

Week Commencing 6th September 2021

Dynamo 1 Module 5 En ville - Point de départ pp. 106–107

Pearson Progression Step Coverage (PPS)	3rd–5th Steps	
Learning objectives	Talking about places in a town or village Understanding prices in French	
Grammar and skills coverage	Using <i>il y a un / une / des ...</i> and <i>il n'y a pas de ...</i> Learning about the euro	
FCSE links	Unit 7 – Local area and environment (Home town / region) Unit 7 – Local area and environment (What it is like)	
Learning outcomes...		
Listening and responding	4th Step	Listening to descriptions of towns and noting down details and opinions Listening to transactional dialogues about entry prices and identifying the correct tourist attractions
Speaking	3rd–4th Steps	Using picture prompts to describe towns and give opinions
Reading and responding	3rd–4th Steps	Reading and completing the lyrics of a song, matching the gaps to the correct labelled photos Completing sentences about towns and villages with your own choice of adjectives
Writing	3rd–5th Steps	Writing a description of your own town / village and giving an opinion
Key language	<i>Qu'est-ce qu'il y a dans ta ville / ton village?</i> <i>Il y a ...</i> <i>un café</i> <i>un centre de loisirs</i> <i>un centre commercial</i> <i>un château</i> <i>un marché</i> <i>un musée</i> <i>une mosquée</i> <i>une patinoire</i> <i>une piscine</i> <i>des magasins</i>	

	<p><i>Il n'y a pas de café / magasins.</i></p> <p><i>Il n'y a pas d'église.</i></p> <p><i>J'habite dans une grande / petite ville.</i></p> <p><i>J'habite dans un grand / petit village.</i></p> <p><i>J'aime / J'adore / Je n'aime pas / Je déteste habiter ici parce que c'est ...</i></p> <p><i>amusant / ennuyeux / génial / intéressant / nul</i></p> <p><i>le prix</i></p> <p><i>un euro</i></p> <p><i>trois euros cinquante</i></p> <p><i>un adulte</i></p> <p><i>un enfant</i></p> <p><i>moins de 12 ans</i></p> <p><i>C'est combien, l'entrée?</i></p>
Grammar practice	
Resources	<p>Audio, tracks 97–99</p> <p>Workbooks: Cahier d'exercices A & B, page 52</p> <p><i>ActiveTeach:</i></p> <p>p.106 Flashcards: Places in town</p> <p>p.106 Pronunciation quiz 5</p> <p>p.107 Class game: What there is and isn't in my town / village</p> <p><i>ActiveLearn:</i></p> <p>Vocabulary</p>

Week Commencing 13th September 2021	
<i>Dynamo 1 Module 5 En ville - Unit 1 pp. 108–109 Où vas-tu le weekend?</i>	
Pearson Progression Step Coverage (PPS)	3rd–5th Steps
Lesson starter	To introduce places in town

Plenary	To review the verb <i>aller</i> and identify language patterns	
Learning objectives	Saying where you go at the weekend Using the verb <i>aller</i> (to go)	
Grammar and skills coverage	<p>G: The conjugation of <i>aller</i> / Using <i>on va</i> and <i>nous allons</i> to say where you go with friends</p> <p>Using <i>aller à</i> + the definite article to say where you go: <i>au / à la / à l' / aux</i></p> <p>Using the definite article <i>le</i> to convey 'at' (<i>le weekend</i>) and 'on' (<i>le samedi après-midi</i>)</p> <p>Understanding the difference between <i>ou</i> and <i>où</i></p>	
FCSE links	<p>Unit 4 – Leisure (Leisure activities)</p> <p>Unit 4 – Leisure (Likes / dislikes and opinions)</p> <p>Unit 7 – Local area and environment (Home town / region)</p> <p>Unit 7 – Local area and environment (What it is like)</p>	
Learning outcomes...		
Listening and responding	5th Step	Listening and completing a grid with the places that people go to, when they go there and other details
Speaking	<i>3rd–4th Steps</i>	Carrying out a survey about where classmates go to at the weekend
Reading and responding	3rd–5th Steps	<p>Reading about the places that people go to, matching each person to a route on a map and completing comprehension sentences in English</p> <p>Answering questions in English on a French text about where Noah goes in Paris with his family</p> <p>Translating part of the text into English</p>
Writing	4th Step	Writing a paragraph about where classmates go at the weekend
Key language	<p><i>Où vas-tu le weekend?</i></p> <p><i>Je vais ...</i></p> <p><i>au bowling</i></p> <p><i>au cinéma</i></p> <p><i>au parc</i></p> <p><i>au stade</i></p> <p><i>à la piscine</i></p> <p><i>à la plage</i></p> <p><i>à l'église</i></p> <p><i>aux magasins</i></p> <p><i>le samedi matin</i></p>	

	<p><i>le dimanche après-midi</i></p> <p><i>le samedi soir</i></p>
Grammar practice	<i>Grammaire</i> , page 124 ex. 1–2
Resources	<p>Audio, tracks 100–101</p> <p>Workbooks: Cahier d'exercices A & B, page 53</p> <p><i>ActiveTeach:</i></p> <p>p.108 Class game: <i>aller au / à la / à l' / aux</i></p> <p>p.108 Flashcards: Places I go</p> <p>p.108 Grammar quiz: <i>aller à</i></p> <p>p.108 Grammar video: <i>aller</i></p> <p>p.109 Translation worksheet: Translation into French (3)</p> <p><i>ActiveLearn:</i></p> <p>Reading A</p> <p>Reading B</p> <p>Grammar</p> <p>Translation</p> <p>Vocabulary</p>

Week Commencing 20th September 2021		
<i>Dynamo 1 Module 5 En ville - Unit 2 pp. 110–111 Tu veux aller au café?</i>		
Pearson Progression Step Coverage (PPS)	3rd–4th Steps	
Lesson starter	To introduce some time expressions	
Plenary	To practise giving invitations and accepting or declining them	
Learning objectives	<p>Inviting someone out</p> <p>Using the verb <i>vouloir</i> (to want)</p>	
Grammar and skills coverage	<p>G: The conjugation of <i>vouloir</i></p> <p>Pronouncing words correctly: the silent ending –x / Pronunciation of <i>aujourd'hui</i> / Using intonation when asking questions</p>	
FCSE links	<p>Unit 4 – Leisure (Leisure activities)</p> <p>Unit 4 – Leisure (Likes / dislikes and opinions)</p>	
Learning outcomes...		
Listening and responding	4th Step	Listening to conversations inviting someone out and noting in French where the invitation is to, when and the meeting time

Speaking	<i>4th Step</i>	Carrying out two conversations making and accepting / refusing invitations, using your own notes or from memory
Reading and responding	3rd–4th Steps	Reading invitations and noting the details: where, when and whether the invitation is accepted or refused Finding examples of <i>vouloir</i> + infinitive in texts
Writing	4th Step	Writing a dialogue in which invitations are accepted and refused Writing notes in French for two conversations based on picture prompts
Key language		<p><i>Tu veux aller au café?</i> <i>Tu veux venir?</i></p> <p><i>aujourd'hui</i> <i>ce matin</i> <i>cet après-midi</i> <i>ce soir</i> <i>ce weekend</i></p> <p><i>Rendez-vous à quelle heure?</i> <i>Rendez-vous à ...</i></p> <p><i>Merci</i> <i>Bonne idée!</i> <i>Oui, je veux bien.</i> <i>D'accord.</i> <i>Pourquoi pas?</i> <i>Non, merci.</i> <i>Désolé(e)!</i> <i>Je ne veux pas.</i> <i>Tu rigoles!</i></p>
Grammar practice		<i>Grammaire</i> , page 124 ex. 3
Resources		<p>Audio, tracks 102–103</p> <p>Workbooks: Cahier d'exercices A & B, page 54</p> <p><i>ActiveTeach</i>: p.111 Grammar video: <i>vouloir</i></p> <p><i>ActiveLearn</i>: Listening A Listening B Grammar Pronunciation Vocabulary</p>
Week Commencing 27th September 2021		
<i>Dynamo 1 Module 5 En ville - Unit 3 pp. 112–113 Vous désirez?</i>		
Pearson Progression Step Coverage (PPS)		1st–4th Steps

Lesson starter		To revise numbers and to spot number patterns
Plenary		To consolidate café vocabulary
Learning objectives		Ordering drinks and snacks in a café Using the <i>tu</i> and <i>vous</i> forms of the verb
Grammar and skills coverage		Using the correct word for 'you': <i>tu</i> and <i>vous</i> / Being polite Paying attention to pronouns and verb endings and pronouncing them correctly: <i>ils / elles mangent / boivent ...</i>
FCSE links		Unit 6 – Food and drink (Shopping for food and drink)
Learning outcomes...		
Listening and responding	3rd–4th Steps	Listening to conversations in a café and noting in English what is ordered Listening and identifying whether the waiters, waitresses and customers are polite or rude
Speaking	4th Step	Adapting a dialogue in a café by changing the details
Reading and responding	1st–4th Steps	Matching words on a menu with photos of foods and drinks Reading a conversation in a café and finding the French equivalent of English sentences and phrases Filling in the missing words in a text describing a photo of people in a café
Writing	4th Step	Adapting an example text to write your own description of a photo
Key language		<p><i>Vous désirez?</i> <i>Pardon, madame / monsieur.</i></p> <p><i>Je voudrais ...</i> <i>Pour moi ...</i> <i>un Orangina</i> <i>un diabolo menthe</i> <i>une grenadine à l'eau</i> <i>un café express</i> <i>un café crème</i> <i>un chocolat chaud</i> <i>un thé au lait / au citron</i> <i>un jus d'orange</i> <i>un coca (light)</i> <i>une eau minérale</i> <i>un croquemonsieur</i> <i>un sandwich au fromage / au jambon</i> <i>une crêpe au sucre</i> <i>une glace au chocolat / à la vanille / à la fraise / à la pistache</i> <i>une pizza</i> <i>des frites</i></p> <p><i>Et pour vous?</i></p> <p><i>C'est combien, s'il vous plaît?</i> <i>Ça fait ...</i> <i>Voilà, merci.</i></p>
Grammar practice		<i>Grammaire</i> , page 125 ex. 4
Resources		Audio, tracks 104–106 Workbooks: Cahier d'exercices A & B, page 55

	<p><i>Active Teach:</i></p> <p>p.112 Class game: Café foods and drinks</p> <p>p.112 Flashcards: Café foods and drinks</p> <p>p.113 Learning skills worksheet: <i>Tu or vous?</i></p> <p>p.113 Translation worksheet: Translation into English (2)</p> <p><i>Active Learn:</i></p> <p>Listening A</p> <p>Listening B</p> <p>Grammar</p> <p>Vocabulary</p>
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Week Commencing 4th October 2021		
<i>Dynamo 1 Module 5 En ville - Unit 4 pp. 114–115 Qu'est-ce que tu vas faire? (Listening and Reading Skills)</i>		
Pearson Progression Step Coverage (PPS)	4th–5th Steps	
Lesson starter	To revise the verb <i>aller</i>	
Plenary	To consolidate the formation of the near future tense and weather phrases	
Learning objectives	Saying what you are going to do Using the near future tense (<i>aller</i> + infinitive)	
Grammar and skills coverage	Using sequencers: <i>d'abord, puis, ensuite, après</i> G: Using the near future tense (present tense of the verb <i>aller</i> + an infinitive) Using logic to predict what you might hear in a listening passage Reading the questions to help predict the answers before reading a text	
FCSE links	Unit 3 – Holidays and travel (Holiday destinations and activities)	
Learning outcomes...		
Listening and responding	4th Step	Listening to what people are going to do in Paris and putting photos into the correct order
Speaking	4th–5th Steps	Pupils play a memory game, taking turns to repeat a sentence about what they are going to do in Paris, adding one more item each time
Reading and responding	4th–5th Steps	Filling in the missing words in sentences about what someone is going to do in Paris Predicting the endings of sentences about what people are going to do in different weather conditions Answering questions in English on a French text about what someone is going to do in Paris
Writing	5th Step	Pupils write about what they are going to do in Paris, using picture prompts
Key language	<p><i>Qu'est-ce que tu vas faire à Paris?</i></p> <p><i>Je vais ...</i></p> <p><i>visiter la cathédrale Notre-Dame</i></p> <p><i>visiter la tour Eiffel</i></p> <p><i>aller au musée du Louvre</i></p> <p><i>aller aux catacombes</i></p> <p><i>faire une balade en bateau-mouche</i></p> <p><i>prendre des photos</i></p> <p><i>acheter des souvenirs</i></p> <p><i>admirer la Joconde</i></p>	

	<p><i>faire un pique-nique</i></p> <p><i>d'abord</i> <i>puis</i> <i>ensuite</i> <i>après</i></p> <p><i>S'il fait beau / chaud / froid ...</i> <i>S'il pleut ...</i> <i>S'il y a du vent ...</i></p>
Grammar practice	<i>Grammaire</i> , page 125 ex. 5–6
Resources	<p>Audio, tracks 107–109</p> <p>Workbooks: Cahier d'exercices A & B, page 56</p> <p><i>Active Teach:</i></p> <p>p.114 Flashcards: What I'm going to do in Paris</p> <p>p.114 Grammar animation: The near future tense</p> <p>p.114 Grammar quiz: The near future tense</p> <p>p.115 Class game: Weather phrases + near future tense</p> <p>p.115 Speaking skills worksheet: Sensible and silly future plans</p> <p><i>Active Learn:</i></p> <p>Listening A</p> <p>Listening B</p> <p>Reading A</p> <p>Reading B</p> <p>Vocabulary</p>

Week Commencing 11th October 2021		
<i>Dynamo 1 Module 5 En ville - Unit 5 pp. 116–117 Je vais visiter Paris! (Speaking Skills)</i>		
Pearson Progression Step Coverage (PPS)	5th–6th Steps	
Lesson starter	To review pronunciation of the [ais] sound	
Plenary	To recognise and use both present tense and near future tense verbs	
Learning objectives	Talking about plans for a special weekend Using two tenses together	
Grammar and skills coverage	<p>G: Using the present and near future tenses together</p> <p>Using time phrases as an indicator of the time frame</p> <p>Pronouncing verb endings that sound the same: <i>-ais, -ait, -er, -é</i> /</p> <p>Pronouncing the liaison: <i>-s</i> at the end of a word followed by a vowel</p> <p>Peer assessment of tenses and pronunciation</p>	
FCSE links	<p>Unit 3 – Holidays and travel (Holiday destinations and activities)</p> <p>Unit 4 – Leisure (Leisure activities)</p>	
Learning outcomes...		
Listening and responding	6th Step	<p>Identifying whether speakers are talking about the present or the future and noting down the activities in English</p> <p>Pupils listen to their partner's audioblog and provide feedback</p>
Speaking	6th Step	<p>Pupil make up a conversation about what they usually do at the weekend and what they are going to do next weekend, based on picture prompts or their own ideas</p> <p>Adapting a written text to prepare and record an audioblog about what pupils usually do at the weekend and what they are going to do next weekend</p>

Reading and responding	5th–6th Steps	Reading sentences about what Rémi normally does at the weekend and what he is going to do next weekend, and making two lists in English Reading and a longer text, noting down the present tense and near future tense verbs and answering questions in French
Key language		<p><i>Normalement / D'habitude, le weekend, ...</i> <i>je vais au centre de loisirs</i> <i>je fais les magasins</i> <i>je joue au basket</i> <i>je mange une pizza</i></p> <p><i>Le weekend prochain, ...</i> <i>Samedi prochain, ...</i> <i>je vais ...</i> <i>jouer au basket</i> <i>jouer au foot</i> <i>jouer au laser-tag</i> <i>manger un gâteau (au chocolat)</i> <i>manger une pizza</i> <i>manger une glace</i> <i>aller au zoo</i> <i>aller au centre de loisirs</i> <i>faire un tour en Segway</i> <i>faire les magasins</i> <i>faire une balade en bateau (sur le fleuve)</i></p>
Resources		<p>Audio, tracks 110–111 Workbooks: Cahier d'exercices A & B, page 57 <i>ActiveTeach:</i> p.116 Grammar quiz: The present and near future tenses p.117 Class game: <i>Un weekend à Paris</i> p.117 Reading skills worksheet: <i>Paris Plages</i> p.117 Tongue twister video p.117 Video: <i>En ville</i> (A video about towns and villages, with plans for a birthday trip to Paris) p.117 Video worksheet: <i>En ville</i> <i>ActiveLearn:</i> Reading A Reading B Grammar Pronunciation</p>

Week Commencing 18th October 2021

Classroom Teacher Assessment

(Set by the classroom teacher depending on class progress)

Week Commencing 1st November 2021

Dynamo 2 Vert Module 1 Vive les vacances! - Point de départ pp. 8–9

Pearson Progression Step Coverage (PPS)	2nd–3rd Steps	
Learning objectives	Talking about school holidays Using the verbs <i>avoir</i> and <i>être</i>	
Grammar and skills coverage	G: The verb <i>avoir</i> G: The verb <i>être</i> Pronunciation: liaison	
FCSE links	Unit 3 – Holidays and travel (Holiday destinations and activities; Preferences and opinions)	
Learning outcomes...		
Listening and responding	2nd–3rd Steps	Listening and completing a table with details of how long each school holiday is, when it is and any other details. Listening and noting in English each speaker's holiday location and the opinion and qualifier used.
Speaking	3rd Step	Having a role play conversation about how long French school holidays are at different times of year.
Reading and responding	2nd–3rd Steps	Reading and listening to short texts about school holidays and correcting the mistakes in English sentences. Reading and listening to short texts and translating into English key phrases about holiday destinations and opinions.
Writing	3rd Step	Pupils write two messages about holidays using key phrases from the unit.
Key language	<i>Tu as combien de semaines de vacances?</i> <i>J'ai une semaine / deux semaines / six semaines de vacances en janvier / février / mars.</i> <i>J'ai trois / dix jours de vacances en septembre.</i> <i>On a huit semaines de vacances en décembre et en janvier.</i> <i>C'est ...</i> <i>pour Noël</i> <i>pour Pâques</i> <i>pour les grandes vacances</i> <i>pour le ski et le snowboard</i> <i>pour une fête musulmane</i> <i>pour le Carnaval</i> <i>l'été ici</i> <i>Tu es où en vacances?</i> <i>Je suis ...</i> <i>au bord de la mer</i> <i>à la montagne</i> <i>à la campagne</i> <i>chez mes grands-parents</i> <i>en colonie de vacances</i>	

	<i>C'est ... très amusant / très sympa / assez intéressant / un peu ennuyeux / complètement nul!</i>
Resources	Audio: tracks 1–5 Workbook: <i>Cahier d'exercices</i> , page 3 Front-of-Class (<i>ActiveTeach</i>): p.008 Grammar video: <i>avoir</i> p.009 Class game: Holidays p.009 Flashcards: Holiday destinations p.009 Grammar quiz: <i>avoir</i> and <i>être</i> (present tense) p.009 Grammar video: <i>être</i> Homework (<i>ActiveLearn</i>): Vocabulary

Week Commencing 8th November 2021

Dynamo 2 Vert Module 1 Vive les vacances! - Unit 1 Qu'est-ce que tu as visité? pp. 10–11

Pearson Progression Step Coverage (PPS)	2nd–5th Steps	
Lesson starter	To revise the verb <i>avoir</i> .	
Plenary	To consolidate the perfect tense of <i>visiter</i> with the subject pronouns <i>je, tu, il</i> and <i>elle</i> .	
Learning objectives	Saying what you visited and what it was like Using the perfect tense of <i>visiter</i>	
Grammar and skills coverage	G: The perfect tense of regular –er verbs (<i>visiter</i>) Pronunciation of –ai and –é <i>c'est / c'était</i> + adjective	
FCSE links	Unit 3 – Holidays and travel (Holiday destinations and activities; Preferences and opinions)	
Learning outcomes...		
Listening and responding	2nd–4th Steps	Listening to what people visited in Geneva and noting down the letter of the correct photo. Listening to an interview and noting down the places visited and the speaker's opinions of them.
Speaking	4th–5th Steps	Playing a memory game using <i>j'ai visité</i> and the names of places. Having a conversation about a visit to Geneva, using sequencing words, names of places and opinions.
Reading and responding	1st–5th Steps	Reading and listening to a text about what someone visited in Geneva and filling in the missing sequencing words. Reading a blog entry about a visit to Geneva and answering comprehension questions in English.
Writing	3rd–4th Steps	Pupils copy and complete a message about a visit to Geneva, inserting the missing places and opinions.
Key language	<i>Qu'est-ce que tu as visité à Genève?</i> <i>J'ai visité ... le lac / la cathédrale / le stade / la mosquée / le musée / le parc / la chocolaterie / le château</i>	

	<p><i>d'abord / ensuite / puis / après / finalement</i></p> <p><i>D'abord, j'ai visité le lac. Puis j'ai visité la chocolaterie, parce que j'adore le chocolat!</i></p> <p><i>C'était comment?</i></p> <p><i>C'était (très / assez / complètement) ...</i></p> <p><i>amusant / cool / ennuyeux / génial / intéressant / moderne / sympa / nul</i></p>
Grammar practice	Grammaire, p. 24 ex. 1–3
Resources	<p>Audio: tracks 6–8</p> <p>Workbook: <i>Cahier d'exercices</i>, page 4</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.010 Flashcards: Places in Geneva</p> <p>p.011 Class game: A visit to Geneva</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Pronunciation</p> <p>Vocabulary</p>

Week Commencing 15th November 2021

<i>Dynamo 2 Vert Module 1 Vive les vacances! - Unit 2 Qu'est-ce que tu as fait pendant les vacances? pg12–13</i>		
Pearson Progression Step Coverage (PPS)	2nd–5th Steps	
Lesson starter	To revise five common regular <i>-er</i> verbs.	
Plenary	To consolidate key <i>-er</i> verbs in the perfect tense.	
Learning objectives	Saying what you did during the holidays Using the perfect tense of regular <i>-er</i> verbs	
Grammar and skills coverage	<p>G: The perfect tense of regular <i>-er</i> verbs</p> <p>Pronunciation of <i>-ai</i> and <i>-é</i></p> <p>Pronunciation of <i>qu'est-ce que</i></p> <p>Using <i>on</i> to mean 'we'</p>	
FCSE links	Unit 3 – Holidays and travel (Holiday destinations and activities; Preferences and opinions)	
Learning outcomes...		
Listening and responding	5th Step	Listening and noting down what people did on holiday.
Speaking	2nd–5th Steps	Filling in missing past participles and reading the complete sentences aloud. Pupils have conversations about what they did on holiday, based on picture prompts.
Reading and responding	4th–5th Steps	Reading and listening to sentences about activities in the perfect tense, and matching them with photos. Reading and listening to a rap about holiday activities and noting down all the <i>-er</i> verbs in the perfect tense.

Writing	5th Step	Pupils write an account of a celebrity's imagined holiday week.
Key language		<p><i>Qu'est-ce que tu as fait pendant les vacances?</i></p> <p><i>Pendant les vacances, j'ai ...</i> <i>joué au tennis / mangé des glaces / écouté de la musique /</i> <i>acheté des baskets / regardé des clips vidéo / nagé dans la mer</i></p> <p><i>C'était très sympa / très amusant.</i></p> <p><i>Et toi? Qu'est-ce que tu as fait?</i></p> <p><i>Le lundi / mardi / mercredi / jeudi / vendredi / samedi, ...</i> <i>j'ai retrouvé (Jean-Marc).</i></p> <p><i>On a ...</i> <i>joué au football dans le parc</i> <i>nagé dans la piscine</i> <i>regardé un film à la télé</i> <i>mangé des pizzas</i> <i>joué à des jeux vidéo</i> <i>acheté des BD en ville</i></p>
Grammar practice		<i>Grammaire</i> , p. 24 ex. 1–3
Resources		<p>Audio: tracks 9–11</p> <p>Workbook: <i>Cahier d'exercices</i>, page 5</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.012 Flashcards: What I did on holiday</p> <p>p.012 Grammar quiz: The perfect tense of regular –er verbs</p> <p>p.012 Grammar video: The perfect tense of <i>acheter</i></p> <p>p.013 Class game: The perfect tense of regular –er verbs</p> <p>p.013 Writing skills worksheet: Accuracy and accents</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Translation</p> <p>Vocabulary</p>

Week Commencing 22nd November 2021

Dynamo 2 Vert Module 1 Vive les vacances! - Unit 3 Qu'est-ce que tu as fait? (Listening and Reading Skills)
pp. 14–15

Programme of Study (PoS)	GV1 Tenses GV2 Grammatical structures
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		GV3 Developing vocabulary LC1 Listening and responding LC6 Reading comprehension / Translation into English
Pearson Progression Step Coverage (PPS)		3rd–5th Steps
Lesson starter		To revise sequencing words.
Plenary		To consolidate negative perfect tense sentences.
Learning objectives		Understanding the perfect tense of irregular verbs Listening and reading for negatives in the perfect tense
Grammar and skills coverage		G: The perfect tense of irregular verbs G: Negative sentences in the perfect tense Spotting whether verbs are in the positive or negative form
FCSE links		Unit 3 – Holidays and travel (Holiday destinations and activities; Preferences and opinions)
Learning outcomes...		
Listening and responding	3rd–5th Steps	Listening to what people did at <i>Parc Astérix</i> and noting the letters of the correct photos. Listening to sentences about what people did and noting the sequencing words used and the letters of the correct photos. Listening to what someone did not do and noting the letters of the correct sentences. Then translating the sentences into English. Listening and noting what someone did and did not do at a theme park.
Speaking	4th–5th Steps	Pupils have a conversation about what they did at <i>Parc Astérix</i> , based on picture prompts and using the sequencing words given.
Reading and responding	5th Step	Reading a longer account of a visit to a theme park and noting which English statements are false.
Writing	5th Step	Pupils write a description of a real or imaginary trip to a theme park, including some negative sentences.
Key language		<i>Qu'est-ce que tu as fait au Parc Astérix?</i> <i>d'abord / ensuite / puis / après / finalement</i> <i>J'ai fait une balade en bateau.</i> <i>J'ai fait les manèges.</i> <i>J'ai bu un coca.</i> <i>J'ai vu mes personnages préférés.</i> <i>J'ai vu un spectacle.</i> <i>J'ai pris des photos.</i> <i>Je n'ai pas fait les manèges.</i> <i>Je n'ai pas pris de photos.</i> <i>Je n'ai pas bu de coca.</i> <i>Je n'ai pas mangé de glaces.</i> <i>Je n'ai pas acheté de souvenirs.</i> <i>Je n'ai pas vu mes personnages préférés.</i>
Grammar practice		<i>Grammaire</i> , p. 25 ex. 4–5
Resources		Audio: tracks 12–15 Workbook: <i>Cahier d'exercices</i> , page 6 Front-of-Class (<i>ActiveTeach</i>):

	<p>p.014 Flashcards: What I did at the theme park</p> <p>p.015 Grammar quiz: More on the perfect tense (1)</p> <p>p.015 Writing skills worksheet: Support for Pupil Book p. 15, ex. 7</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Grammar</p> <p>Vocabulary</p>
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Week Commencing 29th November 2021		
<i>Dynamo 2 Vert Module 1 Vive les vacances! - Unit 4 Tu es allé(e) où? (Speaking Skills) pp. 16–17</i>		
Pearson Progression Step Coverage (PPS)	2nd–5th Steps	
Lesson starter	To revise the question words used in this unit.	
Plenary	To consolidate the formation of the perfect tense with both <i>avoir</i> and <i>être</i> .	
Learning objectives	Taking part in an interview about a special holiday Using the perfect tense of <i>aller</i> (to go)	
Grammar and skills coverage	Pronunciation: cognates and liaison G: Using the perfect tense of verbs which take <i>être</i> G: Saying 'to' or 'in' with countries (<i>en, au, aux, à</i>)	
FCSE links	Unit 3 – Holidays and travel (Holiday destinations and activities; Getting around; Preferences and opinions)	
Learning outcomes...		
Listening and responding	4th–5th Steps	Listening to where people went, who with and how they travelled on holiday, and noting the letters of the correct photos. Listening to an interview with a teenager about her holiday and filling in a table with the details.
Speaking	5th Step	Pupils have two conversations based on picture prompts about where they went, who with and how they travelled on holiday. Preparing notes about a holiday won in a competition and carrying out an interview based on the model in the Pupil Book.
Reading and responding	2nd–5th Steps	Reading sentences about holidays in the perfect tense: where, who with and transport; checking understanding and pronunciation. Reading and listening to an interview about a holiday, and answering comprehension questions in English. Finding examples of four different types of grammatical structure in an interview about a holiday.
Key language	<p><i>Tu es allé(e) où en vacances?</i> <i>Je suis allé(e) ...</i> <i>en Espagne / en Grèce / au Maroc / aux États-Unis</i></p> <p><i>Avec qui?</i> <i>Je suis allé(e) en vacances ...</i> <i>avec mon frère / avec ma famille / avec mes parents / avec mes amis</i></p> <p><i>Tu as voyagé comment?</i> <i>J'ai / Nous avons voyagé ...</i></p>	

	<p><i>en avion / en bateau / en car / en train / en voiture</i></p> <p><i>J'ai gagné un concours!</i></p> <p><i>Qu'est-ce que tu as fait?</i> <i>D'abord, j'ai nagé dans la mer et j'ai fait de la plongée sous-marine. C'était très amusant.</i></p> <p><i>Qu'est-ce que tu as fait ensuite?</i> <i>Ensuite, j'ai fait une balade en bateau et j'ai vu des dauphins! C'était génial!</i></p> <p><i>Qu'est-ce que tu as fait après?</i> <i>Après, j'ai visité le marché traditionnel. J'ai acheté des souvenirs, puis j'ai pris beaucoup de photos. C'était assez intéressant.</i></p> <p><i>Qu'est-ce que tu as mangé?</i> <i>J'ai mangé du couscous au restaurant. C'était délicieux!</i></p>
Grammar practice	<i>Grammaire, p. 25 ex. 6</i>
Resources	<p>Audio: tracks 16–18</p> <p>Workbook: <i>Cahier d'exercices</i>, page 7</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.016 Flashcards 1: Who I went on holiday with and where I went</p> <p>p.016 Flashcards 2: Transport</p> <p>p.016 Grammar quiz: More on the perfect tense (2)</p> <p>p.016 Grammar video: The perfect tense of <i>aller</i></p> <p>p.016 Pronunciation quiz: Liaison</p> <p>p.017 Class game: Module 1 revision</p> <p>p.017 Learning skills worksheet: Support for Pupil Book p. 17, ex. 7: Researching for extra ideas</p> <p>p.017 Video story: <i>Vive les vacances!</i></p> <p>p.017 Video worksheet: <i>Vive les vacances!</i></p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Translation</p> <p>Vocabulary</p>

Week Commencing 6th December 2021	
<i>Dynamo 2 Vert Module 2 J'adore les fêtes! - Point de départ pp. 30–31</i>	
Pearson Progression Step Coverage (PPS)	2nd–4th Steps

Learning objectives		Understanding dates Saying what festivals you like and dislike
Grammar and skills coverage		Opinion phrases: <i>j'aime</i> + infinitive Pronunciation: <i>é, è, in, ch</i>
FCSE links		Unit 8 – Celebrations (Special occasions; Festivals; Likes / dislikes and opinions)
Learning outcomes...		
Listening and responding	2nd–3rd Steps	Listening and matching festivals with the correct dates. Listening and checking if the dates given for various festivals are correct or wrong.
Speaking	2nd–4th Steps	Asking for and giving the dates of various festivals. Pupils prepare to speak about their favourite festival and a festival they don't like, using the language support grid to help them.
Reading and responding	1st–3rd Steps	Reading sentences about people's birthdays and name days and matching them with the correct dates. Matching the names of festivals with the corresponding greetings cards. Reading a forum about favourite festivals and finding the French equivalents of opinion phrases; then filling in a table with each person's opinion of the festival and their reasons.
Writing	3rd–4th Steps	Pupils write their own forum entry, giving their opinion of a festival with reasons.
Key language		<p><i>Mon anniversaire, c'est le douze juillet.</i> <i>La date de mon anniversaire, c'est le vingt-et-un septembre.</i> <i>Le premier août, c'est mon anniversaire.</i> <i>Ma fête, c'est le vingt-sept novembre.</i> <i>La date de ma fête, c'est le quatorze juin.</i></p> <p><i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, trente, trente-et-un</i></p> <p><i>le premier avril</i> <i>le deux / trois / sept avril</i></p> <p><i>Noël / la Saint-Valentin / le Nouvel An / mon anniversaire / l'Aïd / Pâques / Halloween / la Chandeleur / Diwali / la fête nationale française / la fête de la musique</i></p> <p><i>le 30 juillet / le 12 avril / le 13 mai / le 25 décembre / le 1 janvier / le 14 février, etc.</i></p> <p><i>Halloween, c'est à quelle date?</i> <i>C'est le 31 octobre.</i></p> <p><i>Quelle est ta fête préférée?</i> <i>Quelle fête est-ce que tu n'aimes pas?</i></p> <p><i>J'adore / J'aime / Je préfère / Je n'aime pas / Je déteste ...</i></p>

	<p><i>Noël / mon anniversaire / Pâques / l'Aïd / la Saint-Valentin / le Nouvel An</i></p> <p><i>parce que j'adore / j'aime / je déteste ...</i></p> <p><i>danser / manger du chocolat / acheter des cadeaux (pour ma famille) / aller chez ma mère/mes cousins / faire une soirée pyjama</i></p> <p><i>parce que c'est ... amusant / sympa / nul / (très) commercial</i></p>
Resources	<p>Audio: tracks 24–25</p> <p>Workbook: <i>Cahier d'exercices</i>, page 14</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.030 Class game: The numbers 1 to 31</p> <p>p.030 Flashcards: Festivals</p> <p>p.031 Speaking skills worksheet: Using numbers in dates</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Vocabulary</p>

Week Commencing 13th December 2021

*Core Assessment – Reading and Writing
(Set by the subject leader)*

	January 2022					
Mon		3	10	17	24	31
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

	February 2022					
Mon		7	14	21	28	
Tue	1	8	15	22		
Wed	2	9	16	23		
Thu	3	10	17	24		
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

	March 2022					
Mon		7	14	21	28	
Tue	1	8	15	22	29	
Wed	2	9	16	23	30	
Thu	3	10	17	24	31	
Fri	4	11	18	25		
Sat	5	12	19	26		
Sun	6	13	20	27		

	April 2022					
Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thu		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24		

Week Commencing 3rd January 2022

Dynamo 2 Vert Module 2 J'adore les fêtes! - Unit 1 C'est carnaval! pp. 32–33

Programme of Study (PoS)	GV3 Developing vocabulary LC1 Listening and responding LC4 Expressing ideas (speaking / writing)	
Pearson Progression Step Coverage (PPS)	1st–4th Steps	
Lesson starter	To revise regular <i>-er</i> verb endings.	
Plenary	To consolidate language for describing a photo.	
Learning objectives	Describing a festival Using the present tense of regular <i>-er</i> verbs	
Grammar and skills coverage	G: The present tense of regular <i>-er</i> verbs Pronunciation: silent verb endings (<i>es, ent</i>) Using context to help with listening Using the four Ws to help with describing photos	
FCSE links	Unit 8 – Celebrations (Festivals; Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	1st–4th Steps	Listening to check if they have matched up sentence beginnings and endings correctly. Listening for the missing present tense <i>-er</i> verbs in a text. Listening to descriptions of a photo and noting which of the four Ws (who, where, what wearing / doing, weather) each person is describing. Listening to descriptions and completing a table with details of who, where, what they are doing, what they are wearing and the weather.
Speaking	4th Step	Pupils describe photos of people at festivals using the four Ws to help them.
Reading and responding	1st–4th Steps	Matching some regular French <i>-er</i> verbs with their English equivalents. Matching up sentence beginnings and endings about what someone does at carnival. Reading and listening to a text about what a teenager does at carnival, and writing the missing present tense <i>-er</i> verbs. Re-reading the text and writing in English five things about the carnival.
Writing	2nd–4th Steps	Pupils write a description of what they do at carnival, based on picture prompts.
Key language	<i>Ma fête préférée, c'est le carnaval.</i> <i>Je retrouve mes copains.</i> <i>Je porte un masque et un déguisement.</i> <i>Je regarde la parade en ville.</i> <i>J'écoute la musique.</i> <i>Je mange une crêpe dans la rue.</i> <i>Je partage des photos et des vidéos.</i>	

	<p><i>Qu'est-ce que tu fais au carnaval?</i></p> <p><i>Le matin, ... / L'après-midi, ... / Le soir, ...</i></p> <p><i>Qu'est-ce qu'il y a sur la photo?</i></p> <p><i>Sur la photo, il y a ...</i> <i>un homme / un garçon / une femme / une fille.</i></p> <p><i>Il/Elle est dans une parade (en ville) / dans un parc.</i></p> <p><i>Il/Elle danse / regarde la parade / mange une glace / chante / joue d'un instrument.</i></p> <p><i>Il/Elle porte un déguisement / un masque ...</i> <i>bleu / vert / noir / blanc / violet / rose / jaune / rouge.</i></p> <p><i>Je pense qu'il fait beau / mauvais / chaud / froid.</i></p>
Resources	<p>Audio: tracks 26–29</p> <p>Workbook: <i>Cahier d'exercices</i>, page 15</p> <p>Front-of-Class (<i>ActiveTeach</i>): p.032 Grammar video: <i>danser</i></p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Pronunciation</p> <p>Vocabulary</p>

Week Commencing 10th January 2022		
<i>Dynamo 1 Module 2 En classe - Point de départ pp. 34–35</i>		
Pearson Progression Step Coverage (PPS)	1st–2nd Steps	
Learning objectives	Talking about colours Telling the time	
Grammar and skills coverage	Pronunciation of <i>i, au, eu, oi, on, an, en</i> Using context and cognates to decode words Using a dictionary to check genders Pronunciation of silent 'h' in <i>heures</i> and silent 's' at the end of words Differences between <i>il est neuf heures</i> and <i>à neuf heures</i>	
FCSE links		
Learning outcomes...		
Listening and responding	2nd Step	Listening to a list of items and noting down their colours Listening and identifying the location of shapes and colours in a painting Listening and identifying the correct clock times
Speaking	2nd Step	Reading aloud colour vocabulary Asking for and identifying the time
Reading and responding	1st–2nd Steps	Reading a poem and translating words into English Matching times in words with the correct clock faces

Writing	1st–2nd Steps	Writing a poem about colours Writing out times in words
Key language		<i>Ici il y a ... un cercle un demi-cercle un triangle</i> <i>blanc(he) bleu(e) gris(e) jaune marron noir(e) orange rose rouge vert(e) violet(te)</i> <i>en bas au centre à droite à gauche comme</i> <i>Quelle heure est-il? Il est ... cinq heures cinq heures dix / vingt cinq heures et quart cinq heures et demie cinq heures moins dix / vingt cinq heures moins le quart midi / minuit</i>
Resources		Audio, tracks 31–34 Workbooks: Cahier d'exercices A & B, page 16 <i>Active Teach:</i> p.034 Flashcards: Colours p.034 Pronunciation quiz 2 p.035 Class game: Telling the time p.035 Flashcards: Telling the time p.035 Learning skills worksheet: Telling the time <i>Active Learn:</i> Vocabulary 1 Vocabulary 2

Week Commencing 17th January 2022

Dynamo 2 Vert Module 2 J'adore les fêtes! - Unit 2 La fête de la musique (Listening and Reading Skills) pp. 34–35

Pearson Progression Step Coverage (PPS)	3rd–5th Steps	
Lesson starter	To remind pupils of the three regular verb patterns.	
Plenary	To encourage accuracy when listening and reading.	
Learning objectives	Understanding more detailed information about a festival Identifying the subject when listening and reading	
Grammar and skills coverage	G: The present tense of regular <i>–ir</i> and <i>–re</i> verbs Identifying the subject when listening and reading	
FCSE links	Unit 8 – Celebrations (Festivals; Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	3rd Step	Listening to some sentences about what people do at the <i>fête de la musique</i> and noting down the subject pronoun used in each sentence; then noting the correct picture and person for each sentence.
Reading and responding	3rd–5th Steps	Reading a poster about the <i>fête de la musique</i> and answering comprehension questions in English. Matching sentences about the <i>fête de la musique</i> with the correct pictures; then finding the French equivalents of some present tense verbs in the sentences. Reading a longer blog entry about the <i>fête de la musique</i> and choosing the correct people to answer the comprehension questions in English. Translating sentences about the <i>fête de la musique</i> into English, paying attention to the pronouns.
Writing	4th–5th Steps	Pupils write a blog entry about the <i>fête de la musique</i> , using the sentence starters provided.
Key language	<p><i>Je m'appelle Yacine.</i> <i>J'habite à la campagne.</i> <i>Chaque année, j'attends la fête de la musique avec impatience.</i> <i>Le matin, je vends des disques vinyles au marché.</i> <i>Je finis à midi.</i> <i>L'après-midi, je choisis un groupe de rock.</i> <i>Puis j'écoute un rappeur sur la place.</i> <i>Mais moi, je préfère la fanfare. C'est fantastique!</i></p> <p><i>J'adore / j'aime / je n'aime pas la fête de la musique.</i></p> <p><i>Le matin, je finis ...</i> <i>L'après-midi, je choisis ...</i> <i>Le soir, j'écoute ...</i> <i>C'est super / magique / nul.</i></p> <p><i>Ma mère chante dans la chorale.</i> <i>Mon frère choisit un groupe folk.</i></p>	
Grammar practice	<i>Grammaire</i> , p. 48 ex. 1–2	
Resources	<p>Audio: tracks 30–32</p> <p>Workbook: <i>Cahier d'exercices</i>, page 16</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.034 Class game: Regular <i>–er</i>, <i>–ir</i> and <i>–re</i> verbs</p> <p>p.034 Grammar quiz: Regular <i>–er</i>, <i>–ir</i> and <i>–re</i> verbs</p>	

	<p>p.034 Grammar video 1: <i>finir</i> p.034 Grammar video 2: <i>vendre</i> p.034 Pronunciation quiz: Silent verb endings Homework (<i>ActiveLearn</i>): Listening Reading Grammar Vocabulary</p>
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Week Commencing 24th January 2022		
<i>Dynamo 2 Vert Module 2 J'adore les fêtes! - Unit 3 Et avec ça? pp. 36–37</i>		
Pearson Progression Step Coverage (PPS)	1st–5th Steps	
Lesson starter	To revise numbers up to 100.	
Plenary	To revise the key transactional language from the unit.	
Learning objectives	Buying food at a market Working on a role play task	
Grammar and skills coverage	Pronunciation: cognates <i>de (d')</i> after quantities G: Different ways of expressing quantity The perfect tense (<i>je suis allé(e); j'ai acheté</i>) Saying the price Register (being polite) Answering an unexpected question in a role play	
FCSE links	Unit 6 – Food and drink (Shopping for food and drink)	
Learning outcomes...		
Listening and responding	2nd–5th Steps	Listening to stall holders at a market and identifying the fruit or vegetable mentioned each time Listening to people buying fruit and vegetables and noting what they are buying, including the quantity. Listening to longer conversations and noting what people are buying and the total price. Identifying the 'surprise question' in each conversation, translating it into English and preparing an answer.
Speaking	1st–5th Steps	Practising saying prices in French. Preparing and practising two shopping conversations.
Reading and responding	4th Step	Reading and listening to a shopping conversation and filling in the missing words in the English translation
Writing	3rd–4th Steps	Pupils have two minutes to complete a sentence with a list of as many items from the market as possible, including quantities.
Key language	<i>Bonjour, monsieur / madame.</i> <i>Vous désirez?</i> <i>Je voudrais ..., s'il vous plaît.</i> <i>Et avec ça?</i> <i>C'est tout?</i> <i>C'est tout, merci.</i> <i>Ça fait combien?</i>	

	<p><i>Ça fait 10€60, s'il vous plaît.</i> <i>Voilà.</i> <i>Merci, bonne journée.</i> <i>Au revoir, monsieur / madame.</i></p> <p><i>Je suis allé(e) au marché et j'ai acheté ...</i></p> <p><i>un melon / un chou-fleur / des oignons / des tomates / des bananes / des pommes / des pommes de terre / des haricots verts / des œufs / le fromage / le jambon</i></p> <p><i>un demi-kilo de ...</i> <i>un kilo de ...</i> <i>une tranche de ...</i></p> <p><i>vingt, trente, quarante, cinquante, soixante, soixante-dix, soixante-quinze, quatre-vingts, quatre-vingt-cinq, quatre-vingt-dix, quatre-vingt-quinze, cent</i></p>
Resources	<p>Audio: tracks 33–37 Workbook: <i>Cahier d'exercices</i>, page 17 Front-of-Class (<i>ActiveTeach</i>): p.036 Class game: Prices p.036 Flashcards: Market foods p.037 Speaking skills worksheet: At the market Homework (<i>ActiveLearn</i>): Listening 1 Listening 2 Pronunciation Vocabulary</p>

Week Commencing 31st January 2022		
<i>Dynamo 1 Module 2 En classe - Unit 3 pp. 40–41 Ta journée scolaire est comment?</i>		
Pearson Progression Step Coverage (PPS)	2nd–4th Steps	
Lesson starter	To revise clock times	
Plenary	To practise word order in sentences	
Learning objectives	Talking about your school day Using new –er verbs	
Grammar and skills coverage	<p>G: Conjugation of –er verbs G: Working back to the infinitives (from the <i>je</i> or <i>on</i> form) with a list of nine verbs Questions: <i>Qu'est-ce que tu ...? / Tu ... à quelle heure?</i> Using words in a question to help you start your answer Using sequencers: <i>d'abord, ensuite, puis, après</i></p>	
FCSE links	Unit 2 – Education and future plans (What school / college is like)	
Learning outcomes...		
Listening and responding	3rd Step	Listening to questions and answers about a person's school day and noting them down in English

Speaking	2nd–3rd Steps	Pupils adapt sentences to talk about their own school day Pupils use picture prompts to make up conversations about a school day, and then answer the questions for themselves
Reading and responding	3rd–4th Steps	Reading and listening to a cartoon strip about a French pupil's school day and translating the verbs into English Working out the infinitives of regular –er verbs and matching them to the English Making notes in English about a French pupil's description of her school day
Writing	2nd–4th Steps	Pupils write sentences about their own school day and illustrate them by drawing a cartoon or taking photos
Key language		<p><i>Ta journée scolaire est comment?</i></p> <p><i>je quitte la maison</i></p> <p><i>j'arrive au collège</i></p> <p><i>je retrouve mes copains</i></p> <p><i>on commence les cours</i></p> <p><i>je mange à la cantine</i></p> <p><i>je chante dans la chorale</i></p> <p><i>je joue dehors</i></p> <p><i>on recommence les cours</i></p> <p><i>je rentre à la maison</i></p> <p><i>Tu ... à quelle heure?</i></p> <p><i>Qu'est-ce que tu fais à ...?</i></p> <p><i>d'abord</i></p> <p><i>ensuite</i></p> <p><i>puis</i></p> <p><i>après</i></p>
Grammar practice		<i>Grammaire</i> , page 53 ex. 5–6
Resources		<p>Audio, tracks 41–43</p> <p>Workbooks: Cahier d'exercices A & B, page 19</p> <p><i>ActiveTeach</i>:</p> <p>p.040 Class game: –er verbs</p> <p>p.040 Grammar quiz: –er verbs</p> <p>p.040 Grammar video: <i>chanter</i></p> <p>p.041 Writing worksheet: Support for Pupil Book page 41, ex. 8</p> <p><i>ActiveLearn</i>:</p> <p>Listening A</p> <p>Listening B</p> <p>Reading A</p> <p>Reading B</p>

Week Commencing 7th February 2022

Dynamo 2 Vert Module 2 J'adore les fêtes! - Unit 4 Qu'est-ce que tu vas manger? pp. 38–39

Pearson Progression Step Coverage (PPS)	3rd–5th Steps	
Lesson starter	To revise the verb <i>aller</i> in preparation for forming the near future tense.	
Plenary	To consolidate the formation of the near future tense.	
Learning objectives	Talking about what you are going to eat on a special day Using the partitive article (<i>du, de la, des</i>)	
Grammar and skills coverage	G: The partitive article: 'some' Using reading skills to help with translating into French G: The near future tense	
FCSE links	Unit 6 – Food and drink (Preferences and opinions on food / drink) Unit 8 – Celebrations (Special occasions; Festivals; Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	5th Step	Listening and noting each writer's name, location, festival, regional dish and the writer's opinion of the dish, with reason.
Speaking	3rd Step	Pupils play a memory game, recalling from the reading texts the festival, the dish eaten, the ingredients and the person's opinion of the dish.
Reading and responding	3rd–5th Steps	Matching descriptions of dishes with the correct photos, then finding the French equivalents of some ingredients. Reading and noting each writer's name, location, festival, regional dish and the writer's opinion of the dish, with reason.
Writing	5th Step	Pupils use prompts in English to write two texts about special occasions, giving information about the location, festival, regional dish and the writer's opinion of the dish, with reason.
Key language	<p><i>Qu'est-ce que tu vas manger pour la fête?</i></p> <p><i>À Pâques / Noël ...</i> <i>Pour le Nouvel An / l'Aïd / mon anniversaire / la Chandeleur / le carnaval ...</i></p> <p><i>je vais manger ...</i> <i>un couscous (aux légumes) / une salade niçoise / une crêpe (au chocolat) / une quiche lorraine / une tarte flambée / du jambon / des moules-frites ...</i></p> <p><i>... parce que ...</i> <i>j'aime beaucoup le chocolat! / j'adore les fruits de mer.</i></p> <p><i>Dans (une salade niçoise), il y a ...</i> <i>du thon / du fromage blanc / de la pâte / de la semoule / des œufs / des olives / des oignons / des pois chiches / des carottes.</i></p> <p><i>C'est un plat typique / une spécialité ...</i> <i>de la Bretagne.</i> <i>du nord / du sud / de l'est / de l'ouest de la France.</i></p> <p><i>C'est comment?</i> <i>C'est très / vraiment délicieux / savoureux / bon.</i> <i>Je n'aime pas (la quiche lorraine) parce que je déteste (les œufs).</i></p>	

	<p><i>J'habite à (Carnac), dans (le nord-ouest) de la France.</i></p> <p><i>Je vais / On va manger ...</i> <i>à la maison / dans un café /</i> <i>dans un restaurant au bord de la mer avec ma mère et mes deux sœurs.</i></p>
Grammar practice	<i>Grammaire</i> , pp. 48–49 ex. 3–6
Resources	<p>Audio: tracks 38–39</p> <p>Workbook: <i>Cahier d'exercices</i>, page 18</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.038 Grammar quiz: The near future tense</p> <p>p.038 Grammar video: The near future tense of <i>manger</i></p> <p>p.039 Reading and writing skills worksheet: Dishes from the francophone world</p> <p>p.039 Translation skills worksheet: Translation into English (1): My favourite festival</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Grammar</p> <p>Translation</p>

Week Commencing 21st February 2022		
<i>Dynamo 2 Vert Module 2 J'adore les fêtes! - Unit 5 Le marché de Noël (Writing Skills) pp. 40–41</i>		
Pearson Progression Step Coverage (PPS)	4th–5th Steps	
Lesson starter	To revise the use of <i>aller</i> + infinitive to form the near future tense.	
Plenary	To consolidate using question words in the near future tense.	
Learning objectives	Talking about a future trip Using the near future tense with questions	
Grammar and skills coverage	<p>G: The near future tense Pronunciation: <i>ch, ain, in, aine</i></p> <p>G: Asking questions in the near future tense Using sequencers to link sentences Giving reasons and opinions</p>	
FCSE links	Unit 8 – Celebrations (Special occasions; Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	5th Step	Listening to young people talking about their plans for a school trip to Colmar and identifying the speakers from their blog entries. Listening to check that questions and answers about plans for a trip to Colmar have been matched correctly.
Speaking	4th Step	Pupils try to guess their partner's sentences about a future trip.
Reading and responding	4th–5th Steps	Reading short blog entries in the near future tense and filling in the missing names in English sentences to show understanding. Matching up questions and answers to make a conversation about plans for a trip to Colmar, then answering comprehension questions in English.
Writing	4th–5th Steps	Pupils use a language grid to write two sentences about a future trip. Translating sentences using the near future tense into French.

	Writing sentences about plans for a visit to a Christmas market in France.
Key language	<p><i>Qu'est-ce que tu vas faire à Colmar?</i></p> <p><i>Je vais ...</i> <i>visiter le marché de Noël.</i> <i>acheter un cadeau pour mon père.</i> <i>admirer les maisons illuminées.</i> <i>écouter les chorales sur la rivière.</i> <i>manger une tarte flambée.</i> <i>boire un jus de pomme chaud.</i></p> <p><i>Où est-ce que tu vas aller la semaine prochaine?</i> <i>Comment est-ce que tu vas voyager?</i> <i>Qu'est-ce que tu vas faire?</i> <i>Qu'est-ce que tu vas manger?</i></p> <p><i>Samedi prochain / Le weekend prochain / La semaine prochaine /</i> <i>Demain, ...</i></p> <p><i>... je vais aller à Colmar en car / en train / en voiture / en avion.</i></p> <p><i>Je vais acheter des cadeaux / des souvenirs / du fromage /</i> <i>du chocolat ...</i></p> <p><i>... et je vais manger une crêpe / une tarte flambée /</i> <i>de la quiche lorraine / de la choucroute (dans la rue).</i></p> <p><i>D'abord / Ensuite / Puis / Après, ...</i> <i>... je vais choisir une boule de Noël traditionnelle pour ma grand-mère.</i> <i>... je vais écouter la chorale parce que j'aime / j'adore la musique.</i> <i>... je vais boire un chocolat chaud parce que c'est délicieux.</i> <i>... je vais partager mes photos.</i></p> <p><i>Je vais aller à Colmar / au marché de Noël avec ma famille.</i></p>
Grammar practice	<i>Grammaire, p. 49 ex. 7</i>
Resources	<p>Audio: tracks 40–41</p> <p>Workbook: <i>Cahier d'exercices</i>, page 19</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.040 Flashcards: Plans for the Christmas market</p> <p>p.041 Class game: The near future tense</p> <p>p.041 Thinking skills worksheet: Odd one out</p> <p>p.041 Video story: <i>J'adore les fêtes!</i> (A video about festivals, with a visit to a food market)</p> <p>p.041 Video worksheet: <i>J'adore les fêtes!</i></p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Grammar</p> <p>Vocabulary</p>

Week Commencing 28th February 2022

Dynamo 2 Vert Module 3 À loisir - Point de départ pp. 54–55

Pearson Progression Step Coverage (PPS)	2nd–4th Steps	
Learning objectives	Talking about TV programmes, actors and actresses Using adjective agreement	
Grammar and skills coverage	Pronunciation: cognates G: Adjective agreement Pronunciation: <i>arrogant / arrogante</i>	
FCSE links	Unit 4 – Leisure (Media; Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	2nd–3rd Steps	Listening and noting the types of TV programmes mentioned and the speakers' opinions of them. Listening and noting the adjectives used to describe each speaker's favourite actor or actress, then translating the adjectives into English
Speaking	3rd Step	Pupils have a conversation about the types of TV programme they like and dislike.
Reading and responding	3rd Step	Writing down in English the types of TV programmes mentioned in three short texts, in the order of preference.
Writing	2nd–4th Steps	Pupils write sentences to describe an actor or actress from a list given, using adjectives. Pupils write sentences to answer questions about what they like to watch on TV and their favourite actor or actress.
Key language	<p><i>Qu'est-ce que tu aimes à la télé?</i></p> <p><i>J'adore / J'aime / Je n'aime pas / Je déteste ...</i></p> <p><i>les comédies</i> <i>les dessins animés</i> <i>les feuilletons</i> <i>les infos</i> <i>les jeux (télévisés)</i> <i>les émissions de cuisine</i> <i>les émissions de musique</i> <i>les émissions de science-fiction</i> <i>les émissions de sport</i> <i>les émissions de télé-réalité</i></p> <p><i>Mon émission préférée, c'est ...</i></p> <p><i>Qui est ton acteur préféré?</i> <i>Qui est ton actrice préférée?</i> <i>Pourquoi?</i></p> <p><i>J'adore / J'aime beaucoup / J'aime / Je n'aime pas / Je déteste ...</i></p>	

	<p>... <i>parce qu'il/elle est</i> <i>parce qu'il/elle n'est pas</i> ...</p> <p><i>un peu / assez / très / trop</i></p> <p><i>arrogant / arrogante</i> <i>intelligent / intelligente</i> <i>drôle</i> <i>modeste</i> <i>généreux / généreuse</i> <i>sérieux / sérieuse</i> <i>beau / belle</i></p>
Grammar practice	<i>Grammaire</i> , p. 72 ex. 1
Resources	<p>Audio: tracks 48–49 Workbook: <i>Cahier d'exercices</i>, page 26 Front-of-Class (<i>ActiveTeach</i>): p.054 Flashcards: Types of TV programme p.055 Pronunciation quiz: Masculine and feminine forms of adjectives Homework (<i>ActiveLearn</i>): Vocabulary</p>

Week Commencing 7th March 2022		
<i>Dynamo 2 Vert Module 3 À loisir - Unit 1 Ma vie numérique pp. 56–57</i>		
Pearson Progression Step Coverage (PPS)	2nd–4th Steps	
Lesson starter	To revise the question words used in this unit.	
Plenary	To consolidate forming questions using a question word + <i>est-ce que</i> .	
Learning objectives	Talking about digital technology Forming and answering questions	
Grammar and skills coverage	G: Asking questions (question word + <i>est-ce que</i> + <i>tu</i> form of the verb) Pronunciation: <i>qu</i> ; intonation	
FCSE links	Unit 4 – Leisure (Leisure activities; Media; Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	2nd–3rd Step	<p>Listening to two people answering a survey about TV and noting the letters of their answers.</p> <p>Listening and identifying which questions from the survey are being asked and noting the letters of the answers given.</p> <p>Listening to short dialogues and identifying whether each is about TV, music or gaming, then noting what each speaker says about it.</p>
Speaking	2nd–3rd Steps	In pairs, pupils ask and answer the questions in a survey about TV.
Reading and responding	4th Step	Finding the equivalents of English phrases in a text about listening to music and playing video games, then completing comprehension sentences in English about the text.

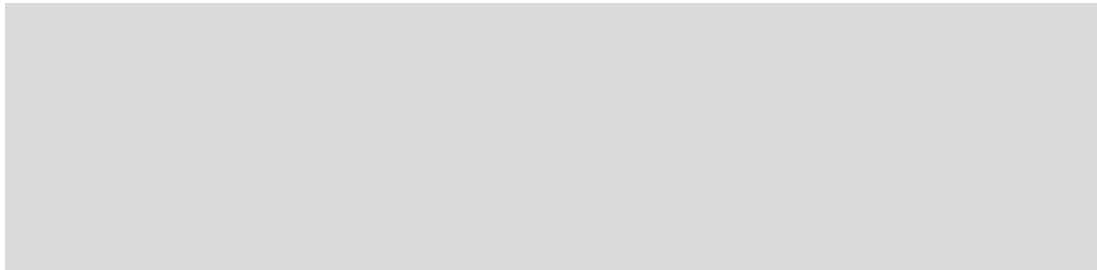
Writing	3rd–4th Steps	Pupils write a paragraph describing their habits when listening to music and playing video games.
Key language		<p><i>Quand est-ce que tu regardes la télé? Je regarde la télé ... le matin / le soir / le weekend.</i></p> <p><i>Où est-ce que tu regardes la télé? Je regarde la télé ... à la maison / dans le bus / chez mes amis.</i></p> <p><i>Avec qui est-ce que tu regardes la télé? Je regarde la télé ... seul(e) / avec mes copains / avec ma famille.</i></p> <p><i>Qu'est-ce que tu regardes à la télé? Je regarde ... les comédies / les feuilletons / les émissions de télé-réalité.</i></p> <p><i>Comment est-ce que tu regardes la télé? Je regarde la télé ... à la demande, sur Netflix / sur mon portable / sur ma tablette.</i></p> <p><i>tout le temps / souvent / d'habitude / parfois / en ce moment</i></p>
Grammar practice		<i>Grammaire, p. 72 ex. 2</i>
Resources		<p>Audio: tracks 50–52</p> <p>Workbook: <i>Cahier d'exercices</i>, page 27</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.056 Grammar quiz: Forming questions using <i>est-ce que</i></p> <p>p.057 Class game: Questions</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Translation</p> <p>Vocabulary</p>

Week Commencing 14th March 2022	
<i>Dynamo 2 Vert Module 3 À loisir - Unit 2 On va au cinéma? pp. 58–59</i>	
Pearson Progression Step Coverage (PPS)	3rd–5th Steps
Lesson starter	To revise numbers up to 60 in preparation for telling the time using the 24-hour clock.
Plenary	To consolidate use of the near future tense.
Learning objectives	<p>Arranging to go to the cinema</p> <p>Using the 24-hour clock</p>
Grammar and skills coverage	<p>Pronunciation: <i>é, eu</i> and <i>-tion</i> sounds</p> <p>G: The near future tense</p> <p>The 24-hour clock</p>

FCSE links	Unit 4 – Leisure (Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	3rd–5th Steps	Listening to a survey about the films people are going to see and noting in English each type of film and the speaker’s opinion of this type of film. Listening and noting the time at which the speakers arrange to meet up.
Speaking	3rd–5th Steps	Pupils listen to extracts of film music and discuss with their partner which type of film they think the music is from. Pupils make up mini-dialogues about arranging to meet up at different times. Having a dialogue about arranging to go to the cinema.
Reading and responding	5th Step	Reading and listening to a conversation about arranging to go to the cinema and noting the letters of the equivalent English sentences in the correct order. Reading and listening to a conversation about going to the cinema and noting the type of film, when the speakers are going and at what time.
Writing	5th Step	Adapting a dialogue about arranging to go to the cinema.
Key language	<p><i>À ton avis, c’est quelle sorte de film?</i> <i>C’est ...</i> <i>une comédie</i> <i>un film d’animation</i> <i>un film d’action</i> <i>un film d’horreur</i> <i>un film de super-héros.</i></p> <p><i>Tu es d’accord?</i> <i>Oui, je suis d’accord. / Non, je ne suis pas d’accord.</i></p> <p><i>Qu’est-ce que tu vas voir au cinéma?</i> <i>Je vais voir (Les Avengers).</i> <i>C’est quelle sorte de film?</i> <i>C’est (un film de super-héros).</i></p> <p><i>Je vais aller au cinéma ...</i> <i>ce matin / cet après-midi / ce soir.</i> <i>Tu viens?</i> <i>Désolé. Je ne peux pas ...</i> <i>Alors, demain matin / après-midi / soir?</i> <i>Oui, je veux bien, merci. Qu’est-ce que tu vas voir?</i> <i>Je vais voir (Gaston Lagaffe).</i> <i>Rendez-vous à quelle heure?</i> <i>Rendez-vous à (dix-sept heures).</i> <i>chez moi / chez toi / au cinéma</i></p>	
Resources	<p>Audio: tracks 53–57 Workbook: <i>Cahier d’exercices</i>, page 28 Front-of-Class (<i>ActiveTeach</i>): p.058 Flashcards: Types of film p.059 Class game: The 24-hour clock p.059 Thinking skills worksheet: What’s on at the cinema? Homework (<i>ActiveLearn</i>):</p>	

	Listening Reading Vocabulary
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Weeks Commencing 21st & 28th March 2022
<i>Core Assessment – Speaking and Listening (Set by the subject leader)</i>



April 2022					
Mon	4	11	18	25	
Tue	5	12	19	26	
Wed	6	13	20	27	
Thu	7	14	21	28	
Fri	1	8	15	22	29
Sat	2	9	16	23	30
Sun	3	10	17	24	

May 2022					
Mon	2	9	16	23	30
Tue	3	10	17	24	31
Wed	4	11	18	25	
Thu	5	12	19	26	
Fri	6	13	20	27	
Sat	7	14	21	28	
Sun	1	8	15	22	29

June 2022					
Mon	6	13	20	27	
Tue	7	14	21	28	
Wed	1	8	15	22	29
Thu	2	9	16	23	30
Fri	3	10	17	24	
Sat	4	11	18	25	
Sun	5	12	19	26	

July 2022					
Mon	4	11	18	25	
Tue	5	12	19	26	
Wed	6	13	20	27	
Thu	7	14	21	28	
Fri	1	8	15	22	29
Sat	2	9	16	23	30
Sun	3	10	17	24	31

August 2022					
Mon	1	8	15	22	29
Tue	2	9	16	23	30
Wed	3	10	17	24	31
Thu	4	11	18	25	
Fri	5	12	19	26	
Sat	6	13	20	27	
Sun	7	14	21	28	

Week Commencing 18th April 2022		
<i>Dynamo 2 Vert Module 3 À loisir - Unit 3 Quels sont tes loisirs? pp. 60–61</i>		
Pearson Progression Step Coverage (PPS)	2nd–4th Steps	
Lesson starter	To revise the present tense verbs used in this unit.	
Plenary	To consolidate the use of negative expressions: <i>ne ... pas</i> , <i>ne ... jamais</i> and <i>ne ... rien</i> .	
Learning objectives	Talking about leisure activities Using negatives	
Grammar and skills coverage	G: Negatives (<i>ne ... pas</i> , <i>ne ... jamais</i> , <i>ne ... rien</i>) G: Possessive adjectives: <i>son</i> , <i>sa</i> , <i>ses</i>	
FCSE links	Unit 4 – Leisure (Leisure activities)	
Learning outcomes...		
Listening and responding	2nd Step	Listening to some sentences that use negatives and noting the details in English. Listening to check their completed sentences describing a photo.

Speaking	3rd–4th Steps	Pupils talk about their leisure activities, including what they do and don't do. Describing a photo of children playing on their electronic devices.
Reading and responding	3rd–4th Steps	Reading and listening to two texts and making lists in English of the leisure activities that each person does and doesn't do. Filling in the missing words to complete sentences describing a photo.
Writing	2nd Step	Copying and completing the French translations of English sentences using negatives.
Key language		<p><i>J'ai un smartphone et une tablette.</i> <i>Je surfe, je tchatte et je blogue.</i> <i>Je fais des achats en ligne.</i> <i>Je ne fais pas de sport.</i> <i>Je ne regarde jamais la télé.</i> <i>Je ne lis rien.</i> <i>Je joue au foot et je fais du vélo.</i> <i>Je lis des BD.</i> <i>Je n'ai pas de portable et je n'ai pas d'ordinateur.</i> <i>Je ne surfe pas et je ne tchatte pas.</i> <i>Je ne joue jamais à des jeux vidéo.</i> <i>Je ne fais rien en ligne!</i></p> <p><i>Sur la photo, il y a (trois) filles et (deux) garçons.</i> <i>Au centre, il y a ...</i> <i>À gauche, il y a ...</i> <i>À droite, il y a ...</i> <i>Il/Elle regarde ...</i> <i>Il/Elle joue sur ...</i> <i>son portable / sa tablette</i> <i>avec un copain / avec une copine / avec ses copains / avec ses copines</i></p> <p><i>Il n'a pas de portable et il n'a pas de tablette.</i> <i>Il ne fait rien, mais il regarde ses amis.</i></p>
Grammar practice		<i>Grammaire</i> , p. 72 ex. 3
Resources		<p>Audio: tracks 58–60 Workbook: <i>Cahier d'exercices</i>, page 29 Front-of-Class (<i>ActiveTeach</i>): p.060 Grammar quiz: Negatives p.061 Class game: Negatives p.061 Video story: <i>À loisir</i> (A video about hobbies and TV, with a hobbies-themed game show) p.061 Video worksheet: <i>À loisir</i> Homework (<i>ActiveLearn</i>): Reading Grammar Translation Vocabulary</p>

Week Commencing 25th April 2022

Pearson Progression Step Coverage (PPS)	4th–5th Steps	
Lesson starter	To ensure pupils know the meaning of the words ‘synonym’ and ‘cognate’.	
Plenary	To build confidence in using perfect tense verbs.	
Learning objectives	Spotting synonyms when listening and reading Spotting verbs in the perfect tense in a song	
Grammar and skills coverage	Spotting alternative words and synonyms G: Spotting verbs in the perfect tense (regular –er verbs, irregular verbs, verbs which take <i>être</i>)	
FCSE links	Unit 4 – Leisure (Leisure activities; Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	4th Step	Listening to an account of a visit to the shopping centre and putting French sentences involving synonyms into the correct order.
Reading and responding	4th–5th Steps	Reading and listening to an account of a visit to the shopping centre and putting pictures in the correct order; identifying sentences that have the same meaning as sentences in the reading text. Reading and listening to a rap about last weekend at the shopping centre and noting down five details and two pairs of phrases with the same meaning; correcting mistakes in English sentences about the rap. Finding the perfect tense verbs in the rap lyrics that are the equivalents of a list of verbs in English
Writing	5th Step	Copying and completing sentences to write a paragraph describing a visit to a shopping centre.
Key language	<p><i>Samedi dernier, je suis allé(e) au centre commercial.</i> <i>D’abord, j’ai fait les magasins.</i> <i>J’ai acheté un jean et un tee-shirt.</i> <i>Ensuite, j’ai mangé un sandwich et j’ai bu un coca.</i> <i>Puis j’ai fait une promenade dans le parc.</i> <i>Après, je suis allé(e) au cinéma.</i> <i>J’ai vu une comédie. C’était très drôle!</i></p> <p><i>J’ai écouté de la musique.</i> <i>J’ai retrouvé mes copains.</i> <i>J’ai regardé un film comique.</i> <i>J’ai acheté des vêtements.</i> <i>J’ai trouvé une casquette.</i> <i>J’ai visité le château.</i> <i>J’ai fait une balade (dans le parc).</i> <i>J’ai fait du sport.</i> <i>J’ai fait des achats.</i></p> <p><i>Le weekend dernier, je suis allé(e) au centre commercial.</i> <i>Samedi matin, j’ai fait ...</i> <i>Puis, j’ai ...</i> <i>Samedi après-midi, j’ai ...</i> <i>Samedi soir, j’ai ...</i> <i>C’était ...</i></p>	

Grammar practice	<i>Grammaire</i> , p. 73 ex. 4
Resources	Audio: tracks 61–63 Workbook: <i>Cahier d'exercices</i> , page 30 Front-of-Class (<i>ActiveTeach</i>): p.063 Grammar video 1: The perfect tense of regular verbs p.063 Grammar video 2: The perfect tense of <i>aller</i> p.063 Learning skills worksheet: Leisure vocabulary Homework (<i>ActiveLearn</i>): Listening Reading Grammar Vocabulary

Week Commencing 2nd May 2022

Dynamo 2 Vert Module 3 À loisir - Unit 5 Ça, c'est la question! (Speaking Skills) pp. 64–65

Pearson Progression Step Coverage (PPS)	1st–6th Steps	
Lesson starter	To revise forming questions using <i>est-ce que</i> .	
Plenary	To consolidate asking and answering questions about free time.	
Learning objectives	Creating a chat show interview Asking and answering questions in two tenses	
Grammar and skills coverage	Recognising present and perfect tense sentences Using time expressions as an indicator of tense G: The present and perfect tenses (regular <i>-er</i> verbs, irregular verbs, verbs which take <i>être</i>) Pronunciation: verbs in different tenses	
FCSE links	Unit 4 – Leisure (Leisure activities; Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	6th Step	Listening to check which questions about free-time activities go with which answers. Listening to an interview and filling in a table with details of the activities mentioned in the present and perfect tenses.
Speaking	6th Step	Asking and answering questions about free-time activities using the present and perfect tenses. Inventing and recording an interview with a celebrity by adapting the interview in the Pupil Book.
Reading and responding	1st–6th Steps	Matching questions and answers about free-time activities in the present and perfect tenses. Reading and listening to an interview and filling in a table with details of the activities mentioned in the present and perfect tenses; translating the expressions of frequency and the sequencers into English.

Key language	<p><i>Quels sont tes loisirs?</i> <i>Je joue au basket, je fais du vélo et je lis.</i></p> <p><i>Qu'est-ce que tu aimes voir au cinéma?</i> <i>J'aime les films de science-fiction mais je n'aime pas les films d'action.</i></p> <p><i>Qu'est-ce que tu as regardé à la télé hier?</i> <i>Hier, j'ai regardé les infos et une émission de sport. C'était génial.</i></p> <p><i>Qu'est-ce que tu as fait le weekend dernier?</i> <i>Le weekend dernier, j'ai fait du sport et je suis allé(e) au cinéma.</i></p> <p><i>tout le temps / souvent / parfois</i></p> <p><i>d'abord / puis / après</i></p> <p><i>J'écoute de la musique tout le temps. Je lis souvent et parfois je joue au football.</i></p>
Grammar practice	<i>Grammaire, p. 73 ex. 5</i>
Resources	<p>Audio: tracks 64–66</p> <p>Workbook: <i>Cahier d'exercices</i>, page 31</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.064 Grammar quiz: Using the present and perfect tenses together</p> <p>p.65 Class game: Building sentences in the present and perfect tenses</p> <p>p.065 Speaking skills worksheet: Speaking using two tenses</p> <p>p.065 Translation skills worksheet: Translation into French (1)</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Pronunciation</p>

Week Commencing 9th May 2022		
<i>Dynamo 2 Vert Module 4 Le monde est petit - Point de départ pp. 78–79</i>		
Pearson Progression Step Coverage (PPS)	1st–3rd Steps	
Learning objectives	Talking about where you live Describing the weather	
Grammar and skills coverage	Saying 'in' (<i>dans, en, au, à la, aux</i>) Pronunciation: silent consonants at the end of words (<i>d, l, s, t</i>) Looking out for small words that change meaning (<i>très, trop</i>)	
FCSE links	Unit 7 – Local area and environment (Home town / region; What it is like)	
Learning outcomes...		
Listening and responding	2nd Step	Listening to interviews with tourists and noting the letters of the phrases used to say where they live (town / village, location, country).
Speaking	1st–2nd Steps	Pupils write a secret sentence about where someone lives and try to guess their partner's sentence. Asking and describing what the weather is like in two photos.

Reading and responding	2nd–3rd Steps	<p>Matching descriptions of the weather with the corresponding photos.</p> <p>Reading and listening to opinion phrases using <i>c'est ...</i> and identifying if they are positive or negative.</p> <p>Reading forum entries and completing a table with details of where the people live, their opinion of it and the weather in summer and winter.</p>
Writing	2nd–3rd Steps	<p>Pupils write a forum entry about their town or village, including their opinion of the place and what the weather is like in summer and winter.</p>
Key language		<p><i>Où habites-tu?</i> <i>J'habite ...</i></p> <p><i>dans un (petit) village</i> <i>dans une ville</i> <i>dans une grande ville</i></p> <p><i>à la campagne / à la montagne / au bord de la mer</i></p> <p><i>en France / en Suisse / au Maroc</i></p> <p><i>Quel temps fait-il (sur la photo / en été / en hiver)?</i> <i>(Sur la photo / En été / En hiver ...)</i></p> <p><i>Il fait beau.</i> <i>Il fait mauvais.</i> <i>Il fait chaud.</i> <i>Il fait froid.</i> <i>Il y a du vent.</i> <i>Il y a du soleil.</i> <i>Il pleut.</i> <i>Il neige.</i></p> <p><i>C'est comment?</i> <i>C'est nul.</i> <i>C'est (très / trop) tranquille.</i> <i>C'est ennuyeux.</i> <i>C'est (trop) animé.</i> <i>C'est calme.</i> <i>C'est (vraiment) joli.</i></p>
Resources		<p>Audio: tracks 72–74</p> <p>Workbook: <i>Cahier d'exercices</i>, page 38</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.078 Flashcards: Where I live</p> <p>p.079 Class game: Where I live and the weather</p> <p>p.079 Flashcards: The weather</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Vocabulary 1</p> <p>Vocabulary 2</p>

Week Commencing 16th May 2022

Dynamo 2 Vert Module 4 Le monde est petit - Unit 1 Elle est comment, ta région? pp. 80–81

Pearson Progression Step Coverage (PPS)	3rd–5th Steps	
Lesson starter	To revise the infinitive verbs used in this unit.	
Plenary	To consolidate descriptions of where you live.	
Learning objectives	Describing where you live Using <i>pouvoir</i> + infinitive	
Grammar and skills coverage	Using <i>on</i> to mean 'you' G: Using the verb <i>pouvoir</i>	
FCSE links	Unit 7 – Local area and environment (Home town / region; What it is like)	
Learning outcomes...		
Listening and responding	3rd–4th Steps	Listening to interviews about three different French regions and noting in English the two activities people can do in each region. Listening to descriptions of the geographical features found in four different French regions and identifying the correct region.
Speaking	3rd–4th Steps	Reading a conversation about what people can do in a region, then adapting the conversation based on the prompts given in English. Pupils describe a French region for their partner to guess.
Reading and responding	4th–5th Step	Reading an article about three different French regions and answering questions about the activities people can do in each region. Reading and listening to an article about Mali and filling in the missing words in the English translation of the article.
Writing	4th Step	Pupils write about the activities people can do and the physical features of their own region.
Key language	<p><i>Où habites-tu?</i></p> <p><i>J'habite en (Dordogne / Bretagne).</i></p> <p><i>Qu'est-ce qu'on peut faire en (Dordogne) / dans ta région?</i></p> <p><i>Dans ma ville / ma région, on peut ...</i> <i>... visiter des monuments historiques / des grottes / le marché.</i> <i>... faire du ski / du canoë-kayak / des randonnées / les magasins.</i> <i>... aller au cinéma / à la plage.</i> <i>... manger des crêpes / du fastfood.</i></p> <p><i>C'est comment, ta région?</i></p> <p><i>Il y a des / Il y a beaucoup de / Il n'y a pas de ...</i> <i>champs / lacs / bâtiments / touristes / forêts / montagnes / plages / voitures.</i></p> <p><i>Pendant (la saison sèche), ...</i> <i>on ne peut pas travailler dans les champs.</i> <i>je peux aller à l'école.</i></p> <p><i>Pendant (la saison des pluies), ...</i></p>	

	<p><i>je peux travailler dans les champs.</i> <i>Ma mère peut vendre des légumes au marché.</i> <i>Souvent je ne peux pas aller à l'école.</i></p>
Grammar practice	Grammaire, p. 96 ex. 1–2
Resources	<p>Audio: tracks 75–77 Workbook: <i>Cahier d'exercices</i>, page 39 Front-of-Class (<i>ActiveTeach</i>): p.081 Class game: My region p.081 Flashcards: In my region p.081 Grammar video: <i>pouvoir</i> p.081 Reading skills worksheet: A cultural map of France Homework (<i>ActiveLearn</i>): Listening Reading Grammar Vocabulary</p>

Week Commencing 23rd May 2022		
<i>Dynamo 2 Vert Module 4 Le monde est petit - Unit 2 Qu'est-ce que tu dois faire à la maison? pp. 83–83</i>		
Pearson Progression Step Coverage (PPS)	3rd–5th Steps	
Lesson starter	To revise some time and frequency expressions.	
Plenary	To practise comprehension and translation skills.	
Learning objectives	Talking about how you must help at home Using <i>devoir</i> + infinitive	
Grammar and skills coverage	Pronunciation: <i>oi</i> G: Using the verb <i>devoir</i> Spotting the subject of a sentence	
Learning outcomes...		
Listening and responding	3rd–5th Steps	Listening to what people have to do to help at home and noting the letter of the correct photo and sentence. Listening and completing a table with the jobs that people have to do at home and when / how often they do their job.
Speaking	4th Step	Pupils write down one of the sentences about helping at home and take turns to guess their partner's sentence.
Reading and responding	5th Step	Reading a gap-fill text about the jobs that a teenager has to do at home and predicting the missing words, then listening to check. Reading texts about what children have to do to help in two different places around the world and answering comprehension questions.
Writing	4th–5th Steps	Pupils write and then record a podcast about whether they have to help at home.
Key language	<p><i>Qu'est-ce que tu dois faire à la maison?</i></p> <p><i>Je dois laver la voiture.</i> <i>Je dois rapporter l'eau.</i> <i>Je dois ranger ma chambre.</i> <i>Je dois garder le bébé.</i></p>	

	<p><i>Je dois nourrir le chien / les poissons.</i> <i>Je dois faire la cuisine.</i> <i>Je dois faire la vaisselle.</i> <i>Je ne fais rien.</i></p> <p><i>Est-ce que tu dois (aider à la maison / laver la voiture / ranger ta chambre)?</i></p> <p><i>Non! / Oui, je dois (aider à la maison / laver la voiture / ranger ma chambre) ...</i></p> <p><i>tous les jours / souvent / quelquefois / le weekend / le lundi / le mardi / ...</i></p> <p><i>Est-ce que tu ne fais rien?</i></p> <p><i>Mon frère / Ma sœur doit ranger sa chambre (tous les jours).</i> <i>Mon frère / Ma sœur ne fait rien!</i></p> <p><i>Je pense que c'est juste / ce n'est pas juste.</i></p>
Grammar practice	<i>Grammaire</i> , p. 96 ex. 3–4
Resources	<p>Audio: tracks 78–80</p> <p>Workbook: <i>Cahier d'exercices</i>, page 40</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.082 Flashcards: Helping at home</p> <p>p.082 Grammar video: <i>devoir</i></p> <p>p.083 Grammar skills worksheet: Modal verbs</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Translation</p> <p>Vocabulary</p>

Week Commencing 30th May 2022		
<i>Dynamo 2 Vert Module 4 Le monde est petit - Unit 3 Ma routine, ta routine pp. 84–85</i>		
Pearson Progression Step Coverage (PPS)	2nd–5th Steps	
Lesson starter	To revise telling the time.	
Plenary	To practise speaking skills using language about daily routine.	
Learning objectives	Talking about daily routine Using reflexive verbs	
Grammar and skills coverage	The 12-hour clock G: Reflexive verbs	
Learning outcomes...		
Listening and responding	2nd–5th Steps	<p>Listening to sentences about a young person's daily routine and noting the activities and times.</p> <p>Listening and answering questions about two people's daily routines.</p>

		Listening and making notes in English about the daily routine of an African teacher.
Speaking	5th Step	Working in a small group to carry out a survey about daily routine, using the questions given.
Reading and responding	2nd–5th Steps	Reading an article about the daily routine of a scientist in Antarctica and correcting the mistakes in English sentences. Finding the French equivalents of some English phrases in the article.
Writing	4th–5th Steps	Translating sentences about daily routine into French. Writing an article about the daily routine of an imaginary celebrity, based on prompts in English.
Key language		<p><i>Je me lève.</i> <i>Je me couche.</i> <i>Je me douche.</i> <i>Je m’habille.</i> <i>Je me coiffe.</i> <i>Je me lave les dents.</i> <i>Je prends le petit déjeuner.</i></p> <p><i>À quelle heure est-ce que tu te lèves?</i></p> <p><i>Je me lève à ...</i> <i>(sept) heures ...</i> <i>... et quart</i> <i>... moins le quart</i> <i>... et demie</i> <i>... cinq</i> <i>... dix</i> <i>... vingt</i> <i>... vingt-cinq</i> <i>... moins cinq</i> <i>... moins dix</i> <i>... moins vingt</i> <i>... moins vingt-cinq</i></p> <p><i>Où est-ce que tu prends le petit déjeuner?</i></p> <p><i>Je prends le petit déjeuner dans la cuisine / dans le salon / au collège.</i></p> <p><i>À quelle heure est-ce que tu te couches?</i></p> <p><i>Je me couche à 22h30 / minuit.</i></p> <p><i>le matin / le soir / quelquefois / après / puis / ensuite</i></p>
Grammar practice		<i>Grammaire, p. 97 ex. 5</i>
Resources		<p>Audio: tracks 81–83</p> <p>Workbook: <i>Cahier d’exercices</i>, page 41</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.084 Class game: Daily routine and times</p> <p>p.084 Flashcards: Daily routine</p>

	<p>p.084 Grammar quiz: Reflexive verbs</p> <p>p.084 Grammar video: <i>se coucher</i></p> <p>p.085 Translation skills worksheet: Translation into English (2)</p> <p>p.085 Translation skills worksheet: Translation into French (2)</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Grammar</p> <p>Vocabulary</p>
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Week Commencing 6th June 2022
<p>Core Assessment – Reading & Writing</p> <p><i>(Set by the subject leader)</i></p>

Weeks Commencing 13th June 2022		
<i>Dynamo 2 Vert Module 4 Le monde est petit - Unit 4 J'ai déménagé! (Listening and Reading Skills) pp. 86–87</i>		
Pearson Progression Step Coverage (PPS)	2nd–6th Steps	
Lesson starter	To revise the formation of the perfect tense.	
Plenary	To consolidate understanding of common irregular adjectives; to practise translation skills.	
Learning objectives	Reading texts for overall meaning Spotting alternative ways of saying the same thing	
Grammar and skills coverage	<p>G: Irregular adjectives: <i>beau, nouveau</i> and <i>vieux</i></p> <p>Pronunciation: <i>beau / beaux, belle / belles, nouveau / nouveaux, nouvelle / nouvelles, vieux / vieille / vieilles</i></p> <p>Reading texts for overall meaning</p> <p>Spotting alternative ways of saying the same thing: <i>calme / tranquille, le weekend dernier / samedi dernier</i></p>	
FCSE links	Unit 7 – Local area and environment (Home town / region; What it is like)	
Learning outcomes...		
Listening and responding	5th Step	Listening to what people did last weekend and choosing the correct French sentence to summarise what each person did.
Speaking	3rd Step	Practising tongue twisters, paying particular attention to pronunciation.
Reading and responding	2nd–6th Steps	<p>Reading and listening to match sentences about someone's new house to pictures.</p> <p>Reading and listening to a rap about moving house and filling in the missing words; noting details in English about the rapper's new house and village and how he feels in his new home.</p> <p>Reading a blog entry about someone's house move and choosing the correct option to complete comprehension sentences in French.</p> <p>Finding all the present tense and past tense verbs in the blog entry.</p>
Writing	5th–6th Steps	Pupils write a blog about an imaginary house move and what they did last weekend.
Key language	<i>J'ai déménagé à la campagne / en ville.</i>	

	<p><i>Voici mon nouveau collègue. Voici ma nouvelle maison. Il y a un beau jardin. Il y a aussi une belle cuisine. C'est un vieux village. Il y a un vieux collègue. Il y a une vieille église. Il y a beaucoup de vieilles maisons.</i></p> <p><i>J'ai déménagé. J'ai une nouvelle maison.</i></p> <p><i>La maison est belle. La cuisine est nouvelle. Le salon est très beau.</i></p> <p><i>Mon village est très animé / très calme / trop tranquille. C'est très joli ici.</i></p> <p><i>Je n'aime pas habiter à la campagne parce que je n'ai pas de copains.</i></p> <p><i>Qu'est-ce que tu as fait le weekend / (samedi) dernier?</i></p> <p><i>Le weekend dernier, j'ai ... visité le centre commercial. acheté un cadeau / des vêtements. mangé une pizza / une glace / du fastfood. bu un coca / un Orangina. vu un film / le château / la cathédrale. fait un pique-nique / du sport / les magasins.</i></p> <p><i>... je suis allé(e) ... en ville / au cinéma / au café / à la plage.</i></p>
<p>Resources</p>	<p>Audio: tracks 84–86 Workbook: <i>Cahier d'exercices</i>, page 42 Front-of-Class (<i>ActiveTeach</i>): p.087 Grammar quiz: Revision of the perfect tense p.087 Video story: <i>Le monde est petit</i> (A video about where you live, with a 'Whose new house is it?' quiz) p.087 Video worksheet: <i>Le monde est petit</i> Homework (<i>ActiveLearn</i>): Reading Grammar Pronunciation</p>

Week Commencing 20th June 2022		
<i>Dynamo 2 Vert Module 4 Le monde est petit - Unit 5 Bienvenue en Corse (Writing Skills) pp. 88–89</i>		
Pearson Progression Step Coverage (PPS)	3rd–6th Steps	
Lesson starter	To revise some key high-frequency words.	
Plenary	To consolidate the language for talking about your region, daily routine and helping at home.	
Learning objectives	Bringing together what you have learned into a piece of writing Using two tenses in writing	
Grammar and skills coverage	G: Using two tenses together (present and past) Saying 'in' (<i>dans le ...</i> , <i>à ...</i>) Extending your answers; Checking work for accuracy	
FCSE links	Unit 7 – Local area and environment (Home town / region; What it is like)	
Learning outcomes...		
Listening and responding	6th Step	Listening to someone speaking about her life in Corsica and matching each section to the corresponding question.
Reading and responding	3rd–6th Step	Reading and listening to a blog about living in Corsica and answering comprehension questions in English. Filling in the missing words to complete English translations of questions in French, then matching up each question with a paragraph in the blog.
Writing	4th–6th Steps	Filling in the missing verbs to complete French translations of English sentences. Pupils answer questions to construct a blog entry about where they live, their daily routine, what they must do to help at home and what they did last weekend.
Key language	<p><i>Où habites-tu?</i> <i>J'habite en Corse.</i></p> <p><i>La Corse, c'est comment?</i> <i>C'est vraiment animé.</i> <i>Il y a des montagnes et ...</i></p> <p><i>Qu'est-ce qu'on peut faire en Corse?</i> <i>En Corse, on peut faire des randonnées et on peut aller à la plage ...</i></p> <p><i>À quelle heure est-ce que tu te lèves?</i> <i>Je me lève à neuf heures et je ...</i></p> <p><i>Qu'est-ce que tu dois faire à la maison?</i> <i>À la maison, je dois faire la cuisine ...</i></p> <p><i>Qu'est-ce que tu as fait le weekend dernier?</i> <i>Dimanche dernier je suis allé à Ajaccio ...</i></p> <p><i>J'habite dans le Fife / à Blackpool.</i></p>	
Grammar practice	Grammaire, p. 97 ex. 6–7	

Resources	Audio: tracks 87–88 Workbook: <i>Cahier d'exercices</i> , page 43 Front-of-Class (<i>ActiveTeach</i>): p.089 Class game: Module 4 revision p.089 Writing skills worksheet: Developing your writing Homework (<i>ActiveLearn</i>): Listening Reading Translation
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Week Commencing 27th June 2022		
<i>Dynamo 2 Vert Module 5 Le sport en direct - Point de départ pp. 102–103</i>		
Pearson Progression Step Coverage (PPS)	3rd–4th Steps	
Learning objectives	Talking about sports Using <i>jouer à</i> and <i>faire de</i>	
Grammar and skills coverage	G: Using <i>jouer à</i> and <i>faire de</i> (with masculine nouns) Spotting synonyms in reading texts G: Present tense paradigms of <i>jouer</i> and <i>faire</i>	
FCSE links	Unit 5 – Healthy lifestyle (Healthy and unhealthy lifestyle)	
Learning outcomes...		
Listening and responding	3rd–4th Steps	Listening and noting in English which sports the speakers can do where they live. Listening and noting in English how sporty the speakers are, which sports they do and how often.
Speaking	4th Step	Pupils have a conversation based on picture prompts about the sports people can do in the town or village where they live.
Reading and responding	3rd–4th Steps	Reading three short texts and noting in English where each person lives and what sports people can do there. Reading texts about the sports that people do and find the French equivalents of some English expressions of frequency; matching up a person with each text according to how sporty they say they are.
Writing	4th Step	Pupils write sentences in response to questions about: how sporty they are, the sports people can do in their town / village; which sports they do and how often.
Key language	<i>On peut faire quels sports dans ta ville / ton village?</i> <i>Dans ma ville / mon village ...</i> <i>On peut jouer au ...</i> <i>basket / billard / foot(ball) / handball / rugby / tennis / tennis de table / volleyball</i> <i>On peut faire du ...</i> <i>footing / judo / ski / vélo</i> <i>On peut faire de la ...</i> <i>gymnastique / musculation / natation / voile</i>	

	<p><i>On peut faire de l'... athlétisme / équitation</i></p> <p><i>J'habite à Bordeaux / à la campagne / au bord de la mer.</i></p> <p><i>Dans ma ville / mon village, il y a un grand centre sportif où on peut ... En été / hiver, on peut ...</i></p> <p><i>C'est génial! C'est assez sympa. J'adore faire (de la natation)!</i></p> <p><i>Tu es sportif/sportive? Tu fais quels sports?</i></p> <p><i>Oui, je suis assez / très sportif/sportive. Non, je ne suis pas très sportif/sportive.</i></p> <p><i>tous les jours / weekends / lundis / mercredis souvent / de temps en temps / parfois</i></p> <p><i>Je ne joue pas au ... Je ne fais jamais de ...</i></p>
Grammar practice	<i>Grammaire, p. 120 ex. 1</i>
Resources	<p>Audio: tracks 94–95</p> <p>Workbook: <i>Cahier d'exercices</i>, page 50</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.102 Class game: Sports</p> <p>p.102 Flashcards: Sports</p> <p>p.102 Pronunciation quiz: Cognates</p> <p>p.103 Grammar animation: <i>jouer</i></p> <p>p.103 Grammar quiz: <i>jouer à</i> and <i>faire de</i></p> <p>p.103 Grammar video: <i>faire</i></p> <p>p.103 Learning skills worksheet: Synonyms and near-synonyms</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Vocabulary</p>

Week Commencing 4th July 2022	
<i>Dynamo 2 Vert Module 5 Le sport en direct - Unit 1 C'est plus amusant! pp. 104–105</i>	
Pearson Progression Step Coverage (PPS)	3rd–4th Steps
Lesson starter	To revise some adjectives for giving opinions.
Plenary	To consolidate understanding of the comparative.
Learning objectives	<p>Giving opinions about sports</p> <p>Using the comparative</p>
Grammar and skills coverage	<p>Giving opinions: <i>Je trouve ...</i></p> <p>G: Adjective agreement</p> <p>Pronunciation: <i>relaxant/relaxante</i></p> <p>G: Using the comparative (<i>plus que</i>)</p>

FCSE links	Unit 5 – Healthy lifestyle (Healthy and unhealthy lifestyle)	
Learning outcomes...		
Listening and responding	3rd Step	Listening to two people completing a quiz about their opinions of different sports and noting the letters of each person's answers. Listening and noting the speaker's opinions of how different sports compare with each other.
Speaking	3rd–4th Steps	Pupils work in pairs to complete a quiz about their opinions of different sports and note the letters of their own and their partner's answers. Pupils read aloud their sentences comparing sports and say if they agree with their partner's sentences.
Reading and responding	3rd–4th Steps	Pupils calculate their score in the quiz and read the results. Reading and listening to sentences comparing different sports, and copying and completing comprehension sentences in English.
Writing	3rd Step	Pupils copy and complete four sentences to compare different sports, then write a fifth sentence of their own.
Key language	<p><i>Quelle est ton opinion sur les sports suivants?</i></p> <p><i>Je trouve (le tennis / la danse) ...</i></p> <p><i>(Le tennis / La danse) est ...</i></p> <p><i>un peu / assez / très / trop ...</i></p> <p><i>amusant(e)</i></p> <p><i>compliqué(e)</i></p> <p><i>fatigant(e)</i></p> <p><i>intéressant(e)</i></p> <p><i>passionnant(e)</i></p> <p><i>relaxant(e)</i></p> <p><i>difficile</i></p> <p><i>facile</i></p> <p><i>ennuyeux/ennuyeuse</i></p> <p><i>Je trouve ...</i></p> <p><i>... le cyclisme plus difficile que le footing!</i></p> <p><i>... la natation plus relaxante que le cyclisme.</i></p> <p><i>... la musculation plus fatigante que le footing!</i></p> <p><i>... le rugby plus amusant que la natation.</i></p> <p><i>... le tennis plus ennuyeux que la musculation.</i></p> <p><i>Tu es d'accord?</i></p> <p><i>Oui, je suis d'accord.</i></p> <p><i>Non, je trouve (le tennis) (trop compliqué).</i></p>	
Grammar practice	Grammaire, p. 120 ex. 2–3	
Resources	<p>Audio: tracks 96–98</p> <p>Workbook: <i>Cahier d'exercices</i>, page 51</p> <p>Front-of-Class (<i>ActiveTeach</i>):</p> <p>p.105 Writing skills worksheet: Proofreading</p> <p>Homework (<i>ActiveLearn</i>):</p> <p>Listening</p> <p>Reading</p> <p>Translation</p> <p>Vocabulary</p>	

Weeks Commencing 11th & 18th July 2022

*Core Assessment – Speaking and Listening
(Set by the subject leader)*

Data to be passed to the year 8 tutor for beginning of year data.