

## Weeks Commencing 6th & 13th September 2021

<b>Dynamo 1 Module 1 La rentrée</b> <b>Point de départ pp. 8–9</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	1st–3rd Steps	
<b>Learning objectives</b>	Learning to pronounce key French sounds Saying your name and learning numbers	
<b>Grammar and skills coverage</b>	Predicting the pronunciation of unfamiliar words / Pronunciation of nasal sounds Different meanings of <i>comment</i> ('how' and 'what')	
<b>FCSE links</b>		
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>1st–3rd Steps</b>	Listening to some key sounds and making the correct gestures to indicate recognition Listening to French names and identifying genders Listening to dialogues of introduction and noting down first names and how people say they are Listening to check which numbers are missing from the lists
<b>Speaking</b>	<b>1st–3rd Steps</b>	Saying aloud key sounds and making the correct gesture to match Reading aloud French names and identifying genders Adapting a dialogue of introduction to match the photos
<b>Reading and responding</b>	<b>1st–3rd Steps</b>	Reading a dialogue of introduction Reading a list of numbers and identifying which numbers are missing
<b>Writing</b>	<b>1st Step</b>	Completing a written number sequence
<b>Key language</b>	<i>Bonjour</i> <i>Salut!</i> <i>Comment t'appelles-tu?</i> <i>Je m'appelle ...</i> <i>Comment ça va? (Ça va?)</i> <i>Ça va (très) bien.</i> <i>Pas mal, merci.</i> <i>Ça ne va pas!</i> <i>Et toi?</i> <i>Au revoir</i> <i>À plus!</i>  <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 (etc.), trente, trente-et-un</i>	
<b>Resources</b>	Audio, tracks 3–8 Workbooks: Cahier d'exercices A & B, page 3 <i>Active Teach:</i> p.008 Class game: Module 1 key sounds p.008 Exercise 1 video: Phonics p.009 Flashcards 1: Nos. 1–21 p.009 Flashcards 2: Nos. 22–31 p.009 Thinking skills worksheet: Code breakers <i>ActiveLearn:</i> Vocabulary	

## Weeks Commencing 20<sup>th</sup> & 27<sup>th</sup> September 2021

<b>Dynamo 1 Module 1 La rentrée</b> <b>Unit 1 pp. 10–11 As-tu des frères et sœurs?</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	2nd–4th Steps	
<b>Lesson starter</b>	To revise spelling names using the French alphabet	
<b>Plenary</b>	To consolidate the singular forms of the verb <i>avoir</i>	
<b>Learning objectives</b>	Talking about brothers, sisters and age Using the verb <i>avoir</i>	
<b>Grammar and skills coverage</b>	Pronunciation of silent 's' on the end of words <b>G:</b> Using the indefinite article: <i>un, une</i> Using the grave accent <b>G:</b> Using the singular forms of <i>avoir</i> Recapping letters of the alphabet, including accented letters	
<b>FCSE links</b>	Unit 1 – Relationships, family and friends (Personal descriptions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>2nd–3rd Steps</b>	Listening and identifying who is speaking Listening to people talk about their age and their brothers and sisters, including the spellings of people's names
<b>Speaking</b>	<b>3rd–4th Steps</b>	Interviewing and conversing with classmates about their age and their brothers and sisters
<b>Reading and responding</b>	<b>3rd Step</b>	Answering questions on texts about celebrities' ages and brothers and sisters
<b>Writing</b>	<b>3rd Step</b>	Pupils write sentences about classmates and about themselves. Pupils imagine they are a celebrity and write sentences about themselves.
<b>Key language</b>	<i>As-tu des frères et sœurs?</i> <i>Oui. J'ai ...</i> <i>un frère</i> <i>une sœur</i> <i>un demi-frère</i> <i>une demi-sœur</i> <i>(deux) frères</i> <i>(trois) demi-sœurs</i>  <i>Je n'ai pas de frères et sœurs.</i> <i>Je suis fils / fille unique.</i>  <i>Quel âge as-tu?</i> <i>J'ai (onze) ans.</i>	
<b>Grammar practice</b>	<i>Grammaire</i> , page 29 ex. 4	
<b>Resources</b>	Audio, tracks 9–11 Workbooks: Cahier d'exercices A & B, page 4 <i>ActiveTeach:</i> p.010 Class game: Brothers and sisters p.011 Grammar quiz: <i>avoir</i> p.011 Grammar video: <i>avoir</i> <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B	

## Weeks Commencing 4<sup>th</sup> & 11<sup>th</sup> October 2021

**Dynamo 1 Module 1 La rentrée**

**Unit 2 pp. 12–13 Voici ma salle de classe!**

<b>Programme of Study (PoS)</b>		<b>GV3</b> Developing vocabulary / Opinions and discussions <b>LC5</b> Accurate pronunciation and intonation <b>LC6</b> Translation into English
<b>Pearson Progression Step Coverage (PPS)</b>		1st–4th Steps
<b>Lesson starter</b>		To introduce the names of classroom items
<b>Plenary</b>		To identify the gender of classroom nouns
<b>Learning objectives</b>		Describing a classroom Using the indefinite and definite articles
<b>Grammar and skills coverage</b>		<b>G:</b> Gender of nouns Using <i>il y a</i> to mean 'there is' or 'there are' Pronunciation of <i>qu</i> <b>G:</b> Indefinite and definite articles (singular and plural)
<b>FCSE links</b>		Unit 2 – Education and future plans (What school / college is like) Unit 2 – Education and future plans (Likes / dislikes and opinions)
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>1st–3rd Steps</b>	Listening to the vocabulary for items in a classroom and checking answers Listening to statements about a photo and deciding whether they are true or false Listening to descriptions of photos of classrooms; identifying which photo is being discussed and whether the opinion is positive or negative
<b>Speaking</b>	<b>2nd Step</b>	Reading classroom vocabulary aloud Talking about the items in a photo of a classroom from memory
<b>Reading and responding</b>	<b>1st–3rd Steps</b>	Matching classroom vocabulary with items in a photo Reading and listening to a longer description of a classroom and translating words used to describe position
<b>Writing</b>	<b>3rd–4th Steps</b>	Writing a description of a classroom
<b>Key language</b>		<i>Qu'est-ce qu'il y a sur la photo?</i> <i>Sur la photo, il y a ...</i> <i>un tableau (noir / blanc)</i> <i>un poster</i> <i>un/une prof (professeur)</i> <i>un écran</i> <i>un ordinateur</i> <i>une porte</i> <i>une fenêtre</i> <i>une tablette</i> <i>des tables</i> <i>des chaises</i> <i>des élèves</i>  <i>C'est ...</i> <i>sympa / génial / moderne /</i> <i>triste / nul / démodé</i> <i>au fond / au centre</i> <i>à gauche / à droite</i> <i>sur le mur</i>
<b>Grammar practice</b>		<i>Grammaire</i> , page 28 ex, 1–2

<b>Resources</b>	Audio, tracks 12–15 Workbooks: Cahier d'exercices A & B, page 5 <i>Active Teach:</i> p.012 Flashcards: In my classroom p.013 Speaking skills worksheet: Spot the difference! <i>Active Learn:</i> Listening A Listening B Grammar Translation Vocabulary
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<b>Week Commencing 18<sup>th</sup> October 2021</b> <i>Classroom Teacher Assessment</i> <i>(Set by the classroom teacher depending on class progress)</i>
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<b>Weeks Commencing 1<sup>st</sup> &amp; 8<sup>th</sup> November 2021</b>		
<i>Dynamo 1 Module 1 La rentrée</i> <i>Unit 3 pp. 14–15 Tu aimes ça?</i>		
<b>Pearson Progression Step Coverage (PPS)</b>	3rd–4th Steps	
<b>Lesson starter</b>	To introduce the phrases <i>j'aime</i> and <i>je n'aime pas</i>	
<b>Plenary</b>	To encourage pupils to use a range of language accurately	
<b>Learning objectives</b>	Talking about likes and dislikes Using the verb <i>aimer</i> + the definite article	
<b>Grammar and skills coverage</b>	Pronunciation of nasal sounds <b>G:</b> Using the singular forms of <i>aimer</i> + the definite article / Using <i>aimer</i> in negative sentences Using connectives ( <i>et, mais, aussi</i> ) and word order with <i>aussi</i> Using intonation when asking questions	
<b>FCSE links</b>	Unit 4 – Leisure (Leisure activities) Unit 4 – Leisure (Likes / dislikes and opinions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>3rd Step</b>	Listening to people's likes and dislikes and filling in a grid in English
<b>Speaking</b>	<b>3rd Step</b>	Carrying out a survey about classmates' likes and dislikes
<b>Reading and responding</b>	<b>3rd–4th Steps</b>	Reading about people's likes and dislikes and matching texts with pictures Finding suitable French–British exchange partners based on short texts about their likes and dislikes Translating short texts about likes and dislikes into English
<b>Writing</b>	<b>4th Step</b>	Writing two short posts about likes and dislikes for a French website
<b>Key language</b>	<i>Tu aimes ...?</i> <i>J'aime ...</i> <i>Je n'aime pas ...</i> <i>le sport</i> <i>le foot</i>	

	<i>le vélo</i> <i>le collège</i> <i>le cinéma</i> <i>le poisson</i> <i>la danse</i> <i>la musique</i> <i>les pizzas</i> <i>les serpents</i> <i>les glaces</i> <i>les jeux vidéo</i> <i>les vacances</i> <i>les BD</i> <i>les mangas</i> <i>les araignées</i>  <i>surtout</i> <i>détester</i>
<b>Resources</b>	Audio, tracks 16–17 Workbooks: Cahier d'exercices A & B, page 6 <i>Active Teach:</i> p.014 Class game: Likes and dislikes p.014 Flashcards: Likes and dislikes p.014 Grammar animation: <i>aimer</i> p.014 Grammar quiz: <i>aimer</i> p.014 Tongue twister video p.015 Translation worksheet: Translation into English (1) <i>Active Learn:</i> Listening A Listening B Grammar Pronunciation Vocabulary

### **Weeks Commencing 15<sup>th</sup> & 22<sup>nd</sup> November 2021**

<b>Dynamo 1 Module 1 La rentrée</b>		
<b>Unit 4 pp. 16–17 Tu es comment?</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	2nd–4th Steps	
<b>Lesson starter</b>	To introduce some adjectives used to describe people	
<b>Plenary</b>	To consolidate present tense singular forms of <i>être</i>	
<b>Learning objectives</b>	Describing yourself and others Using adjective agreement	
<b>Grammar and skills coverage</b>	Working out the meaning of unfamiliar vocabulary by looking for cognates <b>G:</b> Adjective agreement (masculine and feminine singular) Using qualifiers with adjectives ( <i>assez, très, trop, un peu</i> ) <b>G:</b> Using the singular forms of <i>être</i> / Using <i>être</i> in negative sentences	
<b>FCSE links</b>	Unit 1 – Relationships, family and friends (Personal descriptions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>2nd–3rd Steps</b>	Listening to check which description fits which superhero Listening to people describing their personality traits and filling in the missing qualifiers

		Identifying the topics covered in some personal descriptions
<b>Speaking</b>	<b>2nd–3rd Steps</b>	Giving personal descriptions to a partner in response to the question <i>Tu es comment?</i>
<b>Reading and responding</b>	<b>2nd–4th Steps</b>	Matching sentences describing personality traits with images of superheroes Translating into English sentences describing people's personalities Answering questions in English about descriptions of cartoon characters
<b>Writing</b>	<b>4th Step</b>	Translating some personal descriptions of people into French
<b>Key language</b>		<i>Je suis ...</i> <i>Je ne suis pas ...</i> <i>Il est / Elle est ...</i> <i>amusant(e)</i> <i>arrogant(e)</i> <i>bavard(e)</i> <i>fort(e)</i> <i>grand(e)</i> <i>intelligent(e)</i> <i>méchant(e)</i> <i>patient(e)</i> <i>petit(e)</i> <i>timide</i>  <i>assez</i> <i>très</i> <i>trop</i> <i>un peu</i>
<b>Grammar practice</b>		<i>Grammaire</i> , pages 28–29 ex. 3–5
<b>Resources</b>		Audio, tracks 18–20 Workbooks: Cahier d'exercices A & B, page 7 <i>Active Teach</i> : p.016 Flashcards: Personality adjectives p.017 Class game: Personality p.017 Grammar quiz: <i>être</i> p.017 Grammar video: <i>être</i> p.017 Learning skills worksheet: Cognates <i>Active Learn</i> : Reading A Reading B Translation Pronunciation Vocabulary

### Weeks Commencing 29<sup>th</sup> November & 6<sup>th</sup> December 2021

**Dynamo 1 Module 1 La rentrée**

**Unit 5 pp. 18–19 Qu'est-ce que tu fais? (Listening and Reading Skills)**

**Pearson Progression Step Coverage (PPS)**

3rd–4th Steps

<b>Lesson starter</b>	To introduce the infinitive form of verbs	
<b>Plenary</b>	To practise using infinitive phrases from the lesson	
<b>Learning objectives</b>	Saying what you do Understanding infinitives and regular <i>-er</i> verbs	
<b>Grammar and skills coverage</b>	Reading for gist <b>G:</b> Recognising and understanding infinitives of <i>-er</i> verbs Translating French infinitives using the gerund in English <b>G:</b> Using possessive adjectives: <i>mon, ma, mes</i>	
<b>FCSE links</b>	Unit 2 – Education and future plans (What school / college is like) Unit 2 – Education and future plans (Likes / dislikes and opinions) Unit 4 – Leisure (Leisure activities)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>3rd Step</b>	Identifying the infinitive(s) in short spoken sentences
<b>Reading and responding</b>	<b>3rd–4th Steps</b>	Reading the lyrics of a song and identifying what it is about Matching French infinitives to their English equivalents Answering questions in English about people’s descriptions of going back to school
<b>Writing</b>	<b>4th Step</b>	Writing a text about going back to school, using the infinitives from the lesson
<b>Key language</b>	<i>Ma vie / Ma passion, c’est ...</i> <i>Pour moi, la rentrée, c’est ...</i> <i>chanter</i> <i>danser</i> <i>retrouver mes amis</i> <i>bloguer</i> <i>surfer</i> <i>tchatter</i> <i>rigoler</i> <i>étudier</i> <i>nager</i> <i>jouer</i> <i>gagner</i> <i>bavarder</i> <i>bosser</i>	
<b>Grammar practice</b>	<i>Grammaire</i> , page 29 ex. 6	
<b>Resources</b>	Audio, tracks 21–22 Workbooks: Cahier d’exercices A & B, page 8 <i>Active Teach:</i> p.018 Flashcards: Activity infinitives p.019 Video: <i>La rentrée</i> p.019 Video worksheet: <i>La rentrée</i> <i>Active Learn:</i> Listening A Listening B Reading A Reading B Vocabulary	

**Week Commencing 13<sup>th</sup> 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				

**Weeks Commencing 3<sup>rd</sup> & 10<sup>th</sup> January 2022**

*Dynamo 1 Module 1 La rentrée*

*Unit 6 pp. 20–21 Mon interview par vidéo! (Speaking Skills)*

<b>Pearson Progression Step Coverage (PPS)</b>	2nd–4th Steps	
<b>Lesson starter</b>	To revise the numbers 1–31	
<b>Plenary</b>	To practise giving personal information accurately	
<b>Learning objectives</b>	Creating a video interview about yourself Giving dates in French	
<b>Grammar and skills coverage</b>	Giving the date Pronouncing key sounds: <i>qu, r, é, an, on, in</i> Peer assessment	
<b>FCSE links</b>	Unit 1 – Relationships, family and friends (Personal descriptions) Unit 4 – Leisure (Likes / dislikes and opinions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>2nd–4th Steps</b>	Listening to people's birthdays and matching them with the dates in French Listening to a rap about questions and singing along Listening to an interview and noting down in English the answers given Listening to classmates' video interviews and giving feedback
<b>Speaking</b>	<b>3rd–4th Steps</b>	Carrying out a survey of classmates' birthdays to find out the most popular birthday month Pupils practise and then record a video interview about themselves
<b>Reading and responding</b>	<b>4th Step</b>	Translating questions into English Completing a text using prompts given in note form Finding the French equivalents of connectives and qualifiers in a text
<b>Writing</b>	<b>4th Step</b>	Pupils make notes to prepare for a video interview about themselves.
<b>Key language</b>	<i>C'est quand, ton anniversaire?</i> <i>Mon anniversaire, c'est ...</i> <i>le (15 mars / 24 juin)</i> <i>le premier (juillet)</i>  <i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i>  <i>Comment t'appelles-tu?</i> <i>Comment ça va?</i> <i>Tu es comment?</i>	



	<p><i>Quel âge as-tu?</i>  <i>C'est quand, ton anniversaire?</i>  <i>Tu aimes le sport?</i>  <i>As-tu des frères et sœurs?</i></p>
<b>Resources</b>	<p>Audio, tracks 23–25  Workbooks: Cahier d'exercices A &amp; B, page 9  <i>ActiveTeach:</i>  p.020 Class game: Birthdays  p.020 Pronunciation quiz 1  p.021 Thinking skills worksheet: A logic puzzle  <i>ActiveLearn:</i>  Listening A  Listening B  Reading A  Reading B  Vocabulary</p>

<b>Weeks Commencing 17<sup>th</sup> &amp; 24<sup>th</sup> January 2022</b>		
<i>Dynamo 1 Module 2 En classe</i> <i>Point de départ pp. 34–35</i>		
<b>Pearson Progression Step Coverage (PPS)</b>	1st–2nd Steps	
<b>Learning objectives</b>	Talking about colours Telling the time	
<b>Grammar and skills coverage</b>	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>	
<b>FCSE links</b>		
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>2nd Step</b>	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
<b>Speaking</b>	<b>2nd Step</b>	Reading aloud colour vocabulary Asking for and identifying the time
<b>Reading and responding</b>	<b>1st–2nd Steps</b>	Reading a poem and translating words into English Matching times in words with the correct clock faces
<b>Writing</b>	<b>1st–2nd Steps</b>	Writing a poem about colours Writing out times in words
<b>Key language</b>	<p><i>Ici il y a ...</i>  <i>un cercle</i>  <i>un demi-cercle</i>  <i>un triangle</i></p> <p><i>blanc(he)</i>  <i>bleu(e)</i>  <i>gris(e)</i>  <i>jaune</i>  <i>marron</i>  <i>noir(e)</i>  <i>orange</i></p>	

	<p>rose rouge vert(e) violet(te)</p> <p>en bas au centre à droite à gauche comme</p> <p>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</p>
<b>Resources</b>	<p>Audio, tracks 31–34 Workbooks: Cahier d'exercices A &amp; B, page 16 <i>ActiveTeach</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>ActiveLearn</i>: Vocabulary 1 Vocabulary 2</p>

<b>Weeks Commencing 31<sup>st</sup> January &amp; 7<sup>th</sup> February 2022</b>		
<b>Dynamo 1 Module 2 En classe</b>		
<b>Unit 1 pp. 36–37 Qu'est-ce que tu penses de tes matières?</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	2nd–4th Steps	
<b>Lesson starter</b>	To revise verbs used to express opinions; to introduce some school subject vocabulary	
<b>Plenary</b>	To consolidate giving opinions of school subjects	
<b>Learning objectives</b>	Saying what you think of your school subjects and why Talking about likes and dislikes using –er verbs	
<b>Grammar and skills coverage</b>	Using a range of verbs to express opinions: <i>aimer, adorer, détester</i> / Using <i>ne ... pas</i> with <i>aimer</i> Pronunciation of <i>j'aime</i> and <i>tu aimes</i> Using <i>parce que</i> to give reasons for your opinions Using <i>et, mais</i> and <i>parce que</i> to join sentences Using qualifiers to give more detailed opinions ( <i>très, vraiment, trop</i> ) Starting sentences with <i>Personnellement ...</i> or <i>Moi, perso ...</i>	
<b>FCSE links</b>	Unit 2 – Education and future plans (What school / college is like) Unit 2 – Education and future plans (Likes / dislikes and opinions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>2nd–4th Steps</b>	Listening and identifying school subjects, opinions of school subjects and the reasons for them

<b>Speaking</b>	<b>3rd Step</b>	Pupils discuss which school subjects they like and dislike, giving some true and some false opinions for their partner to guess
<b>Reading and responding</b>	<b>3rd Step</b>	Completing sentences in English to show understanding of texts about peoples' opinions of school subjects
<b>Writing</b>	<b>2nd–4th Steps</b>	Pupils write a short text giving their opinions of their school subjects, including reasons
<b>Key language</b>		<p><i>Qu'est-ce que tu penses de tes matières?</i></p> <p><i>le français</i>  <i>le théâtre</i>  <i>la géographie</i>  <i>la musique</i>  <i>la technologie</i>  <i>l'anglais</i>  <i>l'EPS</i>  <i>l'histoire</i>  <i>l'informatique</i>  <i>les arts plastiques</i>  <i>les maths</i>  <i>les sciences</i></p> <p><i>aimer</i>  <i>détester</i>  <i>adorer</i></p> <p><i>Tu aimes ...?</i>  <i>j'adore ...</i>  <i>j'aime ...</i>  <i>j'aime assez ...</i>  <i>je n'aime pas ...</i>  <i>je déteste ...</i></p> <p><i>C'est ...</i>  <i>facile</i>  <i>difficile</i>  <i>intéressant</i>  <i>ennuyeux</i>  <i>amusant</i>  <i>créatif</i>  <i>nul</i></p> <p><i>le/la prof est sympa</i>  <i>le/la prof est trop sévère</i></p>
<b>Grammar practice</b>		<i>Grammaire</i> , page 52 ex. 1–2
<b>Resources</b>		<p>Audio, tracks 35–37</p> <p>Workbooks: Cahier d'exercices A &amp; B, page 17</p> <p><i>ActiveTeach</i>:</p> <p>p.036 Flashcards: School subjects</p> <p>p.037 Class game: Subjects and opinions</p> <p>p.037 Flashcards: Opinions</p> <p>p.037 Writing skills worksheet: Expanding your opinions</p> <p><i>ActiveLearn</i>:</p> <p>Reading A</p> <p>Reading B</p> <p>Grammar</p> <p>Pronunciation</p> <p>Vocabulary 1</p> <p>Vocabulary 2</p>

## Weeks Commencing 21<sup>st</sup> & 28<sup>th</sup> February 2022

**Dynamo 1 Module 2 En classe**

**Unit 2 pp. 38–39 Qu'est-ce que tu portes?**

<b>Pearson Progression Step Coverage (PPS)</b>	2nd–4th Steps	
<b>Lesson starter</b>	To introduce items of clothing with colours	
<b>Plenary</b>	To review the rules for adjectival agreement	
<b>Learning objectives</b>	Talking about what you wear to school Using adjectives after nouns	
<b>Grammar and skills coverage</b>	Using <i>on</i> to mean 'we' <b>G:</b> Position and agreement of colour adjectives Nouns that are singular in French but plural in English, e.g. <i>un pantalon</i> = trousers Pronunciation of silent 's' at the end of words, e.g. <i>noir</i> / <i>noirs</i> Pronunciation of masculine and feminine forms of adjectives, e.g. <i>vert</i> / <i>verte</i>	
<b>FCSE links</b>	Unit 2 – Education and future plans (What school / college is like) Unit 2 – Education and future plans (Likes / dislikes and opinions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>2nd–3rd Steps</b>	Listening to descriptions of what people wear to school and identifying clothes, colours and opinions Pupils listen to responses to questions about a photograph and compare them with their own responses
<b>Speaking</b>	<b>3rd–4th Steps</b>	Asking and answering questions about photographs showing what pupils in different countries wear to school
<b>Reading and responding</b>	<b>3rd Step</b>	Identifying clothes, colours and opinions in two short texts, and translating adjectives into English
<b>Writing</b>	<b>3rd Step</b>	Translating into French sentences describing what people are wearing
<b>Key language</b>	<i>Qu'est-ce que tu portes?</i> <i>je porte ...</i> <i>on porte ...</i> <i>l'uniforme scolaire</i> <i>un pantalon</i> <i>un polo</i> <i>un pull</i> <i>un sweat</i> <i>un tee-shirt</i> <i>une chemise</i> <i>une cravate</i> <i>une jupe</i> <i>une veste</i> <i>des baskets (f)</i> <i>des chaussettes (f)</i> <i>des chaussures (f)</i> <i>un chapeau</i> <i>une robe</i> <i>un short</i> <i>un foulard de tête</i> <i>des tongs (f)</i>	

	<i>chic</i> <i>confortable</i> <i>démodé(e)</i> <i>pratique</i>
<b>Grammar practice</b>	<i>Grammaire</i> , page 52, ex. 3–4
<b>Resources</b>	Audio, tracks 38–40 Workbooks: Cahier d'exercices A & B, page 18 <i>ActiveTeach</i> : p.038 Class game: Clothes and colours p.038 Flashcards: School uniform p.038 Grammar quiz: Adjectives p.039 Speaking skills worksheet: Pronouncing adjectives of colour p.039 Tongue twister video <i>ActiveLearn</i> : Listening A Listening B Translation Pronunciation Vocabulary

### **Weeks Commencing 7<sup>th</sup> & 14<sup>th</sup> March 2022**

<b>Dynamo 1 Module 2 En classe</b>		
<b>Unit 3 pp. 40–41 Ta journée scolaire est comment?</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	2nd–4th Steps	
<b>Lesson starter</b>	To revise clock times	
<b>Plenary</b>	To practise word order in sentences	
<b>Learning objectives</b>	Talking about your school day Using new –er verbs	
<b>Grammar and skills coverage</b>	<b>G:</b> Conjugation of –er verbs <b>G:</b> 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>	
<b>FCSE links</b>	Unit 2 – Education and future plans (What school / college is like)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>3rd Step</b>	Listening to questions and answers about a person's school day and noting them down in English
<b>Speaking</b>	<b>2nd–3rd Steps</b>	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
<b>Reading and responding</b>	<b>3rd–4th Steps</b>	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

<b>Writing</b>	<b>2nd–4th Steps</b>	Pupils write sentences about their own school day and illustrate them by drawing a cartoon or taking photos
<b>Key language</b>		<i>Ta journée scolaire est comment?</i> <i>je quitte la maison</i> <i>j'arrive au collège</i> <i>je retrouve mes copains</i> <i>on commence les cours</i> <i>je mange à la cantine</i> <i>je chante dans la chorale</i> <i>je joue dehors</i> <i>on recommence les cours</i> <i>je rentre à la maison</i>  <i>Tu ... à quelle heure?</i> <i>Qu'est-ce que tu fais à ...?</i>  <i>d'abord</i> <i>ensuite</i> <i>puis</i> <i>après</i>
<b>Grammar practice</b>		<i>Grammaire</i> , page 53 ex. 5–6
<b>Resources</b>		Audio, tracks 41–43 Workbooks: Cahier d'exercices A & B, page 19 <i>ActiveTeach</i> : p.040 Class game: –er verbs p.040 Grammar quiz: –er verbs p.040 Grammar video: <i>chanter</i> p.041 Writing worksheet: Support for Pupil Book page 41, ex. 8 <i>ActiveLearn</i> : Listening A Listening B Reading A Reading B

### Weeks Commencing 21<sup>st</sup> & 28<sup>th</sup> 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	

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	

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

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	

## Weeks Commencing 18<sup>th</sup> & 25<sup>th</sup> April 2022

<b>Dynamo 1 Module 2 En classe</b>		
<b>Unit 4 pp. 42–43 C'est comment, un collège français? (Listening and Reading Skills)</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	3rd–5th Steps	
<b>Lesson starter</b>	To revise the days of the week	
<b>Plenary</b>	To translate French into English accurately	
<b>Learning objectives</b>	Learning about a typical French school Reading and listening for gist	
<b>Grammar and skills coverage</b>	Reading for gist Reading for detail Translation skills: word order is sometimes different in French and English Listening for cognates which sound different due to French pronunciation	
<b>FCSE links</b>	Unit 2 – Education and future plans (What school / college is like) Unit 2 – Education and future plans (Likes / dislikes and opinions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>5th Step</b>	Listening to short conversations and identifying which aspect of school life is being discussed in each conversation Pupils note down the key words that help them understand the conversations
<b>Reading and responding</b>	<b>3rd–4th Steps</b>	Reading a school's web page and identifying the three things which are not mentioned Correcting errors in French sentences about the web page Completing a translation of a French text Translating a short French text about someone's opinions of school
<b>Writing</b>	<b>3rd–5th Steps</b>	Pupils write a web page for their own school
<b>Key language</b>	<i>l'emploi du temps</i> <i>la rentrée</i> <i>les vacances d'automne / de Noël / d'hiver / de printemps / d'été</i>  <i>menu du jour</i> <i>entrées / plat principal / desserts</i> <i>salade verte</i> <i>crudités</i> <i>melon</i> <i>lapin</i> <i>omelette</i> <i>frites</i> <i>haricots verts</i>	

	<p>fromage tartelettes fruit</p> <p>Quel est ton jour préféré? Mon jour préféré, c'est le jeudi. J'ai deux heures d'anglais. C'est ma matière préférée. Je suis fort(e) en maths.</p>
<b>Resources</b>	<p>Audio, tracks 44–45 Workbooks: Cahier d'exercices A &amp; B, page 20 <i>ActiveTeach</i>: p.043 Writing worksheet: Support for Pupil Book page 43, ex. 7 <i>ActiveLearn</i>: Listening A Listening B Reading A Reading B</p>

### Weeks Commencing 2<sup>nd</sup> & 9<sup>th</sup> May 2022

<b>Dynamo 1 Module 2 En classe</b>		
<b>Unit 5 pp. 44–45 Un collègue super cool! (Writing Skills)</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	3rd–5th Steps	
<b>Lesson starter</b>	To revise <i>il y a</i>	
<b>Plenary</b>	To use language accurately to describe a school	
<b>Learning objectives</b>	Saying what there is / isn't, using <i>il y a ...</i> and <i>il n'y a pas de ...</i> Agreeing and disagreeing	
<b>Grammar and skills coverage</b>	Using <i>Il y a ...</i> and <i>Il n'y a pas de / d' ...</i> Agreeing and disagreeing in French ( <i>Je suis d'accord</i> , etc.) <b>G</b> : Using <i>combien de</i> Using questions to structure a longer piece of writing and finding ideas in other texts Checking work for accuracy	
<b>FCSE links</b>	Unit 2 – Education and future plans (What school / college is like) Unit 2 – Education and future plans (Likes / dislikes and opinions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>3rd–5th Steps</b>	Listening to people's descriptions of a super-cool school and choosing the correct French words to describe the schools Listening and identifying whether the speakers agree about what they would like in their super-cool school Listening to a song and checking which words were missing from the lyrics
<b>Speaking</b>	<b>3rd Step</b>	Pupils discuss their ideas for a super-cool school, saying whether they agree or disagree with their partner
<b>Reading and responding</b>	<b>5th Step</b>	Reading the words to a song and using picture prompts to fill in the missing words



		Reading a description of a super-cool school, finding the French equivalents of some English phrases and answering comprehension questions in French
<b>Writing</b>	<b>3rd–5th Steps</b>	Pupils write a description of a super-cool school, using questions to help structure their writing
<b>Key language</b>		<p><i>Le collège est ...</i>  <i>grand / petit / de taille moyenne</i></p> <p><i>On étudie ...</i>  <i>le japonais</i>  <i>la cuisine</i>  <i>les arts martiaux</i></p> <p><i>Il y a ...</i>  <i>500 élèves</i>  <i>un cinéma en 3D</i>  <i>une piscine</i>  <i>des courts de tennis</i></p> <p><i>Il n'y a pas de ...</i>  <i>harcèlement</i>  <i>toilettes sales</i>  <i>profs trop sévères</i></p> <p><i>On porte ...</i>  <i>un jean et un tee-shirt</i>  <i>un uniforme scolaire</i>  <i>un pantalon et un sweat</i></p> <p><i>Tu es d'accord?</i>  <i>Je (ne) suis (pas) d'accord!</i></p>
<b>Grammar practice</b>		<i>Grammaire</i> , page 53 ex. 7–8
<b>Resources</b>		<p>Audio, tracks 46–48</p> <p>Workbooks: Cahier d'exercices A &amp; B, page 21</p> <p><i>ActiveTeach</i>:</p> <p>p.045 Video: <i>En classe</i></p> <p>p.045 Video worksheet: <i>En classe</i></p> <p>p.045 Class game: An ideal school</p> <p>p.045 Speaking skills worksheet: Agreeing and disagreeing</p> <p><i>ActiveLearn</i>:</p> <p>Listening A</p> <p>Listening B</p> <p>Grammar</p> <p>Translation</p>

### **Weeks Commencing 16<sup>th</sup> & 23<sup>rd</sup> May 2022**

<b>Dynamo 1 Module 3 Mon temps libre</b> <b>Point de départ pp.58–59</b>	
<b>Pearson Progression Step Coverage (PPS)</b>	1st–4th Steps
<b>Learning objectives</b>	Talking about weather and seasons Learning more key French sounds
<b>Grammar and skills coverage</b>	Pronouncing the letter <i>g</i> (hard and soft sounds) Predicting the pronunciation of unfamiliar vocabulary
<b>FCSE links</b>	Unit 4 – Leisure (Leisure activities)
<b>Learning outcomes...</b>	

<b>Listening and responding</b>	<b>1st–3rd Steps</b>	Listening to some key sounds and making the correct gesture to indicate recognition Listening to weather expressions and checking your own pronunciation Listening for details about the seasons, weather and other details, and making notes in English
<b>Speaking</b>	<b>1st–4th Steps</b>	Saying aloud key sounds and making the correct gesture to match Reading aloud sentences describing the weather Pupils describe to a partner a season, the weather and clothing people wear, and giving their opinion
<b>Reading and responding</b>	<b>3rd Step</b>	Reading Haiku poems about activities in different types of weather Translating Haiku poems into English
<b>Writing</b>	<b>3rd–4th Steps</b>	Writing a Haiku poem
<b>Key language</b>		<p><i>Quel temps fait-il?</i>  <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 soleil.</i>  <i>Il y a du vent.</i>  <i>Il pleut.</i>  <i>Il neige.</i></p> <p><i>au printemps</i>  <i>en été</i>  <i>en automne</i>  <i>en hiver</i></p> <p><i>Je porte ...</i>  <i>un jean / un pull / un sweat / un tee-shirt / un chapeau /</i>  <i>un short / une veste</i></p> <p><i>C'est ...</i>  <i>amusant / génial / sympa / triste / nul / ennuyeux</i></p> <p><i>Quand (il pleut / fait chaud), je ...</i>  <i>reste à la maison / joue / danse / chante / tchatte / nage</i></p> <p><i>J'aime ... / Je n'aime pas ...</i>  <i>l'hiver</i>  <i>l'été</i>  <i>le foot</i>  <i>la musique</i>  <i>mon portable</i></p>
<b>Resources</b>		<p>Audio, tracks 54–58  Workbooks: Cahier d'exercices A &amp; B, page 28  <i>ActiveTeach:</i>  p.058 Class game: Module 3 key sounds  p.058 Exercise 1 video: Phonics  p.058 Flashcards: The weather  p.058 Pronunciation quiz 3  p.058 Tongue twister video  p.059 Reading skills worksheet - Understanding a French poem  <i>ActiveLearn:</i>  Vocabulary</p>

## Weeks Commencing 6<sup>th</sup> June 2022

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

## Weeks Commencing 13<sup>th</sup> & 20<sup>th</sup> June 2022

**Dynamo 1 Module 3 Mon temps libre**

**Unit 1 pp. 60–61 Tu es sportif/sportive?**

<b>Pearson Progression Step Coverage (PPS)</b>	2nd–4th Steps	
<b>Lesson starter</b>	To be able to categorise words	
<b>Plenary</b>	To revise sports with <i>jouer à</i>	
<b>Learning objectives</b>	Talking about which sports you play Using <i>jouer à</i>	
<b>Grammar and skills coverage</b>	Pronouncing cognates correctly <b>G:</b> Conjugation of <i>jouer</i> Using <i>jouer à</i> + the definite article Listening for negatives Position and agreement of adjectives (colours)	
<b>FCSE links</b>	Unit 4 – Leisure (Leisure activities) Unit 4 – Leisure (Likes / dislikes and opinions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>3rd–4th Steps</b>	Listening and identifying the sports and games mentioned Listening to descriptions of people and identifying whether they are sporty or not and which activities they do Listening to the correct version of a reading text and checking answers
<b>Speaking</b>	<b>2nd–4th Steps</b>	Reading aloud the names of sports and games to practise pronunciation Pupils give their own opinion of sport and say which sports and games they play Describing a photo of a boy playing basketball
<b>Reading and responding</b>	<b>4th Step</b>	Reading and correcting a text describing a photo
<b>Key language</b>	<p><i>Tu aimes le sport?</i></p> <p><i>Je joue ...</i> <i>au basket</i> <i>au billard</i> <i>au football (foot)</i> <i>au hockey</i> <i>au rugby</i> <i>au tennis</i> <i>au volleyball</i> <i>à la pétanque / aux boules</i> <i>aux cartes</i> <i>aux échecs</i></p> <p><i>Je suis ...</i> <i>Je ne suis pas ...</i> <i>Il/Elle est ...</i> <i>Il/Elle n'est pas ...</i> <i>(assez / très) sportif / sportive</i></p> <p><i>Il y a un garçon / une fille.</i></p>	

	<p>Il/Elle joue ...  Il/Elle porte ...  un short  un chapeau  une casquette</p> <p>Le ciel est bleu / gris.  Il y a un bâtiment.  Il y a une maison.  Il y a des arbres.</p>
<b>Grammar practice</b>	Grammaire, page 76 ex. 1
<b>Resources</b>	<p>Audio, tracks 59–62  Workbooks: Cahier d'exercices A &amp; B, page 29  ActiveTeach:  p.060 Class game: <i>jouer à</i>  p.060 Flashcards: Sports you play  p.060 Grammar animation: <i>jouer</i>  p.060 Grammar quiz: <i>jouer à</i>  ActiveLearn:  Listening A  Listening B  Grammar  Pronunciation  Vocabulary</p>

### Weeks Commencing 27<sup>th</sup> June & 4<sup>th</sup> July 2022

<b>Dynamo 1 Module 3 Mon temps libre</b>		
<b>Unit 2 pp. 62–63 Qu'est-ce que tu fais?</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	3rd–5th Steps	
<b>Lesson starter</b>	To introduce the idea of cognates and near-cognates; to introduce some more sports vocabulary	
<b>Plenary</b>	To practise using <i>je fais du/de la/des ...</i>	
<b>Learning objectives</b>	Talking about activities you do Using the verb <i>faire</i>	
<b>Grammar and skills coverage</b>	<b>G:</b> Conjugation of <i>faire</i> Using <i>faire de</i> + the definite article / Using <i>faire de</i> in negative sentences Asking questions with <i>Est-ce que ...?</i> and <i>Qu'est-ce que ...?</i>	
<b>FCSE links</b>	Unit 4 – Leisure (Leisure activities) Unit 4 – Leisure (Likes / dislikes and opinions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>4th Step</b>	Listening to interviews and noting the activities that people do and how often they do them
<b>Speaking</b>	<b>3rd–4th Steps</b>	Miming and guessing activities Holding conversations about activities at a holiday camp based on picture prompts
<b>Reading and responding</b>	<b>3rd–4th Steps</b>	Reading descriptions of activities people do and filling in the gaps in the texts Copying and completing a text and translating it into English Answering questions in English about a written account of a stay at a holiday camp

<b>Writing</b>	<b>3rd–5th Steps</b>	Pupils write a message about their own (imaginary) activities at a holiday camp
<b>Key language</b>		<p><i>Qu'est-ce que tu fais?</i>  <i>Tu fais ...?</i>  <i>Je fais du skate.</i>  <i>Je fais du patin à glace.</i>  <i>Je fais du vélo.</i>  <i>Je fais du ski.</i>  <i>Je fais du judo.</i>  <i>Je fais du théâtre.</i>  <i>Je fais de la cuisine.</i>  <i>Je fais de la danse.</i>  <i>Je fais de la gymnastique.</i>  <i>Je fais de la natation.</i>  <i>Je fais de l'athlétisme.</i>  <i>Je fais de l'équitation.</i>  <i>Je fais des randonnées.</i>  <i>Je ne fais pas de sport / danse, (etc).</i></p> <p><i>Est-ce que tu fais souvent (du vélo)?</i>  <i>Je fais ... (du vélo).</i>  <i>parfois</i>  <i>souvent</i>  <i>tout le temps</i>  <i>tous les jours</i>  <i>tous les weekends</i>  <i>tous les lundis / mardis, (etc.)</i>  <i>quand il pleut / il fait chaud, (etc.)</i></p>
<b>Grammar practice</b>		<i>Grammaire</i> , pages 76–77 ex. 2–3
<b>Resources</b>		<p>Audio, tracks 63–64  Workbooks: Cahier d'exercices A &amp; B, page 30  <i>ActiveTeach</i>:  p.062 Flashcards: Sports and activities you do  p.062 Grammar quiz: <i>faire de</i>  p.062 Grammar video: <i>faire</i>  p.063 Class game: Free-time activities  p.063 Translation worksheet: Translation into French (1)  <i>ActiveLearn</i>:  Reading A  Reading B  Grammar  Translation  Vocabulary</p>

**Weeks Commencing 11<sup>th</sup> & 18<sup>th</sup> July 2022**

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

*Data to be passed to the year 6 tutor for beginning of year data.*