

Week Commencing 6th September

Dynamo 2 Vert Module 5 Le sport en direct - Point de départ pp. 102–103

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> <i>On peut faire de l'...</i> <i>athlétisme / équitation</i> <i>J'habite à Bordeaux / à la campagne / au bord de la mer.</i> <i>Dans ma ville / mon village, il y a un grand centre sportif où on peut ...</i> <i>En été / hiver, on peut ...</i> <i>C'est génial!</i> <i>C'est assez sympa.</i>

	<i>J'adore faire (de la natation)!</i> <i>Tu es sportif/sportive?</i> <i>Tu fais quels sports?</i> <i>Oui, je suis assez / très sportif/sportive.</i> <i>Non, je ne suis pas très sportif/sportive.</i> <i>tous les jours / weekends / lundis / mercredis</i> <i>souvent / de temps en temps / parfois</i> <i>Je ne joue pas au ...</i> <i>Je ne fais jamais de ...</i>
Grammar practice	Grammaire, p. 120 ex. 1
Resources	Audio: tracks 94–95 Workbook: <i>Cahier d'exercices</i>, page 50 Front-of-Class (<i>ActiveTeach</i>): p.102 Class game: Sports p.102 Flashcards: Sports p.102 Pronunciation quiz: Cognates p.103 Grammar animation: <i>jouer</i> p.103 Grammar quiz: <i>jouer à</i> and <i>faire de</i> p.103 Grammar video: <i>faire</i> p.103 Learning skills worksheet: Synonyms and near-synonyms Homework (<i>ActiveLearn</i>): Vocabulary

Week Commencing 13 th September 2021		
Dynamo 2 Vert Module 5 Le sport en direct - Unit 1 C'est plus amusant! pp. 104–105		
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	Giving opinions about sports Using the comparative	
Grammar and skills coverage	Giving opinions: <i>Je trouve ...</i> G: Adjective agreement Pronunciation: <i>relaxant/relaxante</i> G: Using the comparative (<i>plus que</i>)	
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		<i>Quelle est ton opinion sur les sports suivants?</i> <i>Je trouve (le tennis / la danse) ...</i> <i>(Le tennis / La danse) est ...</i> <i>un peu / assez / très / trop ...</i> <i>amusant(e)</i> <i>compliqué(e)</i> <i>fatigant(e)</i> <i>intéressant(e)</i> <i>passionnant(e)</i> <i>relaxant(e)</i> <i>difficile</i> <i>facile</i> <i>ennuyeux/ennuyeuse</i> <i>Je trouve ...</i> <i>... le cyclisme plus difficile que le footing!</i> <i>... la natation plus relaxante que le cyclisme.</i> <i>... la musculation plus fatigante que le footing!</i> <i>... le rugby plus amusant que la natation.</i> <i>... le tennis plus ennuyeux que la musculation.</i> <i>Tu es d'accord?</i> <i>Oui, je suis d'accord.</i> <i>Non, je trouve (le tennis) (trop compliqué).</i>
Grammar practice		<i>Grammaire</i> , p. 120 ex. 2–3
Resources		Audio: tracks 96–98 Workbook: <i>Cahier d'exercices</i> , page 51 Front-of-Class (<i>ActiveTeach</i>): p.105 Writing skills worksheet: Proofreading Homework (<i>ActiveLearn</i>): Listening Reading Translation Vocabulary

Week Commencing 20th September 2021

Dynamo 2 Vert Module 5 Le sport en direct - Unit 2 Pour aller au stade? pp. 106–107

Pearson Progression Step Coverage (PPS)		2nd–4th Steps
Lesson starter		To revise places in town.
Plenary		To consolidate language for giving directions.
Learning objectives		Asking the way and giving directions Using the <i>vous</i> form of the imperative
Grammar and skills coverage		Asking questions: intonation G: Asking the way, using <i>pour aller à</i> (+ definite article) Pronunciation: <i>droit / droite</i> G: Using the imperative (<i>vous</i> form)
Learning outcomes...		
Listening and responding	2nd–4th Steps	Listening to people using a smartphone app to ask for directions to places in the Olympic Village and identifying the places mentioned. Listening to directions and noting them in English, then following the directions on a map of the Olympic Village to identify each place. Listening to directions to places in the Olympic Village and noting in English where each person is going and the directions given.
Speaking	2nd–4th Steps	Pupils ask how to get to places in the Olympic Village, using the question <i>Pour aller à</i> (+ definite article) ...? Pupils make up three dialogues asking for and giving directions to places in the Olympic Village, based on picture prompts, then make up a fourth dialogue of their own.
Reading and responding	4th Step	Reading messages about lost and found objects and answering questions in English about the lost object, the places mentioned and directions.
Key language		<i>On va où?</i> <i>les courts de tennis</i> <i>la piscine</i> <i>le lac</i> <i>la gare</i> <i>l'hôtel</i> <i>le restaurant</i> <i>le bureau d'information</i> <i>la piste d'athlétisme</i> <i>les toilettes</i> <i>le stade</i> <i>le vélodrome</i> <i>Pour aller au / à la / à l' / aux ..., s'il vous plaît?</i> <i>Allez tout droit.</i> <i>Tournez à gauche / droite.</i> <i>Prenez la première / deuxième / troisième rue à gauche / droite.</i> <i>Merci, monsieur / madame.</i>
Grammar practice		<i>Grammaire</i> , p. 121 ex. 4
Resources		Audio: tracks 99–101 Workbook: <i>Cahier d'exercices</i> , page 52

	Front-of-Class (<i>ActiveTeach</i>): p.106 Flashcards: The Olympic Village p.107 Class game: The Olympic Village and directions p.107 Flashcards: Directions Homework (<i>ActiveLearn</i>): Listening Grammar Vocabulary 1 Vocabulary 2
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Week Commencing 27 th September 2021		
Dynamo 2 Vert Module 5 Le sport en direct - Unit 3 Qu'est-ce qu'il faut faire? (Listening and Reading Skills) pp. 108–109		
Pearson Progression Step Coverage (PPS)		3rd–5th Steps
Lesson starter		To review / introduce some key verbs to do with healthy living; to practise dictionary skills.
Plenary		To consolidate use of <i>il faut</i> and <i>il ne faut pas</i> .
Learning objectives		Listening for cognates Translating from French into English
Grammar and skills coverage		G: Using <i>il faut</i> and <i>il ne faut pas</i> + infinitive Listening for and pronouncing cognates Transcribing cognates Translating from French into English (making sure translation sounds natural)
FCSE links		Unit 5 – Healthy lifestyle (Healthy and unhealthy lifestyle; Choices and consequences)
Learning outcomes...		
Listening and responding	4th–5th Steps	Listening and identifying sentences giving advice for being a sports champion. Listening to interviews with sportspeople and noting in English each person's sport and the things you must and must not do to for that sport.
Speaking	5th Step	Pupils discuss with their partner which three pieces of advice they think are the most important for different sports.
Reading and responding	3rd–5th Steps	Translating infinitive verbs into English in sentences giving advice for being a sports champion. Reading and listening to a text about a French Paralympian and noting the missing words. Matching up sentence beginnings and endings to describe a photo of an athlete, then listening to check. Completing a description of a photo of a basketball player.
Writing	4th–5th Steps	Writing sentences giving advice for being a sports champion in order of importance for a future professional footballer. Adapting a text to write a description of a photo of a footballer.
Key language		<i>Qu'est-ce qu'il faut faire pour être champion(ne)?</i>

	<i>Il faut ...</i> <i>travailler dur</i> <i>manger des fruits et des légumes</i> <i>boire beaucoup d'eau</i> <i>être déterminé(e)</i> <i>aller à la salle de fitness</i> <i>dormir huit heures par nuit</i> <i>Il ne faut pas ...</i> <i>fumer</i> <i>consommer de drogue</i> <i>Je suis champion(ne) de (basket) / (cycliste / footballeur) professionnel(le).</i> <i>Sur la photo, il y a des athlètes / joueurs de (basket).</i> <i>Ils/Elles sont sur une piste d'athlétisme / un terrain de (basket).</i> <i>Ils/Elles portent un short et un maillot de course / de (basket).</i> <i>Au fond il y a des spectateurs.</i>
Grammar practice	<i>Grammaire, p. 121 ex. 5</i>
Resources	Audio: tracks 102–105 Workbook: <i>Cahier d'exercices</i>, page 53 Front-of-Class (<i>ActiveTeach</i>): p.108 Flashcards: How to be a champion p.109 Translation skills worksheet: Translation into English (3) p.109 Video story: <i>Le sport en direct</i> (A video about sports, with directions to various sports grounds) p.109 Video worksheet: <i>Le sport en direct</i> Homework (<i>ActiveLearn</i>): Grammar Translation Pronunciation Vocabulary

Week Commencing 4 th October 2021		
Dynamo 2 Vert Module 5 Le sport en direct - Unit 4 Vous allez bien? pp. 110–111		
Pearson Progression Step Coverage (PPS)	3rd–6th Steps	
Lesson starter	To introduce some basic vocabulary for parts of the body.	
Plenary	To consolidate the use of <i>j'ai mal au / à la / à l' / aux ...</i>	
Learning objectives	Talking about injuries and illness Taking part in a conversation with the doctor	
Grammar and skills coverage	Being polite: formal situations G: Near future tense	
Learning outcomes...		
Listening and responding	4th–5th Steps	Listening to a series of fitness routines and noting the letters of the parts of the body mentioned.

		Listening to athletes' conversations with the team doctor and noting in English each person's problem and the remedy that the doctor suggests.
Speaking	5th Step	Reading aloud a conversation at the doctor's, then creating three different conversations by changing the details of the health issues and the advice given.
Reading and responding	3rd–6th Steps	Reading messages about health issues and noting each problem in English. Filling in the missing verbs to complete English translations of sentences giving a doctor's advice. Reading and listening to the blog of an athlete in the Olympic Village and completing sentences in English.
Writing	6th Step	Pupils imagine they are an Olympic athlete and write a blog about the Olympic village and a health issue.
Key language		<i>le pied</i> <i>le dos</i> <i>le ventre</i> <i>le bras</i> <i>la jambe</i> <i>la tête</i> <i>l'oreille</i> <i>l'œil / les yeux</i> <i>J'ai mal au bras / à la jambe / à l'oreille / aux yeux.</i> <i>J'ai un rhume.</i> <i>J'ai de la fièvre.</i> <i>Il faut prendre des antidouleurs.</i> <i>Il faut boire beaucoup d'eau.</i> <i>Il faut rester au lit.</i> <i>Il faut utiliser une crème.</i> <i>Allô!</i> <i>Bonjour, docteur. C'est (Zara).</i> <i>Ah bonjour (Zara), vous allez bien?</i> <i>Ah non, ça ne va pas. J'ai mal ...</i> <i>D'accord. Il faut ...</i> <i>Merci, docteur.</i>
Resources		Audio: tracks 106–107 Workbook: <i>Cahier d'exercices</i>, page 54 Front-of-Class (<i>ActiveTeach</i>): p.110 Class game: Aches and pains p.110 Flashcards: Parts of the body Homework (<i>ActiveLearn</i>): Listening Reading Translation

Dynamo 2 Vert Module 5 Le sport en direct - Unit 5 Allez, les futurs champions! (Speaking Skills) pp. 112–113		
Pearson Progression Step Coverage (PPS)		2nd–7th Steps
Lesson starter		To review some key present tense verbs.
Plenary		To consolidate understanding of verbs in the past, present and future tenses.
Learning objectives		Understanding sportspeople Using three tenses together in speaking
Grammar and skills coverage		Looking out for time expressions; Looking and listening for different tenses (present, perfect, near future) G: Recognising key questions in different tenses (present, perfect, near future) Identifying the tense you need in response to questions Pronunciation: cognates
FCSE links		Unit 5 – Healthy lifestyle (Healthy and unhealthy lifestyle; Choices and consequences)
Learning outcomes...		
Listening and responding	5th–7th Steps	Listening and noting the tense of each sentence spoken by a volleyball player. Listening to an interview with a basketball player and answering comprehension questions in English.
Speaking	7th Step	Preparing an interview with a future sports champion, using questions and answers in three tenses.
Reading and responding	2nd–7th Steps	Reading sentences about a future football champion and translating the present tense verbs into English. Reading and listening to a text about a tennis player and choosing the correct verbs (in three different tenses) to complete the text. Reading an interview with a snowboarder and answering comprehension questions in English.
Key language		<i>Tu fais quel sport?</i> <i>Je joue au foot.</i> <i>Je joue un match</i> <i>Je travaille dur.</i> <i>Je suis membre d'une équipe locale.</i> <i>Je suis membre d'un club local.</i> <i>Je marque beaucoup de buts.</i> <i>Je gagne un match.</i> <i>Qu'est-ce que tu fais tous les jours?</i> <i>Je vais à la salle de fitness.</i> <i>Je fais de la musculation.</i> <i>Qu'est-ce qu'il faut faire pour être champion(ne)?</i> <i>Il faut travailler très dur.</i>

	<i>Qu'est-ce que tu as fait récemment?</i> <i>J'ai joué en compétition.</i> <i>J'ai marqué beaucoup de points.</i> <i>J'ai gagné une médaille aux J.O.</i> <i>Qu'est-ce que tu vas faire à l'avenir?</i> <i>Je vais marquer beaucoup d'essais.</i> <i>Je vais jouer pour la France</i> <i>Je vais être membre de l'équipe nationale.</i> <i>Je vais gagner la Coupe du Monde.</i>
Grammar practice	Grammaire, p. 121 ex. 6
Resources	Audio: tracks 108–110 Workbook: <i>Cahier d'exercices</i>, page 55 Front-of-Class (<i>ActiveTeach</i>): p.113 Class game: Building sentences in three tenses p.113 Grammar quiz: Using three tenses p.113 Speaking skills worksheet: Using three tenses Homework (<i>ActiveLearn</i>): Listening Reading Grammar

Week Commencing 18th October 2021

Classroom Teacher Assessment

(Set by the classroom teacher depending on class progress)

Week Commencing 1st November 2021

Dynamo 3 Vert Module 1 Mon monde à moi - Point de départ pp. 8–9

Pearson Progression Step Coverage (PPS)		2nd–4th Steps
Learning objectives		Talking about likes and dislikes Using <i>aimer</i> + noun and <i>aimer</i> + infinitive
Grammar and skills coverage		G: Using <i>aimer</i> , <i>adorer</i> or <i>détester</i> + a noun G: Using <i>aimer</i> , <i>adorer</i> or <i>détester</i> + a verb in the infinitive Listening for opinion phrases (positive and negative); listening for adjectives Using connectives
FCSE links		Unit 1 – Relationships, family and friends (Likes / dislikes and opinions) Unit 4 – Leisure (Leisure activities; Likes / dislikes and opinions)
Learning outcomes...		
Listening and responding	3rd–4th Steps	Listening to people’s likes and dislikes and identifying the correct bedroom picture for each person. Listening and noting people’s likes and dislikes, with reasons.

		Listening to a mind-map description: completing a table with activities that the person likes and dislikes; identifying the meaning of verbs in bold. Listening to a longer description of likes and dislikes and correcting English summary sentences.
Speaking	2nd–4th Steps	Carrying out a survey to find out what classmates like and dislike doing.
Reading and responding	3rd–4th Steps	Reading about people's likes and dislikes and identifying the correct bedroom picture for each person. Reading a mind-map description: completing a table with activities that the person likes and dislikes; identifying the meaning of the verbs in bold.
Writing	2nd–4th Steps	Pupils write a short paragraph about what they like and dislike doing.
Key language		<i>Qu'est-ce que tu aimes?</i> <i>Qu'est-ce que tu n'aimes pas?</i> <i>J'adore ...</i> <i>J'aime beaucoup ...</i> <i>J'aime ...</i> <i>Je n'aime pas ...</i> <i>Je déteste ...</i> <i>le cinéma / le sport / la lecture / la musique / la télé</i> <i>écouter du rap / du hip-hop / du R'n'B</i> <i>jouer au basket / au foot / au rugby / au tennis / au volleyball</i> <i>regarder des comédies / des films d'action / des films de science-fiction</i> <i>aller au cinéma</i> <i>faire du judo / de la gymnastique</i> <i>danser</i> <i>nager</i> <i>prendre des selfies</i> <i>tchatter</i> <i>surfer</i> <i>... parce que c'est amusant / génial / intéressant / ennuyeux / nul.</i>
Grammar practice		Grammaire, p. 26 ex. 1 and 2
Resources		Audio: tracks 1–4 Grammar & Translation Workbook pages 4–5 Front-of-Class (<i>ActiveTeach</i>): p.009 Thinking skills worksheet: Odd one out

Week Commencing 8th November 2021

Dynamo 3 Vert Module 1 Mon monde à moi - Unit 1 Qu'est-ce que tu fais comme activités extrascolaires? pp. 10–11

Pearson Progression Step Coverage (PPS)		2nd–4th Steps
Lesson starter		To revise present tense regular –er verb endings.
Plenary		To consolidate the use of <i>ne ... pas</i> and <i>ne ... rien</i> .
Learning objectives		Talking about after-school clubs and activities Using verbs in the present tense
Grammar and skills coverage		Saying 'on' + a day of the week G: Verbs in the present tense Pronunciation: cognates Using <i>jouer à</i> (with sports) and <i>jouer de</i> (with instruments) Looking out for negatives (<i>ne ... pas</i> / <i>ne ... rien</i>)
FCSE links		Unit 4 – Leisure (Leisure activities; Likes / dislikes and opinions)
Learning outcomes...		
Listening and responding	2nd–4th Steps	Listening to sentences about after-school activities and matching them with photos. Listening to short conversations about after-school activities and noting the day of the week and the letter of the matching photo. Listening to interviews about after-school activities and completing a table with the details: the activities, when, with whom, their opinion.
Speaking	2nd–3rd Steps	Pupils play a memory game based on picture prompts about which after-school activities they do on each day of the week.
Reading and responding	2nd–4th Steps	Matching sentences about after-school activities with photos. Reading an online forum about after-school activities and identifying the three correct English summary sentences.
Writing	3rd–4th Steps	Pupils write a post for an online forum with details of their after-school activities, when they do them, with whom and their opinion.
Key language		<i>Qu'est-ce que tu fais comme activités extrascolaires?</i> <i>Je chante dans la chorale.</i> <i>Je joue au badminton.</i> <i>Je joue du violon dans l'orchestre.</i> <i>Je fais du théâtre.</i> <i>Je fais de la gymnastique.</i> <i>Je vais au club de danse.</i> <i>Je vais au club d'informatique.</i> <i>Je ne fais rien.</i> <i>Je fais ça ...</i> <i>le (lundi)</i> <i>après les cours</i> <i>à midi</i> <i>avec mon copain/ma copine / mon équipe / mes amis.</i> <i>C'est (assez / très) amusant / intéressant.</i> <i>C'est génial!</i>
Grammar practice		<i>Grammaire</i> , p. 26 ex. 3
Resources		Audio: tracks 5–7 Grammar & Translation Workbook pages 6–7

	Front-of-Class (<i>ActiveTeach</i>): p.010 Flashcards: After-school activities p.010 Grammar quiz: The present tense p.010 Grammar video 1: <i>chanter</i> p.010 Grammar video 2: <i>aller</i> p.010 Grammar video 3: <i>faire</i> p.010 Pronunciation quiz: Cognates Homework (<i>ActiveLearn</i>): Listening Reading Vocabulary
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Week Commencing 15 th November 2021		
Dynamo 3 Vert Module 1 Mon monde à moi - Unit 2 Amis pour toujours! pp. 12–13		
Programme of Study (PoS)	2nd–4th Steps	
Lesson starter	To recognise the various parts of the key verbs <i>avoir</i> and <i>être</i> .	
Plenary	To consolidate personal descriptions using third person verbs.	
Learning objectives	Describing yourself and your friends Using the verbs <i>avoir</i> and <i>être</i>	
Grammar and skills coverage	G: Using <i>avoir</i> and <i>être</i> Pronunciation: adjectives (silent endings / feminine agreement) Using qualifiers with adjectives	
FCSE links	Unit 1 – Relationships, family and friends (Personal descriptions; Relationships with friends and family; Problems and differences)	
Learning outcomes...		
Listening and responding	3rd–4th Steps	Listening to people describing their own and their best friend's appearance and identifying the corresponding photos. Listening to check a gap-fill description of a photo of a group of friends. Listening to a longer description of a best friend and completing multiple-choice summary sentences.
Speaking	3rd Step	Pupils describe a friend or celebrity and then guess who their partner is describing.
Reading and responding	3rd–4th Steps	Reading descriptions of people and their friends and identifying the corresponding photos. Completing a gap-fill description of a photo of a group of friends. Reading two texts describing best friends and completing a table in English with details of each person's appearance and personality.
Writing	2nd–4th Steps	Pupils write a short paragraph describing their own best friend.
Key language		<i>Je suis ...</i> <i>Il/Elle est assez / très ...</i> <i>grand(e) / petit(e).</i> <i>Il/Elle est de taille moyenne.</i>

	<i>J'ai les yeux ...</i> <i>Il/Elle a les yeux ...</i> <i>bleus / gris / marron / verts.</i> <i>J'ai les cheveux ...</i> <i>Il/Elle a les cheveux ...</i> <i>blonds / bruns / noirs / roux / courts / longs / mi-longs / bouclés / raides.</i> <i>Voici une photo de mes amis.</i> <i>Sur la photo, il y a un garçon / une fille.</i> <i>Au centre / À droite / À gauche, il y a ...</i> <i>C'est ...</i> <i>mon meilleur ami/ma meilleure amie / mon copain/ma copine.</i> <i>Ton meilleur ami/Ta meilleure amie est comment?</i> <i>Je m'entends bien avec ...</i> <i>Je me dispute avec ...</i> <i>Il/Elle est ...</i> <i>très / assez / un peu ...</i> <i>arrogant(e) / impatient(e) / drôle / égoïste / sympa / timide.</i>
Grammar practice	<i>Grammaire, p. 26 ex. 3</i>
Resources	Audio: tracks 8–10 Grammar & Translation Workbook pages 8, 10–11 Front-of-Class (<i>ActiveTeach</i>): p.012 Class game: The verbs <i>être</i> and <i>avoir</i> p.012 Flashcards: Physical descriptions p.012 Grammar video 1: <i>avoir</i> p.012 Grammar video 2: <i>être</i> p.013 Description skills worksheet: Paint me a picture Homework (<i>ActiveLearn</i>): Listening Grammar Pronunciation Vocabulary

Week Commencing 22nd November 2021	
<i>Dynamo 3 Vert Module 1 Mon monde à moi - Unit 3 Comment as-tu fêté ton anniversaire? pp. 14–15</i>	
Pearson Progression Step Coverage (PPS)	3rd–5th Steps

Lesson starter		To introduce some of the time expressions used in this unit.
Plenary		To consolidate use of the perfect tense.
Learning objectives		Describing birthday celebrations Using the perfect tense
Grammar and skills coverage		G: The perfect tense Using sequencers Decoding unfamiliar vocabulary
FCSE links		Unit 4 – Leisure (Leisure activities) Unit 8 – Celebrations (Special occasions)
Learning outcomes...		
Listening and responding	3rd–5th Steps	Listening to how people celebrated their birthday and identifying the corresponding photo and text. Listening to longer descriptions of how people celebrated their birthday and noting the letters of the photos in the correct order. Listening to how people celebrated their birthday and noting in English the activities and opinions. Listening to a song about a birthday party and identifying verbs in the perfect tense.
Speaking	5th Step	Carrying out dialogues about recent birthday celebrations based on picture prompts.
Reading and responding	3rd–5th Steps	Reading sentences about how people celebrated their birthday and matching them to the corresponding photo. Reading an extended text about a birthday celebration: answering questions in English; identifying opinions in the text; translating a section of the text. Reading a song about a birthday party and identifying the verbs in the perfect tense.
Writing	5th Step	Pupils write a paragraph describing an imaginary ideal birthday party.
Key language		<i>Comment as-tu fêté ton anniversaire?</i> <i>J'ai ouvert mes cadeaux.</i> <i>J'ai fait une fête d'anniversaire.</i> <i>J'ai fait une soirée pyjama.</i> <i>J'ai joué au laser tag.</i> <i>J'ai mangé du gâteau d'anniversaire.</i> <i>Je suis allé(e) au cinéma.</i> <i>J'ai dansé.</i> <i>J'ai bu du coca.</i> <i>J'ai regardé mes messages.</i> <i>J'ai vu ...</i> <i>J'ai reçu ...</i> <i>Samedi dernier, j'ai fêté mon anniversaire.</i> <i>D'abord, j'ai ...</i> <i>Ensuite, ...</i> <i>Puis ...</i> <i>Après,</i> <i>Finalement, ...</i>

	<i>C'était ... amusant / génial / hyper-cool / marrant / sympa.</i>
Grammar practice	<i>Grammaire</i> , p. 27 ex. 4
Resources	Audio: tracks 11–14 Grammar & Translation Workbook pages 12–13 Front-of-Class (<i>ActiveTeach</i>): p.014 Flashcards: A birthday celebration p.014 Grammar quiz: The perfect tense p.014 Grammar video 1: <i>regarder</i> in the perfect tense p.014 Grammar video 2: <i>aller</i> in the perfect tense p.015 Class game: The perfect tense Homework (<i>ActiveLearn</i>): Listening Reading Vocabulary

Week Commencing 29 th November 2021		
Dynamo 3 Vert Module 1 Mon monde à moi - Unit 4 Qu'est-ce que tu as fait? pp. 16–17		
Pearson Progression Step Coverage (PPS)	4th–6th Steps	
Lesson starter	To revise vocabulary for items of clothing.	
Plenary	To encourage accuracy in present and perfect tense sentences.	
Learning objectives	Describing what you did and what you wore Using the present tense and the perfect tense	
Grammar and skills coverage	Adjectival agreement G Using the present tense and the perfect tense Pronunciation: tenses Listening for tense and time phrases Looking for different tenses in texts; listening for negatives	
FCSE links	Unit 1 – Relationships, family and friends (Personal descriptions; Likes / dislikes and opinions) Unit 4 – Leisure (Leisure activities; Likes / dislikes and opinions) Unit 8 – Celebrations (Special occasions)	
Learning outcomes...		
Listening and responding	4th–6th Steps	Listening and completing gap-fill texts about what people normally wear and what they wore last weekend. Listening and noting what people normally wear, what they wore last weekend and why. Listening to check pronunciation of present and perfect tense verbs. Listening to short dialogues and identifying the tense: present or past. Listening to an interview covering language from the whole module and deciding whether the English summary sentences are true or false.
Speaking	6th Step	Pupils interview a classmate, using the questions from the reading text and adapting the answers.

Reading and responding	5th–6th Steps	Reading about what people did and wore last weekend and matching each text to the corresponding photo. Completing gap-fill texts about what people normally wear and what they wore last weekend; translating one of the texts into English. Reading an interview covering language from the whole module and deciding whether the English summary sentences are true or false.
Writing	6th Step	Pupils complete two sentences, describing what they normally wear at the weekend, where they went last weekend and what they wore.
Key language		<i>Qu'est-ce que tu as fait, le weekend dernier?</i> <i>Qu'est-ce que tu as porté?</i> <i>Normalement, le weekend, je porte ...</i> <i>Cependant, le weekend dernier, j'ai porté ...</i> <i>un blouson / un jean / un jogging / un pantalon / un pull /</i> <i>un sweat (à capuche) / un tee-shirt ...</i> <i>une casquette / une chemise / une jupe / une robe / une veste ...</i> <i>des baskets / des bottes / des chaussures ...</i> <i>bleu(e)(s) / noir(e)(s) / vert(e)(s) / gris(e)(s) / blanc(he)(s) / violet(te)(s) /</i> <i>rouge(s) / jaune(s) / rose(s) / orange / marron.</i>
Grammar practice		<i>Grammaire</i> , p. 27 ex. 5
Resources		Audio: tracks 15–19 Grammar & Translation Workbook page 16 Front-of-Class (<i>ActiveTeach</i>): p.016 Class game: Colours and clothes p.017 Thinking skills worksheet: What did they wear? p.017 Video story: <i>Mon monde à moi</i> (A video about after-school activities and a search for two new Dynamo presenters.) p.017 Video worksheet: <i>Mon monde à moi</i> Homework (<i>ActiveLearn</i>): Listening Pronunciation Translation Vocabulary

Week Commencing 6th December 2021	
Dynamo 3 Vert Module 2 Projets d'avenir - Point de départ pp. 32–33	
Pearson Progression Step Coverage (PPS)	3rd–5th Steps

Learning objectives		Talking about earning money Using <i>on peut</i> + infinitive to say what people can do
Grammar and skills coverage		G: <i>on peut</i> + infinitive Looking for alternative words G: The present tense
Learning outcomes...		
Listening and responding	3rd–5th Steps	Listening to opinions of different ways to earn money: identifying the corresponding pictures and noting the opinions in English. Listening and completing a table in English with the jobs people do, how much they earn and which surprise question they are asked, Listening and responding to a role play with various surprise questions.
Speaking	3rd–5th Steps	Pupils carry out a dialogue giving their opinions of some different ways to earn money. Pupils discuss, prepare and carry out a role play about earning money and household tasks.
Reading and responding	3rd–4th Steps	Reading phrases about ways to earn money and matching them to the corresponding pictures. Reading an online forum about earning money: answering questions in English; working out the meaning of underlined phrases; identifying corresponding phrases for each text.
Writing	4th Step	Translating sentences into French by adapting sentences from the reading text.
Key language		<i>Qu'est-ce qu'on peut faire pour gagner de l'argent?</i> <i>Pour gagner de l'argent, ...</i> <i>on peut aider à la maison</i> <i>on peut aider les voisins</i> <i>on peut trouver un petit boulot</i> <i>on peut faire du baby-sitting.</i> <i>Je pense que / À mon avis c'est ...</i> <i>cool / facile / sympa / amusant / ennuyeux / difficile.</i> <i>Qu'est-ce que tu fais pour gagner de l'argent?</i> <i>Je lave la voiture pour ma voisine.</i> <i>Je garde mon petit frère / ma petite sœur.</i> <i>Je fais la cuisine.</i> <i>Je range ma chambre.</i> <i>Je travaille à la boulangerie / dans un café.</i> <i>Je n'aide pas à la maison.</i> <i>Combien est-ce que tu gagnes?</i> <i>Je gagne (8) euros par semaine / par mois.</i> <i>Est-ce que tu aimes faire du baby-sitting / aider les voisins?</i> <i>Oui, j'aime ... / Non, je n'aime pas ...</i>
Grammar practice		Grammaire, p. 50 ex. 1–2

Resources	Audio: tracks 27–29 Grammar & Translation Workbook pages 20–21 Front-of-Class (<i>ActiveTeach</i>): p.032 Flashcards: Earning money p.033 Grammar video 1: <i>chanter</i> p.033 Grammar video 2: <i>faire</i> Homework (<i>ActiveLearn</i>): Vocabulary
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Week Commencing 13th December 2021

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

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

Week Commencing 3rd January 2022

Dynamo 3 Vert Module 2 Projets d'avenir - Unit 1 Qu'est-ce que tu veux faire comme métier? pp. 34–35

Pearson Progression Step Coverage (PPS)	2nd–5th Steps	
Lesson starter	To revise the verb <i>vouloir</i> .	
Plenary	To consolidate masculine and feminine job nouns.	
Learning objectives	Talking about what job you want to do and why Using <i>vouloir</i> + infinitive to say ‘I want to ...’	
Grammar and skills coverage	Pronunciation: cognates Masculine and feminine nouns for jobs G: <i>vouloir</i> + infinitive Using <i>car</i> in place of <i>parce que</i> Listening for question words Pronunciation: distinguishing between <i>veux</i> and <i>vais</i>	
FCSE links	Unit 2 – Education and future plans (Plans for future, e.g. jobs; Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	3rd–5th Steps	Listening to short conversations about the jobs people want to do: identifying the corresponding picture and noting the opinion. Listening to three interviews: putting English questions in the order in which they are mentioned; making notes in English on the answers given.

Speaking	2nd–5th Steps	Reading aloud French masculine and feminine job nouns. Asking questions and giving opinions about jobs. Preparing and carrying out an interview using profile cards as prompts.
Reading and responding	2nd–5th Steps	Reading and matching phrases about jobs to the corresponding pictures. Reading an article and noting in English which job each person wants to do and the three reasons they give.
Writing	4th–5th Steps	Pupils write their own answers to three questions about jobs, using <i>et</i> , <i>parce que</i> and <i>car</i> to link their sentences.
Key language		<i>Qu'est-ce que tu veux faire comme métier?</i> <i>Je veux être ...</i> <i>scientifique</i> <i>pilote</i> <i>mécanicien/mécanicienne</i> <i>danseur/danseuse</i> <i>acteur/actrice</i> <i>dessinateur/dessinatrice</i> <i>infirmier/infirmière</i> <i>policier/policière</i> <i>ingénieur/ingénieure.</i> <i>Est-ce que tu veux être (scientifique)?</i> <i>Oui / Non, c'est ...</i> <i>varié / dangereux / passionnant / ennuyeux / pratique / fatigant / créatif / bien payé.</i> <i>Je veux travailler ...</i> <i>seul(e) / en équipe / avec des enfants / avec des animaux.</i> <i>Je veux aider les autres.</i>
Grammar practice		<i>Grammaire</i> , p. 50 ex. 1–2
Resources		Audio: tracks 30–31 Grammar & Translation Workbook pages 22–23 Front-of-Class (<i>ActiveTeach</i>): p.034 Flashcards: Jobs p.034 Grammar video: <i>vouloir</i> p.035 Thinking skills worksheet: Dream jobs Homework (<i>ActiveLearn</i>): Listening Pronunciation Vocabulary

Week Commencing 10th January 2022

Dynamo 3 Vert Module 2 Projets d'avenir - Unit 2 Qu'est-ce que tu vas faire à l'avenir? pp. 36–37

Pearson Progression Step Coverage (PPS)		3rd–5th Steps
Lesson starter		To revise numbers for use when talking about future plans.
Plenary		To encourage accuracy when using the near future tense.
Learning objectives		Talking about what you are going to do in the future Using the near future tense
Grammar and skills coverage		Substituting language Listening for negatives and future time expressions G: The near future tense Spotting negative verbs in reading texts
FCSE links		Unit 2 – Education and future plans (Plans for future, e.g. jobs)
Learning outcomes...		
Listening and responding	3rd–5th Steps	Listening and noting in English each person's future plans. Listening to people's future plans and completing a table with when, what they are going to do and what they don't plan to do. Listening to a song to check the lyrics.
Speaking	4th–5th Steps	Brainstorming vocabulary and carrying out dialogues about future plans. Singing along to a song about future plans.
Reading and responding	3rd–5th Steps	Matching English and French verbs in the near future tense. Reading an article about two people's future plans: identifying and correcting the two incorrect summary sentences. Reading and matching sentence halves to form song lyrics.
Writing	3rd–5th Steps	Writing sentences about future plans. Pupils write a paragraph about their own future plans.
Key language		<i>Qu'est-ce que tu vas faire à l'avenir?</i> <i>À l'avenir, / Dans dix ans, / Dans vingt-cinq ans, ...</i> <i>je vais habiter à l'étranger / en Chine.</i> <i>je vais acheter une grande maison / une Ferrari rouge.</i> <i>je vais être célèbre / heureux/heureuse.</i> <i>je vais avoir (cinq) enfants.</i> <i>je vais aller à New York / en Chine.</i> <i>je vais faire du travail bénévole.</i> <i>Je ne vais pas avoir d'enfants.</i> <i>Je ne vais pas être célèbre.</i> <i>Ce sera ...</i>
Grammar practice		<i>Grammaire</i> , p. 50 ex. 3–4
Resources		Audio: tracks 32–34 Grammar & Translation Workbook pages 24–25 Front-of-Class (<i>ActiveTeach</i>): p.036 Flashcards: In the future p.037 Class game: What are you going to do in the future? p.037 Grammar quiz: The near future tense p.037 Grammar video: <i>habiter</i> in the near future tense

	Homework (<i>ActiveLearn</i>): Listening Translation Vocabulary
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Week Commencing 17 th January 2022		
Dynamo 3 Vert Module 2 Projets d'avenir - Unit 3 Au travail, les robots! pp. 38–39		
Pearson Progression Step Coverage (PPS)		4th–5th Steps
Lesson starter		To revise key infinitives for use in this unit.
Plenary		To consolidate negatives in the perfect tense.
Learning objectives		Talking about what you did yesterday Using the perfect tense with <i>ne ... pas</i>
Grammar and skills coverage		G: The perfect tense (including <i>ne ... pas</i>) Translating negative perfect tense verbs Identifying negative phrases in listening and reading texts
Learning outcomes...		
Listening and responding	4th–5th Steps	Listening to a robot and her owner stating what they did and didn't do yesterday: identifying who says what. Listening and making notes in English about what four robots did and didn't do yesterday. Listening and completing a table about what a robot and his owner did and didn't do yesterday morning and afternoon, and their opinions.
Speaking	5th Step	Taking on the role of a robot or owner, and preparing and carrying out conversations based on picture prompts.
Reading and responding	4th–5th Steps	Translating positive and negative perfect tense verbs into English in statements about yesterday. Reading an article about two robots: deciding whether the French summary sentences are true or false; finding the French equivalents of some English words and phrases.
Writing	4th–5th Steps	Pupils write two imaginative accounts of what they did yesterday, as a robot and as the owner of a robot.
Key language		<i>Qu'est-ce que tu as fait hier?</i> <i>J'ai rangé les chambres.</i> <i>J'ai préparé les repas.</i> <i>J'ai travaillé dans le jardin.</i> <i>J'ai gardé les enfants.</i> <i>J'ai fait la vaisselle.</i> <i>Je suis allé(e) au supermarché.</i> <i>Je n'ai pas regardé la télé.</i> <i>J'ai joué aux jeux vidéo.</i> <i>Je n'ai pas aidé à la maison.</i> <i>Je ne suis pas allé(e) au supermarché.</i> <i>Je suis resté(e) à la maison.</i> <i>J'ai bu un café avec ma copine/mon copain.</i>

	<i>hier / d'abord / ensuite / après / l'après-midi / cependant</i> <i>C'était très fatigant / relax / ennuyeux / varié.</i>
Grammar practice	<i>Grammaire</i> , p. 51 ex. 5–6
Resources	Audio: tracks 35–37 Grammar & Translation Workbook page 28 Front-of-Class (<i>ActiveTeach</i>): p.038 Class game: What did you do yesterday? p.039 Reading skills worksheet: What does it all mean? p.039 Video story: <i>Projets d'avenir</i> (A video about earning money and future plans, with a job-related guessing game.) p.039 Video worksheet: <i>Projets d'avenir</i> Homework (<i>ActiveLearn</i>): Listening Grammar Reading Vocabulary

Week Commencing 24 th January 2022		
Dynamo 3 Vert Module 2 Projets d'avenir - Unit 4 Des ados entrepreneurs pp. 40–41		
Pearson Progression Step Coverage (PPS)	5th–6th Steps	
Lesson starter	To build knowledge of the francophone world.	
Plenary	To practise differentiating between the present and near future tenses.	
Learning objectives	Talking about different ways of making money Using two tenses together	
Grammar and skills coverage	Using time expressions to help understand texts G: Recognising two different tenses (present and near future)	
FCSE links	Unit 2 – Education and future plans (Plans for future, e.g. jobs)	
Learning outcomes...		
Listening and responding	5th–6th Steps	Listening to a teenager talking about how she makes money. Listening to interviews about how people make money: answering multiple-choice questions about each interviewee. Listening to an interview and noting in English answers to questions about how the interviewee earns money and her future plans.
Speaking	5th Step	Pupils carry out role play conversations based on details given in a profile about, including where they live and how they earn money.
Reading and responding	5th–6th Steps	Reading about how someone makes money and writing seven facts about her in English. Reading an interview with a teenage entrepreneur: answering questions in English; identifying examples of the present and near future tenses.
Writing	6th Step	Pupils write an interview with an invented French-speaking teenage entrepreneur.
Key language	Qu'est-ce que tu fais (à la maison) pour gagner de l'argent?	

	<i>J'habite en / au ...</i> <i>J'ai un blog ...</i> <i>J'ai une chaîne YouTube ...</i> <i>Je fais des vidéos.</i> <i>J'écris un poste.</i> <i>Je poste une vidéo sur le sport / la musique / le ski.</i> <i>Je fais des bracelets / des gâteaux.</i> <i>Je vends des bracelets / des gâteaux en ligne / au collège.</i> <i>Qu'est-ce que tu veux faire comme métier? Pourquoi?</i> <i>Je veux être (ingénieur) parce que c'est (varié).</i> <i>Je veux (aider les autres), mais je ne veux pas (travailler seul).</i> <i>Qu'est-ce que tu vas faire à l'avenir?</i> <i>À l'avenir, je vais (avoir une chaîne YouTube).</i> <i>à l'avenir / en ce moment / tous les jours / demain soir / le weekend</i>
Grammar practice	Grammaire, p. 51 ex. 7
Resources	Audio: tracks 38–40 Grammar & Translation Workbook pages 30–31 Front-of-Class (<i>ActiveTeach</i>): p.041 Grammar quiz: The present and near future tenses p.041 Writing skills worksheet: Why so tense? Homework (<i>ActiveLearn</i>): Listening Reading Translation Vocabulary

Week Commencing 31 st January 2022		
Dynamo 3 Vert Module 3 Ma vie en musique - Point de départ pp. 56–57		
Pearson Progression Step Coverage (PPS)	2nd–4th Steps	
Learning objectives	Talking about songs and musical instruments Using adjectival agreement	
Grammar and skills coverage	G: Adjectival agreement (singular nouns) Expressing possession (<i>J'aime la musique de ...</i>) Pronunciation: cognates	
FCSE links	Unit 4 – Leisure (Leisure activities; Likes / dislikes and opinions)	
Learning outcomes...		
Listening and responding	2nd–4th Steps	Listening to opinions about a song and matching sentence halves. Listening to four people talking about a song and noting the details and opinions in English. Listening to descriptions of band members in a photo and identifying the correct person each time. Listening to a song to check answers in a gap-fill text.

Speaking	3rd–4th Steps	Pupils discuss aspects of a song with their partner. Pupils describe a photo of a band, filling the gaps in a text and reading it aloud.
Reading and responding	3rd Step	Matching the halves of sentences stating likes and dislikes with reasons. Reading a forum about favourite songs and completing a table for each forum entry. Reading the lyrics of a song and guessing which words are missing.
Writing	3rd Step	Pupils adapt a text to write their own short paragraph about their favourite song, and giving a reason why they like the song. Copying and completing a description of a photo of a band.
Key language		<i>Est-ce que tu aimes la chanson? Pourquoi (pas)?</i> <i>J'adore / J'aime / Je n'aime pas / Je déteste la chanson parce que ...</i> <i>... le chanteur est bon.</i> <i>... le rythme est intéressant.</i> <i>... la mélodie est nulle.</i> <i>... la chanson est démodée.</i> <i>J'adore les paroles.</i> <i>Ça me donne envie de danser!</i> <i>J'écoute en streaming.</i> <i>J'ai une playlist sur mon portable.</i> <i>Tu es d'accord?</i> <i>Oui, je suis d'accord.</i> <i>Non, je ne suis pas d'accord.</i> <i>Ma chanson préférée, c'est ...</i> <i>Je / Il/Elle chante ...</i> <i>Je / Il/Elle joue ...</i> <i>du piano / du clavier / du saxo(phone) / du violon / de la batterie / de la flûte / de la guitare (électrique) / de la trompette / de la clarinette.</i> <i>Sur la photo, il y a un groupe.</i> <i>Dans le groupe, il y a ...</i> <i>À gauche, ...</i> <i>À droite, ...</i> <i>Au fond, ...</i> <i>Il y a une fille qui ...</i> <i>Elle a les cheveux ...</i> <i>Il y a un garçon qui ...</i> <i>Il porte ...</i>
Grammar practice		Grammaire, p. 74 ex. 1

Resources	Audio: tracks 48–52 Grammar & Translation Workbook pages 36–37 Front-of-Class (<i>ActiveTeach</i>): p.057 Flashcards: Musical instruments p.057 Speaking skills worksheet: Talking about musical instruments Homework (<i>ActiveLearn</i>): Vocabulary
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Week Commencing 7 th February 2022		
Dynamo 3 Vert Module 3 Ma vie en musique - Unit 1 Qu'est-ce que tu écoutes? pp. 58–59		
Pearson Progression Step Coverage (PPS)		3rd–4th Steps
Lesson starter		To revise key frequency expressions.
Plenary		To encourage accuracy when using the comparative.
Learning objectives		Discussing your musical preferences Using the comparative
Grammar and skills coverage		Using expressions of frequency; <i>ne ... jamais</i> G: Using the comparative Identifying the subject of a sentence; Spotting negatives
FCSE links		Unit 4 – Leisure (Likes / dislikes and opinions)
Learning outcomes...		
Listening and responding	3rd–4th Steps	Listening and noting the types of music that three people like. Listening and completing a table details of how often the speakers listen to music, their musical likes and dislikes, and reasons. Listening to opinions that use the comparative and working out the meanings in English.
Speaking	3rd–4th Steps	Pupils carry out a survey to find out how often their classmates listen to music, which types of music they like and dislike, and the reasons. Pupils discuss whether they agree or disagree with a series of opinions that use the comparative.
Reading and responding	3rd–4th Steps	Reading and noting the types of music that three people like. Reading opinions that use the comparative and working out the meanings in English. Reading a blog about two people's musical tastes and opinions and identifying true and false sentences about the blog.
Writing	4th Step	Translating sentences into French.
Key language		<i>Qu'est-ce que tu aimes comme musique?</i> <i>J'aime (beaucoup), etc. ...</i> <i>le hip-hop / le jazz / le rap / le R'n'B / le reggae / le rock / la musique classique / la musique traditionnelle / la techno.</i> <i>J'aime toutes sortes de musique.</i> <i>J'aime un peu de tout.</i> <i>tout le temps / souvent / parfois / de temps en temps / ne ... jamais</i>

	<i>À mon avis, ...</i> <i>Pour moi, ...</i> <i>c'est ...</i> <i>cool / relaxant / amusant / original / intéressant / ennuyeux / nul.</i> <i>Le R'n'B est meilleur que la musique traditionnelle.</i> <i>La musique classique est plus ... que le hip-hop.</i>
Grammar practice	<i>Grammaire</i> , p. 74 ex. 2
Resources	Audio: tracks 53–55 Grammar & Translation Workbook pages 38–39 Front-of-Class (<i>ActiveTeach</i>): p.058 Class game: What kind of music do you like? p.059 Grammar quiz: The comparative Homework (<i>ActiveLearn</i>): Listening Reading Translation Vocabulary

Week Commencing 21 st February 2022		
Dynamo 3 Vert Module 3 Ma vie en musique - Unit 2 De jeunes réfugiés pp. 60–61		
Pearson Progression Step Coverage (PPS)	3rd–6th Steps	
Lesson starter	To revise the verb <i>aller</i> for use in the near future tense.	
Plenary	To encourage accuracy when translating into French.	
Learning objectives	Describing future plans Using two time frames (present and near future)	
Grammar and skills coverage	G: Using the near future tense Identifying the tense in reading and listening passages Combining the present and near future tenses	
FCSE links	Unit 2 – Education and future plans (Plans for future, e.g. jobs)	
Learning outcomes...		
Listening and responding	3rd–6th Steps	Listening to a young refugee talking about her future plans and matching sentence halves. Listening to a young refugee talking about his upcoming orchestra tour and answering multiple-choice questions. Listening to a young refugee talking about her current life and future plans and answering questions in English.
Speaking	4th–5th Steps	Pupils carry out two conversations about future plans, using picture prompts for ideas.
Reading and responding	3rd–6th Steps	Reading and matching sentence halves about future plans. Reading a blog about a young refugee's current life and future plans; identifying whether the verbs in English summary sentences are in the correct tense and correcting those that are incorrect.
Writing	6th Step	Pupils imagine they are a refugee musician and write a text using the details given.

Key language	<i>Je viens de / d' / du / des ...</i> <i>J'habite (en / au / aux) ...</i> <i>Je suis membre ...</i> <i>d'un orchestre.</i> <i>d'une chorale.</i> <i>d'un groupe de musique.</i> <i>Qu'est-ce que tu vas faire</i> <i>l'année prochaine / l'été prochain / la semaine prochaine / à</i> <i>l'avenir?</i> <i>Je vais ...</i> <i>faire une tournée avec la chorale.</i> <i>visiter les États-Unis et le Canada.</i> <i>voyager en avion et en car.</i> <i>chanter toutes sortes de chansons.</i> <i>écrire un blog sur la tournée.</i> <i>prendre beaucoup de photos.</i> <i>être musicien(ne) professionnel(le).</i>
Grammar practice	<i>Grammaire</i> , p. 74 ex. 3
Resources	Audio: tracks 56–58 Grammar & Translation Workbook page 42 Front-of-Class (<i>ActiveTeach</i>): p.060 Class game: The present and the near future p.060 Flashcards: Countries p.060 Grammar video: <i>habiter</i> in the near future tense p.061 Reading skills worksheet: Two tenses are better than one Homework (<i>ActiveLearn</i>): Listening Translation Vocabulary

Week Commencing 28th February 2022	
Dynamo 3 Vert Module 3 Ma vie en musique - Unit 3 Je suis allé(e) à un concert! pp. 62–63	
Pearson Progression Step Coverage (PPS)	4th–5th Steps
Lesson starter	To revise key verbs that will be used in the perfect tense.

Plenary		To consolidate understanding of the perfect tense.
Learning objectives		Describing a trip to a concert Using the perfect tense
Grammar and skills coverage		G: Using the perfect tense Pronunciation: é Listening for negatives G: Negatives in the perfect tense
FCSE links		Unit 4 – Leisure (Leisure activities)
Learning outcomes...		
Listening and responding	5th Step	Listening to two people talking about a concert they went to and answering multiple-choice questions in French. Listening and noting what people didn't do in the past.
Speaking	4th–5th Steps	Pupils ask and answer questions about a concert they have been to in the past. Asking questions and responding using negative phrases.
Reading and responding	4th–5th Steps	Matching perfect tense sentences to pictures and identifying the English meanings of French perfect tense verbs. Reading a longer text about a visit to a concert in the past and answering questions in English.
Writing	5th Step	Pupils imagine that they have been to a concert and adapt a text to write a paragraph about their experiences.
Key language		<i>Samedi dernier, je suis allé(e) à un concert à Paris.</i> <i>Je suis allé(e) à Paris en train.</i> <i>J'ai vu ma chanteuse préférée, Louane.</i> <i>J'ai acheté un billet en ligne.</i> <i>J'ai acheté ...</i> <i>un poster / un tee-shirt / une casquette / des souvenirs.</i> <i>J'ai retrouvé mes amis au stade.</i> <i>J'ai dansé et j'ai chanté.</i> <i>J'ai pris beaucoup de photos.</i> <i>J'ai pris des selfies.</i> <i>J'ai mangé un hamburger-frites.</i> <i>J'ai bu un coca.</i> <i>Je n'ai pas mangé de pizza.</i> <i>C'était ...</i> <i>super top / fantastique / trop cher.</i> <i>Quand est-ce que tu es allé(e) au concert?</i> <i>Comment est-ce que tu es allé(e) au concert?</i> <i>Qui est-ce que tu as vu?</i> <i>Qu'est-ce que tu as fait aussi?</i>
Grammar practice		Grammaire, p. 75 ex. 4
Resources		Audio: tracks 59–60 Grammar & Translation Workbook pages 44–45 Front-of-Class (ActiveTeach): p.062 Flashcards: Weekend activities p.062 Grammar video: The perfect tense of <i>acheter</i>

	p.063 Pronunciation quiz: The sounds <i>ai</i> and <i>é</i> in perfect tense verbs p.063 Writing skills worksheet: Support for Pupil Book page 63, exercise 7 Homework (<i>ActiveLearn</i>): Grammar Listening Pronunciation Vocabulary
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Week Commencing 7 th March 2022		
Dynamo 3 Vert Module 3 Ma vie en musique - Unit 4 La musique, c'est ma vie! pp. 64–65		
Pearson Progression Step Coverage (PPS)		5th–6th Steps
Lesson starter		To revise key connectives.
Plenary		To consolidate present and perfect tense verbs.
Learning objectives		Interviewing a young musician Using the present tense and the perfect tense together
Grammar and skills coverage		G: Using the present tense and the perfect tense together Writing skills: giving reasons and opinions, including negative expressions and comparatives
FCSE links		Unit 4 – Leisure (Likes / dislikes and opinions)
Learning outcomes...		
Listening and responding	5th–6th Steps	Pupils listen to check they have matched answers and questions correctly. Listening to identify the topic being talked about and making additional notes in English.
Speaking	6th Step	Pupils carry out interviews, using the questions and details given.
Reading and responding	5th–6th Steps	Reading an interview and writing summary sentences in English. Noting verbs in French sentences and identifying the tense (present or perfect). Reading French questions and identifying the correct answers from a longer text. Reading an interview with a musician and completing English sentences.
Writing	6th Step	Pupils write an interview about themselves for a magazine.
Key language		<i>Est-ce que tu joues d'un instrument?</i> <i>Je joue de la guitare (etc.).</i> <i>Je chante, mais je ne joue pas d'un instrument.</i> <i>Qu'est-ce que tu aimes comme musique?</i> <i>J'aime surtout le R'n'B.</i> <i>Quelle est ta chanson préférée – et pourquoi?</i> <i>Ma chanson préférée, c'est Fragile de Soprano parce que le rythme est bon.</i> <i>Est-ce que tu es allé(e) à un concert récemment?</i>

	<i>Je suis allé(e) à un concert d'Ariana Grande. C'était fabuleux!</i> <i>Qu'est-ce que tu as fait, ...?</i> <i>samedi matin / soir</i> <i>dimanche</i> <i>la semaine dernière</i> <i>le weekend dernier</i> <i>l'année dernière</i> <i>J'ai joué avec mon groupe.</i> <i>J'ai fait du vélo.</i> <i>J'ai joué au foot.</i> <i>Je suis allé(e) au cinéma avec mes amis.</i> <i>J'ai mangé au restaurant avec ma famille.</i>
Grammar practice	Grammaire, p. 75 ex. 5
Resources	Audio: tracks 61–62 Grammar & Translation Workbook page 48 Front-of-Class (<i>ActiveTeach</i>): p.064 Grammar quiz: The present and perfect tenses together p.065 Video story: <i>Ma vie en musique</i> (A video about music, in which the <i>Dynamo</i> team organises a concert to raise funds for refugees.) p.065 Video worksheet: <i>Ma vie en musique</i> Homework (<i>ActiveLearn</i>): Grammar Listening

Week Commencing 14 th March 2022		
Dynamo 3 Vert Module 4 Le meilleur des mondes - Point de départ pp. 80–81		
Pearson Progression Step Coverage (PPS)	1st–4th Steps	
Learning objectives	Talking about food Describing a photo	
Grammar and skills coverage	G: The partitive article (<i>du, de la, de l', des</i>) Translating the present tense into French	
FCSE links	Unit 6 – Food and drink (Preferences and opinions on food / drink) Unit 7 – Local area and environment (Environmental problems in your area)	
Learning outcomes...		
Listening and responding	3rd–4th Steps	Pupils listen to check they have matched food items to the correct photos, then note the opinions in English. Listening to two descriptions of a photo and answering questions in English.
Speaking	4th Step	Preparing responses to the question, 'What is in the photo?'.
Reading and responding	1st–4th Steps	Matching food items to photos of school canteen meals in the UK and France. Translating two passages into English.

		Answering multiple-choice questions about a photo of someone picking up litter on a beach.
Writing	3rd–4th Steps	Pupils write a short paragraph giving their opinions of school canteen meals from four different countries.
Key language		<i>Qu'est-ce qu'on mange à la cantine scolaire?</i> <i>Dans le repas, il y a ...</i> <i>un fruit / un jus de fruits.</i> <i>du fromage / du pain / du lait / du riz.</i> <i>de la viande / de la soupe.</i> <i>de l'eau.</i> <i>des légumes / des frites / des pommes de terre / des haricots / des sandwiches.</i> <i>À mon avis, ... /</i> <i>Je pense que ...</i> <i>le repas à la cantine ...</i> <i>en France</i> <i>en Grande-Bretagne</i> <i>au Canada / au Gabon</i> <i>est / n'est pas ...</i> <i>délicieux / savoureux / sain / simple</i> <i>car ...</i> <i>j'aime / je déteste ...</i> <i>le riz / la viande / les légumes.</i> <i>Mon repas préféré, c'est le repas à la cantine en / au ...</i> <i>Sur la photo, il y a ...</i> <i>un homme / une femme / un garçon / une fille.</i> <i>Il est au collège / à la plage / à la campagne.</i> <i>Il porte un tee-shirt / un chapeau / un gilet vert.</i> <i>Il mange une glace.</i> <i>Elle boit de l'eau.</i> <i>Elle ramasse des déchets.</i> <i>Il pleut.</i> <i>Il fait beau / mauvais.</i>
Resources		Audio: tracks 70–71 Grammar & Translation Workbook pages 52–53 Front-of-Class (<i>ActiveTeach</i>): p.080 Flashcards: Food and drink Homework (<i>ActiveLearn</i>): Vocabulary

Weeks Commencing 21st & 28th March 2022

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

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

Dynamo 3 Vert Module 4 Le meilleur des mondes - Unit 1 Est-ce que tu manges de la viande? pp. 82–83

Pearson Progression Step Coverage (PPS)		3rd–5th Steps
Lesson starter		To revise food vocabulary.
Plenary		To consolidate understanding of how to use <i>ne ... pas</i> and <i>ne ... jamais</i> .
Learning objectives		Discussing eating habits Using <i>ne ... pas</i> and <i>ne ... jamais</i>
Grammar and skills coverage		G: Using <i>ne ... pas</i> and <i>ne ... jamais</i> Pronunciation: cognates
FCSE links		Unit 6 – Food and drink (Eating habits)
Learning outcomes...		
Listening and responding	3rd–5th Steps	Listening what people do and don't eat and identifying the French equivalents for the English phrases given. Listening to people talking about their eating habits and matching each speaker to the correct name and set of pictures. Listening to whether people are for or against veganism and noting their answers and reasons.
Speaking	3rd–5th Steps	Asking and answering questions to identify the correct person from a set of picture prompts. Pupils discuss whether they are for or against veganism, using the reasons and expressions given.
Reading and responding	3rd–4th Steps	Reading about what four people do and don't eat and identifying the French equivalents for the English phrases given. Matching words for dietary choices to written descriptions of what people do and don't eat. Reading reasons for and against veganism and completing summary sentences in English.
Writing	3rd–4th Steps	Pupils use two sets of picture prompts to answer the question, 'Do you eat meat?'. They then write their own response to the question.

Key language	<i>Est-ce que tu manges de la viande?</i> <i>Je mange du poisson.</i> <i>Je mange de la viande.</i> <i>Je mange beaucoup de fruits et de légumes.</i> <i>Je bois du lait.</i> <i>Je ne mange pas ...</i> <i>Je ne mange jamais ...</i> <i>de poisson.</i> <i>de viande.</i> <i>de produits d'origine animale.</i> <i>Je ne bois pas de lait.</i> <i>Est-ce que tu es pour ou contre le véganisme?</i> <i>Je suis pour / contre le véganisme.</i> <i>À mon avis, ... / Je pense que ... / Pour moi, ...</i> <i>C'est sain.</i> <i>La production de viande, c'est mauvais pour l'environnement.</i> <i>Manger des animaux, c'est cruel.</i> <i>Il y a beaucoup de vitamines dans la viande, le lait et le poisson.</i> <i>La viande, c'est très savoureux.</i> <i>Manger des animaux, c'est normal.</i> <i>Tu es d'accord?</i> <i>Je suis d'accord.</i> <i>Je ne suis pas d'accord.</i> <i>Tu rigoles!</i>
Grammar practice	Grammaire, p. 98 ex. 1 and 2
Resources	Audio: tracks 72–74 Grammar & Translation Workbook pages 54–55 Front-of-Class (ActiveTeach): p.082 Class game: Do you eat meat? p.082 Grammar quiz: <i>ne ... pas</i>, <i>ne ... jamais</i> and changing articles to <i>de</i> p.083 Pronunciation quiz: The vowel sounds <i>é</i> and <i>i</i> p.083 Thinking skills worksheet: What's in their basket? Homework (ActiveLearn): Grammar Listening Reading Vocabulary

Week Commencing 25th April 2022

Dynamo 3 Vert Module 4 Le meilleur des mondes - Unit 2 Action pour la nature! pp. 84–85

Programme of Study (PoS)		2nd–5th Steps
Lesson starter		To introduce the animal nouns used in this unit.
Plenary		To consolidate use of <i>il faut</i> and <i>il ne faut pas</i> .
Learning objectives		Talking about animals and the natural world Using <i>il faut</i> + infinitive
Grammar and skills coverage		Reading skills: using context, pictures and logic to work out the meaning of unknown vocabulary Translating into English (the definite article) G: Using <i>il faut</i> + infinitive <i>pour</i> + infinitive
FCSE links		Unit 7 – Local area and environment (Environmental problems in your area)
Learning outcomes...		
Listening and responding	3rd–5th Steps	Listening and matching descriptions of animals' habitats, food and what endangers them with the correct animals. Listening to a discussion about protecting endangered animals and noting each person's ideas.
Speaking	4th–5th Steps	Pupils take part in a group discussion about what should be done to protect endangered animals, using the ideas given.
Reading and responding	2nd–4th Steps	Reading information cards and using context and logic to work out the English meanings of key words. Reading a brochure and matching English infinitives with their French equivalents, then translating phrases into English.
Writing	3rd–5th Steps	Copying and completing two gapped descriptions of endangered animals. Translating sentences into French using <i>il faut</i> and <i>il ne faut pas</i> . Copying and completing sentences to write a blog entry about protecting animals.
Key language		<i>Le panda géant / Le tigre / Le rhinocéros / Le crocodile / La tortue marine / L'ours polaire habite ...</i> <i>au pôle Nord.</i> <i>dans la forêt.</i> <i>dans l'eau.</i> <i>à la campagne.</i> <i>Il/Elle mange du poisson / de la viande / des plantes.</i> <i>Il/Elle est menacé(e) par ...</i> <i>le changement climatique.</i> <i>la déforestation.</i> <i>la pollution.</i> <i>la chasse.</i> <i>Qu'est-ce qu'il faut faire pour protéger les animaux menacés?</i> <i>Il faut ...</i> <i>ramasser les déchets.</i> <i>recycler le papier et les bouteilles.</i> <i>aller (au collège) à pied ou à vélo.</i>

	<i>Il ne faut pas ... manger trop de viande. utiliser trop d'énergie. laisser de sacs en plastique sur la plage.</i>
Grammar practice	Grammaire, p. 98 ex. 3 and 4
Resources	Audio: tracks 75–76 Grammar & Translation Workbook pages 56–57 Front-of-Class (<i>ActiveTeach</i>): p.085 Reading skills worksheet: Save the snow leopards Homework (<i>ActiveLearn</i>): Listening Reading Translation Vocabulary

Week Commencing 2 nd May 2022		
Dynamo 3 Vert Module 4 Le meilleur des mondes - Unit 3 Mission écolo! pp. 86–87		
Pearson Progression Step Coverage (PPS)	4th–6th Steps	
Lesson starter	To introduce the past tense time expressions used in this unit.	
Plenary	To practise differentiating between the present and perfect tenses.	
Learning objectives	Talking about helping the environment Using the perfect tense	
Grammar and skills coverage	Using <i>on</i> to mean ‘we’ G: The perfect tense Using the present and perfect tenses together Using <i>le/lalles</i> and <i>dul/de laldes</i>	
FCSE links	Unit 7 – Local area and environment (Environmental problems in your area)	
Learning outcomes...		
Listening and responding	4th–6th Steps	Listening to what people have done to help the environment: noting the time expressions mentioned, then matching the extracts to posters. Listening to an interview about environmental problems and actions and answering comprehension questions in English.
Speaking	4th–5th Steps	Taking part in a conversation about actions done to help the environment, using picture prompts for ideas.
Reading and responding	4th–6th Steps	Reading posters showing past actions to help the environment and completing gapped English translations. Reading an interview about environmental problems and actions and answering comprehension questions in English.
Writing	6th Step	Writing an interview about environmental problems and actions.
Key language		<i>Qu’est-ce qu’on a fait récemment pour aider l’environnement?</i>

	<i>J'ai ramassé des déchets. J'ai recyclé du papier et du plastique. J'ai acheté des produits bio à la cantine scolaire. Je suis allé(e) au collège à pied. On a utilisé moins d'énergie au collège. On a organisé une campagne anti-plastique.</i> <i>hier le weekend dernier lundi dernier vendredi dernier la semaine dernière l'année dernière</i> <i>J'habite dans ... un village / une ville / une grande ville ... en Angleterre / en Écosse / en Irlande du Nord. au pays de Galles.</i> <i>Dans mon pays, les problèmes sont ... la déforestation. la pollution. le changement climatique.</i> <i>Tous les jours, ... je recycle le plastique / le papier. j'utilise moins d'énergie / de l'énergie solaire. je ramasse des déchets. je vais au collège à pied.</i>
Resources	Audio: tracks 77–78 Grammar & Translation Workbook page 58 Front-of-Class (ActiveTeach): p.086 Flashcards: Helping the environment p.087 Speaking skills worksheet: Saving the planet Homework (ActiveLearn): Grammar Listening Vocabulary

Week Commencing 9th May 2022

Dynamo 3 Vert Module 4 Le meilleur des mondes - Unit 4 Je voudrais changer le monde ... pp. 88–89

Pearson Progression Step Coverage (PPS)		4th–7th Steps
Lesson starter		To revise the key infinitives used in this unit.
Plenary		To practise translation into English.
Learning objectives		Talking about what you would like to do Using <i>je voudrais</i> + infinitive
Grammar and skills coverage		G: Using <i>je voudrais</i> + infinitive Using <i>est-ce que</i> to change a statement into a question Combining three tenses (present, perfect and conditional) Using time phrases
FCSE links		Unit 7 – Local area and environment (Environmental problems in your area)
Learning outcomes...		
Listening and responding	4th–7th Steps	Pupils listen to check they have completed French sentences with the correct infinitives. Listening and noting in English what each person would like to do to help the environment and identifying the reason. Listening and noting what two people do, have done and would like to do to help the environment.
Speaking	5th–7th Steps	Asking and answering questions about actions to help the environment, giving reasons. Using picture prompts to prepare answers to questions about helping the environment, and practising a conversation with a partner.
Reading and responding	4th–7th Steps	Reading sentences about environmental activities that people would like to do and completing the sentences with the correct infinitives. Reading an article about protecting the planet and noting in English actions in the past, present and future.
Writing	7th Step	Pupils write a paragraph about their own past, present and future actions to protect the planet.
Key language		<i>Qu'est-ce que tu voudrais faire pour changer le monde?</i> <i>Je voudrais utiliser moins de plastique.</i> <i>Je voudrais acheter moins de vêtements.</i> <i>Je voudrais manger moins de viande.</i> <i>Je voudrais organiser une campagne anti-déchets.</i> <i>Je voudrais faire du travail bénévole.</i> <i>Je voudrais être membre d'un groupe écolo.</i> <i>Il faut aider les animaux menacés.</i> <i>Il faut protéger la planète.</i> <i>Il faut combattre le changement climatique.</i> <i>Il faut aider les autres.</i> <i>Qu'est-ce qu'il faut faire pour protéger les animaux menacés?</i> <i>Il faut ..., mais il ne faut pas ...</i> <i>Qu'est-ce que tu as fait récemment pour protéger la planète?</i>

	<i>J'ai ... et je suis ...</i> <i>Qu'est-ce que tu voudrais faire pour changer le monde?</i> <i>Je voudrais ...</i>
Grammar practice	<i>Grammaire</i> , p. 99 ex. 5–7
Resources	Audio: tracks 79–81 Grammar & Translation Workbook pages 60–61 Front-of-Class (<i>ActiveTeach</i>): p.088 Flashcards: Changing the world p.088 Grammar quiz: <i>je voudrais / je ne voudrais pas</i> + infinitive p.089 Class game: I'd like to change the world ... p.089 Video story: <i>Le meilleur des mondes</i> (An eco special about caring for the environment, with a quiz about endangered species.) p.089 Video worksheet: <i>Le meilleur des mondes</i> Homework (<i>ActiveLearn</i>): Listening Pronunciation Vocabulary

Week Commencing 16 th May 2022		
Dynamo 3 Vert Module 5 Le monde francophone - Unit 1 Quel pays voudrais-tu visiter? pp. 102–103		
Pearson Progression Step Coverage (PPS)	3rd–4th Steps	
Lesson starter	To build knowledge of the francophone world.	
Plenary	To practise accurate use of articles with countries.	
Learning objectives	Using different articles Talking about countries you would like to visit	
Grammar and skills coverage	G: Indefinite and definite articles G: Definite articles with <i>à</i> and <i>de</i> (partitive articles)	
FCSE links	Unit 3 – Holidays and travel (Holiday destinations and activities)	
Learning outcomes...		
Listening and responding	3rd Step	Listening to sentences about things someone would like to do in Brussels and matching the sentences with the correct photos. Listening to why people would like to visit different countries and identifying the correct set of pictures for each person. Guessing which place and type of food is in each of four countries, then listening to check.
Speaking	3rd–4th Steps	Pupils use the information given to say sentences about four countries. Pupils take turns to memorise and say sentences about a country they would like to visit. They then check whether their partner says the sentences correctly.
Reading and responding	3rd–4th Steps	Matching sentences about things someone would like to do in Brussels with the correct photos; copying and completing English translations of the sentences.

		Reading and translating into English a text about things someone would like to do during a visit to Senegal.
Key language		<i>Quel pays francophone voudrais-tu visiter?</i> <i>Je voudrais visiter ...</i> <i>le Laos / le Canada / le Vietnam / le Gabon / le Sénégal</i> <i>la Belgique / la Martinique / la Tunisie / la Suisse</i> <i>les Seychelles</i> <i>car il y a ...</i> <i>un musée d'art</i> <i>un festival de jazz</i> <i>une mosquée</i> <i>des éléphants</i> <i>des plages</i> <i>et j'adore / j'aime ...</i> <i>le surf.</i> <i>la musique.</i> <i>l'histoire.</i> <i>les animaux.</i> <i>les frites.</i> <i>Je voudrais aller ...</i> <i>au lac de Genève.</i> <i>au parc national.</i> <i>à la plage.</i> <i>aux temples bouddhistes.</i> <i>Je voudrais manger ...</i> <i>du chocolat.</i> <i>du poulet fumé.</i> <i>de la soupe.</i> <i>des fruits de mer.</i>
Resources		Audio: tracks 90–92 Grammar & Translation Workbook pages 64–65 Front-of-Class (<i>ActiveTeach</i>): p.103 Class game: Articles p.103 Cultural skills worksheet: The francophone world Homework (<i>ActiveLearn</i>): Listening Translation

Week Commencing 23rd May 2022

Dynamo 3 Vert Module 5 Le monde francophone - Unit 2 On va voir des choses extraordinaires! pp. 104–105

Pearson Progression Step Coverage (PPS)		2nd–4th Steps
Lesson starter		To revise some useful adjectives.
Plenary		To practise accuracy with written language.
Learning objectives		Using adjectives Describing impressive places
Grammar and skills coverage		G: Adjectival agreement (adjective after noun) Pronunciation: masculine / feminine adjectives G: Adjectival agreement (adjective before noun)
FCSE links		Unit 3 – Holidays and travel (Holiday destinations and activities; Preferences and opinions)
Learning outcomes...		
Listening and responding	2nd–3rd Steps	Listening and noting the place each person would like to visit and the adjectives used to describe each place. Listening to descriptions of famous tourist sites and identifying the correct photo.
Speaking	2nd–3rd Steps	Describing famous tourist sites, using correct adjectival agreement. Pupils describe a place shown in a photo for their partner to identify.
Reading and responding	4th Step	Reading a text about UNESCO sites in France and answering questions in English.
Writing	2nd–3rd Steps	Writing sentences to describe different places, using adjectives with the correct agreement and qualifiers. Rewriting sentences, putting articles, nouns and adjectives into the correct order.
Key language		<i>Le Mont-Saint-Michel</i> <i>Le pont du Gard</i> <i>Le Mont Perdu</i> <i>La dune du Pilat</i> <i>La tour Eiffel</i> <i>est (très / vraiment) ...</i> <i>intéressant(e).</i> <i>impressionnant(e).</i> <i>fabuleux/fabuleuse.</i> <i>mystérieux/mystérieuse.</i> <i>beau/belle.</i> <i>vieux/vieille.</i> <i>unique.</i> <i>célèbre.</i> <i>C'est un / une ...</i> <i>grand(e) ...</i> <i>beau/belle ...</i> <i>vieux/vieille ...</i> <i>pont / monument / château / montagne / ville / mosquée ...</i> <i>impressionnant(e).</i> <i>fabuleux/fabuleuse.</i> <i>historique.</i>

Resources	Audio: tracks 93–94 Grammar & Translation Workbook pages 66–67 Front-of-Class (<i>ActiveTeach</i>): p.105 Class game: In my opinion, it's a beautiful castle! p.105 Grammar quiz: Using adjectives Homework (<i>ActiveLearn</i>): Listening Pronunciation Vocabulary
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Week Commencing 30 th May 2022		
Dynamo 3 Vert Module 5 Le monde francophone - Unit 3 Réserver des excursions pp. 106–107		
Programme of Study (PoS)		2nd–5th Steps
Lesson starter		To revise verbs that are often followed by an infinitive.
Plenary		To consolidate understanding of the infinitive.
Learning objectives		Using verbs with the infinitive Talking about holiday activities
Grammar and skills coverage		G: Using the infinitive after verbs of opinion Using <i>aussi</i> G: Using the infinitive after modal verbs (<i>pouvoir</i> and <i>vouloir</i>) Using indefinite articles after negatives
FCSE links		Unit 3 – Holidays and travel (Holiday destinations and activities; Preferences and opinions)
Learning outcomes...		
Listening and responding	2nd–5th Steps	Listening and identifying the holiday activities mentioned and noting opinions. Listening to three conversations in a tourist office and completing a grid in English with what the tourist wants to do and suggested activities.
Speaking	3rd–4th Steps	In groups, pupils ask each other whether they like various holiday activities, noting opinions and identifying the most popular activity. Pupils prepare two conversations in a tourist office and perform or record the conversations.
Reading and responding	4th–5th Steps	Reading a conversation in a tourist office and answering comprehension questions in English.
Writing	3rd–4th Steps	Translating sentences about holiday likes and dislikes into French.
Key language		<i>Est-ce que tu aimes (manger au resto)?</i> <i>J'adore ...</i> <i>J'aime ...</i> <i>Je n'aime pas ...</i> <i>Je déteste ...</i> <i>manger au resto.</i> <i>aller à la piscine / à la plage.</i> <i>faire du surf / du vélo / des promenades.</i> <i>visiter des musées / des monuments historiques.</i>

	<i>Qu'est-ce qu'on peut faire ici?</i> <i>On peut ...</i> <i>aller à la plage.</i> <i>aller à la piscine.</i> <i>jouer au mini-golf.</i> <i>jouer au tennis.</i> <i>jouer au volleyball.</i> <i>faire du surf.</i> <i>manger dans des restaurants traditionnels.</i> <i>visiter le château.</i> <i>visiter des maisons historiques.</i> <i>visiter le lac.</i> <i>visiter le musée.</i> <i>porter un costume médiéval.</i> <i>faire un pique-nique.</i> <i>Je veux ...</i> <i>Je ne veux pas ...</i> <i>visiter des monuments historiques.</i> <i>faire du sport.</i> <i>manger au restaurant.</i>
Resources	Audio: tracks 95–96 Grammar & Translation Workbook pages 68–69 Front-of-Class (<i>ActiveTeach</i>): p.106 Flashcards: Holiday activities Homework (<i>ActiveLearn</i>): Grammar Listening Vocabulary

Week Commencing 6th June 2022

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

Week Commencing 13th June 2022

Pearson Progression Step Coverage (PPS)		2nd–5th Steps
Learning objectives		Showcasing what you have learned Preparing a fact file and advert for a French-speaking country
Grammar and skills coverage		<i>je voudrais / je veux</i> + infinitive G: Using the comparative (<i>plus ... que ...</i>)
FCSE links		Unit 3 – Holidays and travel (Holiday destinations and activities; Preferences and opinions)
Learning outcomes...		
Listening and responding	4th–5th Steps	Listening and completing a grid with details of three different countries and identifying each country. Listening to descriptions of what you can do in three countries and noting the missing infinitives in the written descriptions. Listening to a holiday advert for Quebec and answering questions in English.
Speaking	4th Step	In groups, pupils ask and answer questions about a country they would like to visit; they identify the most popular country in the group.
Reading and responding	3rd–5th Steps	Reading fact files about three French-speaking countries and answering questions about them in French. Reading descriptions of what you can do in three countries, noting the missing infinitives and translating comparative phrases into English. Reading a holiday advert for Quebec and answering questions in English.
Writing	2nd–5th Steps	Researching a French-speaking country; creating a fact file about it and writing a few sentences about what you can do there. Pupils write a holiday advert for the country they have researched by adapting the reading text.
Key language		<i>Le pays est sur quel continent?</i> <i>La principauté de Monaco ...</i> <i>Le Gabon est ...</i> <i>en Europe / Afrique / Asie.</i> <i>Les îles Wallis-et-Futuna sont en Océanie.</i> <i>Il est comment, le paysage?</i> <i>Il y a des plages / montagnes / forêts (tropicales) / rivières / volcans ...</i> <i>fabuleux/fabuleuses.</i> <i>impressionnants/impressionnantes.</i> <i>Qu'est-ce qu'on peut visiter ici?</i> <i>On peut visiter ...</i> <i>Je veux visiter ...</i> <i>Je ne veux pas visiter ...</i> <i>J'adore ...</i> <i>le port / le parc national / le surf / le café / le circuit de formule 1.</i> <i>la rivière / la nature / la plage.</i> <i>l'église.</i> <i>les monuments historiques.</i>

	<i>À mon avis, / Je pense que ...</i> <i>Monaco est plus célèbre que le Gabon.</i> <i>les îles Wallis-et-Futuna sont plus tranquilles que Monaco.</i> <i>le Gabon est plus intéressant que les îles Wallis-et-Futuna.</i>
Resources	Audio: tracks 97–99 Front-of-Class (<i>ActiveTeach</i>): p.109 Research skills worksheet: <i>Destination Sénégal</i> p.109 Video story: <i>Le monde francophone</i> (A video about the francophone world, with reports by the previous presenters from Geneva and Montreal.) p.109 Video worksheet: <i>Le monde francophone</i> Homework (<i>ActiveLearn</i>): Vocabulary

Week Commencing 20 th June 2022		
Dynamo 3 Vert Module 5 Le monde francophone - Unit 5 Rencontrer des jeunes francophones pp. 110–111		
Pearson Progression Step Coverage (PPS)		2nd–5th Steps
Lesson starter		To introduce some of the verbs used in this unit.
Plenary		To work on accurate pronunciation of present tense verbs.
Learning objectives		Using the present tense Describing people and what they do
Grammar and skills coverage		G: Conjugating verbs in the present tense (regular –er verbs, irregular verbs) Pronunciation: present tense verb endings G: The irregular verb <i>faire</i>
Learning outcomes...		
Listening and responding	2nd–5th Steps	Listening to sentences describing people’s jobs and appearance, and matching them with the correct photos. Listening to an interview about someone’s work and leisure activities and identifying the French equivalents for a list of English verbs.
Speaking	4th–5th Steps	Creating an interview with a celebrity, using the questions and profile cards provided for support.
Reading and responding	3rd–5th Steps	Translating sentences describing physical appearance into English. Reading an interview: identifying the French equivalents for some English verbs and deciding if French summary statements are true or false.
Writing	2nd Step	Copying two descriptions of famous French people and completing them with the correct verbs.
Key language		<i>Je suis ...</i> <i>Il/Elle est ...</i> <i>acteur/actrice.</i> <i>artiste.</i> <i>athlète (paralympique).</i> <i>blogueur/blogueuse.</i> <i>chanteur/chanteuse.</i>

	<i>cuisinier/cuisinière.</i> <i>footballeur.</i> <i>Je porte ...</i> <i>Il/Elle porte ...</i> <i>Ils/Elles portent ...</i> <i>un tee-shirt blanc.</i> <i>des lunettes.</i> <i>J'ai ...</i> <i>Il/Elle a</i> <i>Ils/Elles ont ...</i> <i>les cheveux ...</i> <i>longs / courts / noirs / bruns.</i> <i>Il/Elle est grand(e).</i> <i>J'habite en / au ...</i> <i>Je chante / dessine / présente / travaille ...</i> <i>Je fais des albums.</i> <i>Je joue à des jeux vidéo.</i> <i>Je marque des buts.</i> <i>Je poste des vidéos.</i> <i>Je prépare de la soupe.</i> <i>Je regarde la télé.</i> <i>Je représente la France.</i> <i>Nous faisons du karaté.</i> <i>Nous jouons au tennis.</i> <i>Où habites-tu?</i> <i>Qu'est-ce que tu fais comme métier?</i> <i>Qu'est-ce que tu fais pendant ton temps libre?</i>
Resources	Audio: tracks 100–101 Grammar & Translation Workbook pages 70–71 Front-of-Class (<i>ActiveTeach</i>): p.110 Flashcards: Which job? p.110 Grammar video 1: <i>chanter</i> p.110 Grammar video 2: <i>avoir</i> p.110 Grammar video 3: <i>être</i> p.111 Grammar video 4: <i>faire</i> Homework (<i>ActiveLearn</i>): Grammar Listening Vocabulary

Week Commencing 27th June 2022

Dynamo 3 Vert Module 5 Le monde francophone - Unit 6 On va jouer au foot! pp. 112–113

Pearson Progression Step Coverage (PPS)		3rd–5th Steps
Lesson starter		To revise future tense time markers.
Plenary		To consolidate understanding of the near future tense.
Learning objectives		Using the near future tense Talking about future plans
Grammar and skills coverage		G: The near future tense Negatives: Using <i>de</i>
FCSE links		Unit 4 – Leisure (Leisure activities)
Learning outcomes...		
Listening and responding	5th Step	Listening to members of a football team talking about their plans for after the World Cup: matching each speaker to the correct set of pictures. Listening to interviews with two young sportspeople about their future plans and answering questions in French.
Speaking	5th Step	Pupils choose one of three football players and say what their plans for after the World Cup; their partner identifies which player they are.
Reading and responding	3rd–5th Steps	Reading what members of the Cameroon women’s national football team plan to do after the World Cup and finding the correct name and picture for each sentence. Reading an interview with a French skier: identifying the French equivalents of English time phrases and matching the interview questions with the answers. Reading an article about a footballer’s future plans and completing English summary sentences.
Writing	5th Step	Translating sentences about future plans into French.
Key language		<i>Qu’est-ce que tu vas faire après la Coupe du Monde?</i> <i>Je vais ... / Je ne vais pas ...</i> <i>passer du temps avec ma famille.</i> <i>jouer au foot.</i> <i>manger beaucoup de pizza.</i> <i>regarder des vidéos.</i> <i>faire du sport.</i> <i>faire les magasins.</i> <i>lire des romans.</i> <i>dormir.</i> <i>poster des photos sur Instagram.</i> <i>L’année prochaine, ...</i> <i>À l’avenir, ...</i> <i>Un jour, ...</i> <i>Quel est ton sport préféré?</i> <i>Mon sport préféré, ...</i>

	<i>Ma passion, ... c'est ... le cyclisme / le ping-pong / le rugby / le ski acrobatique.</i> <i>Qu'est-ce que tu vas faire l'année prochaine? Où est-ce que tu vas habiter à l'avenir? Qu'est-ce que tu vas faire un jour? Je vais habiter ... en Angleterre / Australie / Belgique. au Canada. Je vais ... gagner une compétition importante. représenter mon pays. faire une formation. être joueur/joueuse professionnel(le).</i>
Resources	Audio: tracks 102–103 Grammar & Translation Workbook pages 72–73 Front-of-Class (<i>ActiveTeach</i>): p.112 Flashcards: Future activities p.112 Grammar video: <i>habiter</i> in the near future p.113 Translation worksheet: Translation into French Homework (<i>ActiveLearn</i>): Reading Translation Vocabulary

Week Commencing 4 th July 2022		
Dynamo 3 Vert Module 5 Le monde francophone - Unit 7 On a fait le tour du monde! pp. 114–115		
Pearson Progression Step Coverage (PPS)	4th–6th Steps	
Lesson starter	To revise question words.	
Plenary	To consolidate understanding of the perfect tense.	
Learning objectives	Using the perfect tense Talking about a past trip	
Grammar and skills coverage	G: The perfect tense Looking out for key question words; translating perfect tense questions G: Using <i>c'était</i> and <i>il y avait</i> Pronunciation: cognates and near-cognates	
FCSE links	Unit 3 – Holidays and travel (Holiday destinations and activities)	
Learning outcomes...		
Listening and responding	5th–6th Steps	Listening to two interviews about world tours: selecting the correct multiple-choice options in French for each person.

		Listening to a podcast about unusual trips and completing a table in English with details about each trip.
Speaking	5th Step	Taking turns to ask and answer questions about a trip around the world, using the information shown in picture prompts.
Reading and responding	4th–5th Steps	Reading an article about real-life explorers: identifying the French equivalents of the English verbs given and translating the article into English. Reading an article about a Swiss adventurer and deciding if French summary sentences are true or false.
Writing	5th Step	Translating sentences about a world tour into French.
Key language		<i>Comment est-ce que tu as fait le tour du monde?</i> <i>J'ai fait le tour du monde ...</i> <i>en bus / en train / à vélo / à pied / en avion.</i> <i>Je n'ai pas voyagé en / à ...</i> <i>Où est-ce que tu es allé(e)?</i> <i>Je suis allé(e) dans (trente) pays différents.</i> <i>Qu'est-ce que tu as fait?</i> <i>J'ai blogué.</i> <i>J'ai fait des vidéos.</i> <i>J'ai pris beaucoup de photos.</i> <i>J'ai mangé dans des restos traditionnels.</i> <i>J'ai vu beaucoup de sites extraordinaires.</i> <i>J'ai logé dans une tente / un hôtel.</i> <i>J'ai commencé mon tour du monde en (2011).</i> <i>J'ai travaillé dans un camp de réfugiés.</i> <i>Il y avait ...</i> <i>un lac / un volcan.</i> <i>une forêt tropicale.</i> <i>des animaux sauvages.</i> <i>beaucoup de problèmes.</i> <i>C'était ...</i> <i>vraiment intéressant.</i> <i>absolument fabuleux.</i> <i>très difficile.</i>
Resources		Audio: tracks 104–105 Grammar & Translation Workbook page 74–75 Front-of-Class (<i>ActiveTeach</i>): p.114 Grammar video: <i>regarder</i> in the perfect tense p.115 Class game: What did you do? Homework (<i>ActiveLearn</i>): Grammar Listening Vocabulary

<i>Weeks Commencing 11th & 18th July 2022</i>
<i>Core Assessment – Speaking and Listening (Set by the subject leader) Data to be passed to Upper School for beginning of year data.</i>