p> <ul style="list-style-type: none"> - Quel temps fait-il? - Tu aimes le sport? - Qu'est-ce que tu fais? - Est-ce que tu fais souvent (le vélo)? - Qu'est-ce que tu aimes faire sur ton portable/ta tablette? - Qu'est-ce que tu aimes faire? <p>Est-ce que tu aimes faire. . . ?</p>	<p>holidays Using the perfect tense of regular -er verbs Understanding the perfect tense of irregular verbs Listening and reading for negatives in the perfect tense Taking part in an interview about a holiday Using the perfect tense of aller</p> <p>Key questions:</p> <ul style="list-style-type: none"> - Tu as combien de semaines de vacances? - Tu es où en vacances? - Qu'est-ce que tu as visité à Genève? - C'était comment? - Qu'est-ce que tu as fait pendant les vacances? - Tu es allé(e) où en vacances? - Avec qui? - Tu as voyagé comment? - Qu'est-ce que tu as fait? - Qu'est-ce que tu as mangé? 	<ul style="list-style-type: none"> • Qu'est-ce que tu as fait? • Qu'est-ce que tu as mangé? <p>Dynamo 2 vert Module 3 À loisir</p> <ul style="list-style-type: none"> • Talking about TV programmes, actors and actresses • Using adjective agreement • Talking about digital technology • Forming and answering questions • Arranging to go to the cinema • Using the 24-hour clock • Talking about leisure activities • Using negatives • Spotting synonyms when listening and reading • Spotting verbs in the perfect tense in a song • Creating a chat show interview • Asking and answering questions in two/three tenses <p>Key questions:</p> <ul style="list-style-type: none"> • Qu'est-ce que tu aimes à la télé? • Qui est ton acteur préféré? • Qui est ton actrice préférée?
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| | | | <ul style="list-style-type: none">• Quand est-ce que tu regardes la télé?• Où est-ce que tu regardes la télé?• Comment est-ce que tu regardes la télé?• À ton avis, c'est quelle sorte de film?• Tu es d'accord?• Qu'est-ce que tu vas voir au cinéma?• Tu viens?• Rendez-vous à quelle heure?• Quels sont les loisirs?• Qu'est-ce que tu aimes voir au cinéma?• Qu'est-ce que tu as regardé à la télé hier?• Qu'est-ce que tu as fait le weekend dernier?• * Qu'est-ce que tu vas faire le weekend prochain? |
|--|--|--|---|

Dynamo 2 vert Module 4 Le monde est petit

- Talking about where you live
- Describing the weather
- Describing where you live
- Using *pouvoir* + the infinitive
- Talking about how you must help at home
- Using *devoir* + the infinitive

- Talking about daily routine
- Using reflexive verbs
- Reading texts for overall meaning
- Spotting alternative ways of saying the same thing

Key questions:

- Où habites-tu?
- Quel temps fait-il?
- C'est comment?
- C'est comment, ta région?
- Qu'est-ce que tu dois faire à la maison?
- Est-ce que tu dois. . . ?
- Est-ce que tu ne fais rien?
- À quelle heure est-ce que tu te lèves?
- Où est-ce que tu prends le petit-déjeuner?
- À quelle heure est-ce que tu te couches?

Curriculum Impact:

Pupils achieve academically, are ready for their next steps in education and have high aspirations for their future. Students have an enjoyable, positive and meaningful language-learning experience which enables them to appreciate the benefits of knowing another language other than their own and to feel confident and excited about learning and using a foreign language in and beyond the classroom. Through our delivery of high quality subject-specialist teaching and cultural insight, we will nurture students and promote a linguistic curiosity and the intrinsic motivation to explore and respect other cultures and people.