

## Weeks Commencing 6<sup>th</sup> & 13<sup>th</sup> September 2021

**Dynamo 1 Module 3 Mon temps libre**

**Point de départ pp.58–59**

<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 / chatte / 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>	Audio, tracks 54–58 Workbooks: Cahier d'exercices A & 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
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### Weeks Commencing 20<sup>th</sup> & 27<sup>th</sup> September 2021

#### *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>	<i>Tu aimes le sport?</i> <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>  <i>Je suis ...</i>	

	<p><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>  <i>Il/Elle joue ...</i>  <i>Il/Elle porte ...</i>  <i>un short</i>  <i>un chapeau</i>  <i>une casquette</i></p> <p><i>Le ciel est bleu / gris.</i>  <i>Il y a un bâtiment.</i>  <i>Il y a une maison.</i>  <i>Il y a des arbres.</i></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  <i>ActiveTeach:</i>          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>  <i>ActiveLearn:</i>          Listening A          Listening B          Grammar          Pronunciation          Vocabulary</p>

<b>Weeks Commencing 4<sup>th</sup> &amp; 11<sup>th</sup> October 2021</b>		
<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>		<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>  <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>
<b>Grammar practice</b>		<i>Grammaire, pages 76–77 ex. 2–3</i>
<b>Resources</b>		Audio, tracks 63–64 Workbooks: Cahier d'exercices A & 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

### **Week Commencing 18<sup>th</sup> October**

*Class Teacher Assessment – Reading and Writing  
(Set by the class teacher depending on progress)*

**Weeks Commencing 1<sup>st</sup> & 8<sup>th</sup> November 2021**

<b>Dynamo 1 Module 3 Mon temps libre</b> <b>Unit 3 pp. 64–65 Le sport dans les pays francophones (Listening and Reading Skills)</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	2nd–5th Steps	
<b>Lesson starter</b>	To introduce some francophone countries and regions	
<b>Plenary</b>	To distinguish between sports and activities that use <i>jouer</i> and <i>faire</i>	
<b>Learning objectives</b>	Discovering sport in French-speaking countries Using cognates and context	
<b>Grammar and skills coverage</b>	Predicting the pronunciation of cognates Using context to work out the meaning of unfamiliar vocabulary Using <i>jouer à</i> and <i>faire de</i> + the definite article	
<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>5th Step</b>	Noting the order of key words as they are mentioned in an account of activities in the Alps Identifying which sports are not mentioned in an account of sport in Morocco
<b>Speaking</b>	<b>2nd Step</b>	Reading aloud key vocabulary for the unit
<b>Reading and responding</b>	<b>5th Step</b>	Working out the meaning of new vocabulary and phrases in texts about sports in Switzerland and Quebec Completing comprehension sentences in English
<b>Writing</b>	<b>3rd–5th Steps</b>	Pupils write a text about sports in their own town or region
<b>Key language</b>	<i>On fait du ski (alpin).</i> <i>On fait du snowboard.</i> <i>On fait du rafting.</i> <i>On fait de l'alpinisme.</i> <i>On fait du canyoning.</i> <i>On fait du canoë-kayak.</i> <i>On fait de la voile.</i> <i>On fait de la planche à voile.</i> <i>On fait de la luge.</i>	
<b>Resources</b>	Audio, tracks 65–66 Workbooks: Cahier d'exercices A & B, page 31 <i>ActiveLearn:</i> Listening A Listening B Reading A Reading B	

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

<b>Dynamo 1 Module 3 Mon temps libre</b> <b>Unit 4 pp. 66–67 Tu aimes faire ça?</b>	
<b>Pearson Progression Step Coverage (PPS)</b>	2nd–5th Steps

<b>Lesson starter</b>	To introduce technology-related words; to revise verbs used to express likes and dislikes	
<b>Plenary</b>	To be able to give opinions and explain them	
<b>Learning objectives</b>	Talking about what you like doing Using <i>aimer</i> + the infinitive	
<b>Grammar and skills coverage</b>	Understanding and recognising infinitives <b>G:</b> Using <i>aimer</i> , <i>adorer</i> and <i>détester</i> + the infinitive of another verb	
<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 and identifying which smartphone activities are mentioned and whether the speakers like doing them Listening to a song and identifying expressions using <i>aimer</i> and <i>adorer</i> + infinitive, then singing along
<b>Speaking</b>	<b>4th Step</b>	Pupils make up a conversation about what they like and dislike doing on their smartphone
<b>Reading and responding</b>	<b>2nd–5th Steps</b>	Matching phrases describing things people do on a smartphone with their English equivalents Answering questions about a text describing what a group of friends like and dislike doing
<b>Writing</b>	<b>2nd–4th Steps</b>	Translating phrases into French by adapting the phrases that have already been introduced Pupils write a paragraph about what they like and dislike doing on their smartphones
<b>Key language</b>	<i>Qu'est-ce que tu aimes faire sur ton portable / ta tablette?</i> <i>J'aime / Je n'aime pas ...</i> <i>J'adore / Je déteste ...</i> <i>bloguer</i> <i>écouter de la musique</i> <i>envoyer des SMS</i> <i>prendre des selfies</i> <i>partager des photos / des vidéos</i> <i>regarder des films</i> <i>tchatter avec mes copains / copines</i> <i>télécharger des chansons</i>  <i>parce que c'est ...</i> <i>amusant</i> <i>marrant</i> <i>ennuyeux</i> <i>facile</i> <i>intéressant</i> <i>rapide</i>	
<b>Grammar practice</b>	<i>Grammaire</i> , page 77 ex. 4	
<b>Resources</b>	Audio, tracks 67–69 Workbooks: Cahier d'exercices A & B, page 32 <i>ActiveTeach</i> : p.066 Grammar animation: <i>aimer</i> , <i>adorer</i> and <i>détester</i> + the infinitive p.066 Grammar quiz: <i>aimer</i> , <i>adorer</i> and <i>détester</i> + the infinitive p.067 Class game: Sentence building with <i>aimer</i> , <i>adorer</i> and <i>détester</i> + infinitive p.067 Listening skills worksheet: Understanding a song p.067 Video: <i>Mon temps libre</i> p.067 Video worksheet: <i>Mon temps libre</i>	

	p.067 Writing skills worksheet: Writing a longer text about yourself and your friends <i>ActiveLearn:</i> Reading A Reading B Translation Pronunciation Vocabulary
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<b>Weeks Commencing 29<sup>th</sup> November &amp; 6<sup>th</sup> December</b>		
<b>Dynamo 1 Module 3 Mon temps libre</b>		
<b>Unit 5 pp. 68–69 Questions, questions, questions! (Speaking Skills)</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	2nd–5th Steps	
<b>Lesson starter</b>	To introduce forming questions using <i>est-ce que</i> and <i>qu'est-ce que</i>	
<b>Plenary</b>	To practise translating accurately into French	
<b>Learning objectives</b>	Creating an interview with a celebrity Forming and answering questions	
<b>Grammar and skills coverage</b>	<b>G:</b> Asking questions with <i>Est-ce que tu ...?</i> and <i>Qu'est-ce que tu ...?</i> Using part of a question to form your answer Adding variety and interest to your responses / Paying attention to pronunciation and intonation / Peer assessment	
<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>2nd Step</b>	Listening to questions and identifying whether <i>est-ce que</i> or <i>qu'est-ce que</i> is used
<b>Speaking</b>	<b>3rd–5th Steps</b>	Asking and answering questions using <i>est-ce que</i> and <i>qu'est-ce que</i> Pupils ask questions to guess which version of a celebrity's text their partner has chosen and respond to their partner's guesses about their chosen text Making up an interview with a celebrity and making a recording or video of it
<b>Reading and responding</b>	<b>3rd–5th Steps</b>	Matching up questions and answers Copying and completing texts about imaginary celebrities by choosing from the options provided Pupils identify which version of a celebrity's text their partner has chosen
<b>Writing</b>	<b>2nd Step</b>	Writing questions using the question beginnings and endings provided
<b>Key language</b>	<i>Qu'est-ce que tu aimes faire ...?</i> <i>le weekend</i> <i>avec tes amis</i> <i>sur ton portable</i> <i>quand il pleut</i>  <i>Est-ce que tu aimes ...?</i> <i>faire du judo / sport</i> <i>faire de la danse</i> <i>prendre des photos / selfies</i> <i>jouer aux échecs</i>	
<b>Grammar practice</b>	<i>Grammaire</i> , page 77 ex. 5	
<b>Resources</b>	Audio, tracks 70–71	

	Workbooks: Cahier d'exercices A & B, page 33 <i>ActiveTeach:</i> p.069 Class game: Answering questions p.069 Speaking skills worksheet: Forming and answering questions <i>ActiveLearn:</i> Listening A Listening B Grammar Translation
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<b>Week Commencing 13<sup>th</sup> December 2021</b> <b>Core Assessment – Reading and Writing</b> <i>(Set by the subject leader)</i>
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	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	
Tue		4	11	18	25	Tue	1	8	15	22	Tue	1	8	15	22	29	Tue		5	12	19			
Wed		5	12	19	26	Wed	2	9	16	23	Wed	2	9	16	23	30	Wed		6	13	20			
Thu		6	13	20	27	Thu	3	10	17	24	Thu	3	10	17	24	31	Thu		7	14	21			
Fri		7	14	21	28	Fri	4	11	18	25	Fri	4	11	18	25	Fri	1	8	15	22				
Sat	1	8	15	22	29	Sat	5	12	19	26	Sat	5	12	19	26	Sat	2	9	16	23				
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		
<i>Dynamo 1 Module 4 Ma vie de famille</i>		
<i>Point de départ pp. 82–83</i>		
<b>Pearson Progression Step Coverage (PPS)</b>	1st–3rd Steps	
<b>Learning objectives</b>	Talking about animals Using higher numbers	
<b>Grammar and skills coverage</b>	Forming the plural of nouns (–s and –x) Writing complex numbers	
<b>FCSE links</b>		
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>2nd Step</b>	Listening to descriptions of pets and identifying the correct photos
<b>Speaking</b>	<b>2nd–3rd Steps</b>	Conducting a survey about pets Calculating and saying aloud the human age of differently-aged donkeys
<b>Reading and responding</b>	<b>1st–3rd Steps</b>	Matching gapped descriptions of pets with photos Reading higher numbers written out in words Reading and completing a table detailing the human age of animals
<b>Writing</b>	<b>1st Step</b>	Completing written number sequences in words
<b>Key language</b>	<i>As-tu un animal?</i> <i>J'ai ...</i> <i>un chat</i>	



	<p><i>un chien</i>  <i>un cochon d'Inde</i>  <i>un hamster</i>  <i>un lapin</i>  <i>un lézard</i>  <i>un oiseau</i>  <i>un poisson (rouge)</i>  <i>un serpent</i>  <i>Je n'ai pas d'animal.</i></p> <p><i>violet / rose / blanc / jaune / marron / noir / rouge / bleu / orange / gris / vert</i></p> <p><i>vingt</i>  <i>trente</i>  <i>quarante</i>  <i>cinquante</i>  <i>soixante</i>  <i>soixante-dix / soixante-et-onze / soixante-douze / ...</i>  <i>quatre-vingts / quatre-vingt-un / quatre-vingt-deux / ...</i>  <i>quatre-vingt-dix / quatre-vingt-onze / quatre-vingt-douze / ...</i>  <i>cent</i></p>
<b>Resources</b>	<p>Audio, tracks 78–80  Workbooks: Cahier d'exercices A &amp; B, page 40  <i>ActiveTeach</i>:  p.082 Class game: Pets  p.082 Flashcards: Pets  p.083 Flashcards: Higher numbers  p.083 Speaking skills worksheet: Pronunciation board game  <i>ActiveLearn</i>:  Vocabulary 1  Vocabulary 2</p>

### **Weeks Commencing 17<sup>th</sup> & 24<sup>th</sup> January 2021**

<b>Dynamo 1 Module 4 Ma vie de famille</b>		
<b>Unit 1 pp. 84–85 Décris-moi ta famille</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	1st–4th Steps	
<b>Lesson starter</b>	To recognise different forms of the word 'my' in French	
<b>Plenary</b>	To consolidate family-related vocabulary and possessive adjectives	
<b>Learning objectives</b>	Describing your family Using the possessive adjectives 'my' and 'your'	
<b>Grammar and skills coverage</b>	<b>G:</b> Using possessive adjectives: <i>mon, ma, mes</i> and <i>ton, ta, tes</i> Agreement of adjectives	
<b>FCSE links</b>	Unit 1 – Relationships, family and friends (Personal descriptions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>3rd Steps</b>	Listening to a text about a family and filling in the missing ages Listening to physical descriptions of family members and noting the

		correct features for each person
<b>Speaking</b>	<b>3rd Step</b>	Asking and answering questions to describe the family pictured
<b>Reading and responding</b>	<b>2nd–4th Steps</b>	Reading and listening to sentences about different families and matching them with pictures Translating the French words for family members into English Copying and completing a text about a family Copying a text describing a family member and choosing the correct words to complete it
<b>Writing</b>	<b>1st–4th Steps</b>	Copying the vocabulary for family members and classifying each word as masculine, feminine or plural Writing a description of the family pictured, including physical and character descriptions
<b>Key language</b>		<p><i>la famille</i>  <i>la famille d'accueil</i>  <i>le (beau-)père</i>  <i>le grand-père</i>  <i>le (demi-)frère</i>  <i>le fils</i>  <i>la (belle-)mère</i>  <i>la grand-mère</i>  <i>la (demi-)sœur</i>  <i>la fille</i>  <i>les parents</i></p> <p><i>Il/Elle est ...</i>  <i>petit(e)</i>  <i>grand(e)</i>  <i>de taille moyenne</i></p> <p><i>Il/Elle a les yeux ...</i>  <i>bleus / verts / marron</i></p> <p><i>Il/Elle a les cheveux ...</i>  <i>noirs / blonds / roux / gris / bruns</i>  <i>courts / longs / mi-longs / bouclés / raides</i>  <i>une barbe</i>  <i>des taches de rousseur</i>  <i>des tatouages</i></p> <p><i>Il/Elle porte des lunettes.</i></p>
<b>Grammar practice</b>		<i>Grammaire</i> , page 100 ex. 1–3
<b>Resources</b>		<p>Audio, tracks 81–83  Workbooks: Cahier d'exercices A &amp; B, page 41  <i>Active Teach:</i>  p.084 Grammar quiz: The possessive adjectives 'my' and 'your'  p.085 Class game: Describing someone  p.085 Flashcards: Describing someone  p.085 Translation worksheet: Translation into French (2)  <i>Active Learn:</i>  Listening A  Listening B  Reading A  Reading B</p>

	Vocabulary
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<b>Weeks Commencing 31<sup>st</sup> January &amp; 7<sup>th</sup> February 2022</b>
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<b>Dynamo 1 Module 4 Ma vie de famille</b> <b>Unit 2 pp. 86–87 Où habites-tu?</b>
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<b>Pearson Progression Step Coverage (PPS)</b>	3rd–5th Steps
<b>Lesson starter</b>	To introduce language used to talk about where you live
<b>Plenary</b>	To listen for information about where someone lives
<b>Learning objectives</b>	Describing where you live Using the <i>nous</i> form of <i>-er</i> verbs
<b>Grammar and skills coverage</b>	Checking written work for accuracy <b>G:</b> Using the pronoun <i>nous</i> with regular <i>-er</i> verbs
<b>FCSE links</b>	Unit 7 – Local area and environment (Home town / region) Unit 7 – Local area and environment (What it is like)

<b>Learning outcomes...</b>
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<b>Listening and responding</b>	<b>3rd–4th Steps</b>	Listening to interviews about where people live and noting down the country, house or flat, and what the person thinks of it and why Identifying the rooms in a house from audio clues and then listening to the names of the rooms to check
<b>Speaking</b>	<b>3rd–5th Steps</b>	Pupils guess which sentence their partner has written, based on the elements given Pupils prepare a presentation about where they live
<b>Reading and responding</b>	<b>3rd–4th Steps</b>	Reading about where two people live and answering questions in English Reading a text about someone's house and then completing the English translation
<b>Writing</b>	<b>4th Step</b>	Translating into French sentences about where people live

<b>Key language</b>	<p><i>Où habites-tu?</i> <i>J'habite ... / Nous habitons ...</i> <i>en Écosse / en Angleterre / en Irlande du Nord / au pays de Galles</i></p> <p><i>dans ...</i> <i>un (grand / petit) appartement</i> <i>une (grande / petite) maison (traditionnelle)</i></p> <p><i>J'aime habiter ici.</i> <i>Je n'aime pas habiter ici.</i> <i>parce que ...</i> <i>c'est ...</i> <i>tranquille</i> <i>grand</i> <i>confortable</i> <i>trop petit</i> <i>Il n'y a pas de place.</i></p> <p><i>Il y a (six) pièces ...</i> <i>le salon</i> <i>la cuisine</i></p>
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	<i>la chambre</i> <i>la salle de bains</i> <i>la salle à manger</i> <i>le jardin</i>
<b>Grammar practice</b>	<i>Grammaire</i> , page 100 ex. 4
<b>Resources</b>	Audio, tracks 84–86 Workbooks: Cahier d'exercices A & B, page 42 <i>ActiveTeach</i> : p.086 Flashcards: Countries p.087 Class game: <i>Où habites-tu?</i> p.086 Grammar video: <i>habiter</i> p.087 Thinking skills worksheet: Understanding a song <i>ActiveLearn</i> : Reading A Reading B Grammar Translation Vocabulary

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

<b>Dynamo 1 Module 4 Ma vie de famille</b>		
<b>Unit 3 pp. 88–89 Qu'est-ce que tu manges au petit déjeuner?</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	2nd–4th Steps	
<b>Lesson starter</b>	To introduce the names of some breakfast items	
<b>Plenary</b>	To speak accurately about what you eat and drink for breakfast	
<b>Learning objectives</b>	Talking about breakfast Using the partitive article ( <i>du / de la / de l' / des</i> )	
<b>Grammar and skills coverage</b>	<b>G:</b> Using the partitive article <b>G:</b> The conjugation of <i>manger</i> (–er verb) and <i>boire</i> (irregular verb)	
<b>FCSE links</b>	Unit 5 – Healthy lifestyle (Healthy and unhealthy lifestyle) Unit 6 – Food and drink (Eating habits)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>3rd–4th Steps</b>	Listening and noting down what people eat for breakfast Listening to check answers in a completed text
<b>Speaking</b>	<b>2nd–3rd Steps</b>	Pupils play a memory game, taking turns to repeat a sentence about what they eat and drink for breakfast, adding one more item each time Carrying out a survey about what classmates normally eat and drink for breakfast and what they have at the weekend
<b>Reading and responding</b>	<b>3rd–4th Steps</b>	Completing a grid with what three people normally have for breakfast and what they have at the weekend Choosing the correct options to complete a text about balanced and traditional breakfasts
<b>Writing</b>	<b>2nd–4th Steps</b>	Pupils answer questions about what they and their family eat and drink for breakfast Producing a poster about either a traditional breakfast or a balanced breakfast
<b>Key language</b>	<i>Qu'est-ce que tu manges au petit déjeuner?</i> <i>Je mange ...</i> <i>un croissant</i>	

	<p><i>un fruit</i>  <i>un pain au chocolat</i>  <i>du pain (grillé)</i>  <i>du beurre</i>  <i>du bacon</i>  <i>du yaourt</i>  <i>une tartine</i>  <i>de la confiture</i>  <i>des céréales</i>  <i>des œufs</i></p> <p><i>Je bois ...</i>  <i>du jus de fruits</i>  <i>du chocolat chaud</i>  <i>du lait</i>  <i>de l'eau</i></p> <p><i>Je ne mange rien.</i></p> <p><i>un petit déjeuner équilibré / traditionnel</i></p>
<b>Grammar practice</b>	<i>Grammaire</i> , page 101 ex. 7–8
<b>Resources</b>	<p>Audio, tracks 87–88  Workbooks: Cahier d'exercices A &amp; B, page 43  <i>ActiveTeach</i>:  p.088 Class game: <i>manger</i> and <i>boire</i> followed by the partitive article  p.088 Flashcards: Breakfast foods and drinks  p.088 Grammar animation 1: <i>manger</i>  p.088 Grammar animation 2: <i>boire</i>  p.088 Grammar quiz: <i>manger</i>, <i>boire</i> + partitive article  p.088 Pronunciation quiz 4  p.088 Tongue twister video  p.089 Thinking skills worksheet: Odd one out  p.089 Video: <i>Ma vie de famille</i> (A video about breakfast, where the reporters have a cooking challenge)  p.089 Video worksheet: <i>Ma vie de famille</i>  <i>ActiveLearn</i>:  Listening A  Listening B  Grammar  Translation  Vocabulary</p>

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

<b>Dynamo 1 Module 4 Ma vie de famille</b> <b>Unit 4 pp. 90–91 On fait la fête! (Listening and Reading Skills)</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	3rd–5th Steps	
<b>Lesson starter</b>	To introduce or revise infinitives used to talk about a celebration	
<b>Plenary</b>	To recognise first person plural and third person plural verbs in the present tense; to develop translation skills	
<b>Learning objectives</b>	Learning about Bastille Day Using the glossary	
<b>Grammar and skills coverage</b>	Using strategies to work out the meaning of unfamiliar vocabulary / Using the glossary to look up vocabulary / Looking up the infinitive of verbs The <i>nous</i> form of <i>-er</i> verbs <b>G:</b> Using the <i>ils</i> and <i>elles</i> form of <i>-er</i> verbs Listening out for pronouns and verb endings Paying attention to pronouns ( <i>nous</i> and <i>ils/elles</i> ) in reading texts	
<b>FCSE links</b>	Unit 8 – Celebrations (Special occasions) Unit 8 – Celebrations (Festivals) Unit 8 – Celebrations (Likes / dislikes and opinions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>3rd Step</b>	Listening to how a family celebrates Bastille Day and identifying the <i>nous</i> form verbs Listening and identifying whether verbs are in the <i>nous</i> or <i>ils/elles</i> form
<b>Reading and responding</b>	<b>4th–5th Steps</b>	Reading an illustrated text about how a family celebrates Bastille Day and translating key words into English Finding <i>nous</i> form verbs within the text Correcting errors in sentences about Bastille Day by referring back to the text Copying and completing a text by choosing the correct form of the verb ( <i>nous</i> or <i>ils/elles</i> ) Listing unfamiliar words and looking them up in the glossary
<b>Key language</b>	<i>le 14 juillet</i> <i>la fête nationale</i> <i>un jour de congé</i> <i>un défilé (militaire)</i> <i>un bal</i>  <i>regarder un feu d'artifice</i> <i>faire un pique-nique</i> <i>faire la fête</i>	
<b>Grammar practice</b>	<i>Grammaire</i> , page 101 ex. 5–6	
<b>Resources</b>	Audio, tracks 89–90 Workbooks: Cahier d'exercices A & B, page 44 <i>ActiveTeach:</i> p.091 Grammar video: <i>regarder</i> p.091 Grammar quiz: <i>nous</i> and <i>ils/elles</i> forms of regular <i>-er</i> verbs <i>ActiveLearn:</i> Reading A Reading B Grammar Pronunciation	

## 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	
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		

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

**Dynamo 1 Module 4 Ma vie de famille**

**Unit 5 pp. 92–93 Une drôle de famille (Writing Skills)**

<b>Pearson Progression Step Coverage (PPS)</b>	2nd–5th Steps	
<b>Lesson starter</b>	To revise adjectives for describing people (from Module 1, Unit 4)	
<b>Plenary</b>	To practise giving physical descriptions of people	
<b>Learning objectives</b>	Creating a cartoon family Substituting words to make texts your own	
<b>Grammar and skills coverage</b>	Adapting texts by substituting words / Paying attention to verb forms and adjectival agreement when changing nouns and personal pronouns Checking written work for accuracy: verb forms, adjective agreement, spelling	
<b>FCSE links</b>	Unit 1 – Relationships, family and friends (Personal descriptions)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>3rd Step</b>	Listening to a description of a cartoon character and completing sentences in French
<b>Reading and responding</b>	<b>2nd–4th Steps</b>	Reading and completing a text about a cartoon family Noting down and translating adjectives from the text Making notes about the family described in the text Correcting French sentences containing an error in either the verb or the adjective
<b>Writing</b>	<b>3rd–5th Steps</b>	Adapting a sentence to translate a range of sentences into French Pupils adapt a text to make up their own cartoon family
<b>Key language</b>	<i>grincheux(-euse)</i>	

	<i>studieux(-ieuse)</i> <i>marrant(e)</i> <i>sévère</i> <i>maigre</i> <i>furieux(-ieuse)</i> <i>joli(e)</i>  <i>il habite</i> <i>elle habite</i> <i>ils habitent</i>
<b>Resources</b>	Audio, track 91 Workbooks: Cahier d'exercices A & B, page 45 <i>ActiveTeach:</i> p.093 Class game: Maze: sentence building and avoiding grammatical errors p.093 Writing skills worksheet: Substituting words in a sentence <i>ActiveLearn:</i> Listening A Listening B Grammar Translation

<b>Weeks Commencing 2<sup>nd</sup> &amp; 9<sup>th</sup> May 2022</b>		
<b>Dynamo 1 Module 5 En ville</b> <b>Point de départ pp. 106–107</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	3rd–5th Steps	
<b>Learning objectives</b>	Talking about places in a town or village Understanding prices in French	
<b>Grammar and skills coverage</b>	Using <i>il y a un / une / des ...</i> and <i>il n'y a pas de ...</i> Learning about the euro	
<b>FCSE links</b>	Unit 7 – Local area and environment (Home town / region) Unit 7 – Local area and environment (What it is like)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>4th Step</b>	Listening to descriptions of towns and noting down details and opinions Listening to transactional dialogues about entry prices and identifying the correct tourist attractions
<b>Speaking</b>	<b>3rd–4th Steps</b>	Using picture prompts to describe towns and give opinions
<b>Reading and responding</b>	<b>3rd–4th Steps</b>	Reading and completing the lyrics of a song, matching the gaps to the correct labelled photos Completing sentences about towns and villages with your own choice of adjectives
<b>Writing</b>	<b>3rd–5th Steps</b>	Writing a description of your own town / village and giving an opinion
<b>Key language</b>	<i>Qu'est-ce qu'il y a dans ta ville / ton village?</i> <i>Il y a ...</i> <i>un café</i> <i>un centre de loisirs</i> <i>un centre commercial</i> <i>un château</i> <i>un marché</i> <i>un musée</i>	



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

<b>Weeks Commencing 16<sup>th</sup> &amp; 23<sup>rd</sup> May 2022</b>		
<b>Dynamo 1 Module 5 En ville</b>		
<b>Unit 1 pp. 108–109 Où vas-tu le weekend?</b>		
<b>Lesson starter</b>	To introduce places in town	
<b>Plenary</b>	To review the verb <i>aller</i> and identify language patterns	
<b>Learning objectives</b>	Saying where you go at the weekend Using the verb <i>aller</i> (to go)	
<b>Grammar and skills coverage</b>	<p><b>G:</b> The conjugation of <i>aller</i> / Using <i>on va</i> and <i>nous allons</i> to say where you go with friends            Using <i>aller à</i> + the definite article to say where you go: <i>au / à la / à l' / aux</i>            Using the definite article <i>le</i> to convey 'at' (<i>le weekend</i>) and 'on' (<i>le samedi après-midi</i>)            Understanding the difference between <i>ou</i> and <i>où</i></p>	
<b>FCSE links</b>	Unit 4 – Leisure (Leisure activities) Unit 4 – Leisure (Likes / dislikes and opinions) Unit 7 – Local area and environment (Home town / region) Unit 7 – Local area and environment (What it is like)	
<b>Learning outcomes...</b>		
<b>Listening and responding</b>	<b>5th Step</b>	Listening and completing a grid with the places that people go to, when they go there and other details
<b>Speaking</b>	<b>3rd–4th Steps</b>	Carrying out a survey about where classmates go to at the weekend

<b>Reading and responding</b>	<b>3rd–5th Steps</b>	Reading about the places that people go to, matching each person to a route on a map and completing comprehension sentences in English Answering questions in English on a French text about where Noah goes in Paris with his family Translating part of the text into English
<b>Writing</b>	<b>4th Step</b>	Writing a paragraph about where classmates go at the weekend
<b>Key language</b>		<i>Où vas-tu le weekend?</i> <i>Je vais ...</i> <i>au bowling</i> <i>au cinéma</i> <i>au parc</i> <i>au stade</i> <i>à la piscine</i> <i>à la plage</i> <i>à l'église</i> <i>aux magasins</i>  <i>le samedi matin</i> <i>le dimanche après-midi</i> <i>le samedi soir</i>
<b>Grammar practice</b>		<i>Grammaire</i> , page 124 ex. 1–2
<b>Resources</b>		Audio, tracks 100–101 Workbooks: Cahier d'exercices A & B, page 53 <i>ActiveTeach</i> : p.108 Class game: <i>aller au / à la / à l' / aux</i> p.108 Flashcards: Places I go p.108 Grammar quiz: <i>aller à</i> p.108 Grammar video: <i>aller</i> p.109 Translation worksheet: Translation into French (3) <i>ActiveLearn</i> : Reading A Reading B Grammar Translation Vocabulary

**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**

<b>Dynamo 1 Module 5 En ville</b> <b>Unit 2 pp. 110–111 Tu veux aller au café?</b>		
<b>Pearson Progression Step Coverage (PPS)</b>	3rd–4th Steps	
<b>Lesson starter</b>	To introduce some time expressions	
<b>Plenary</b>	To practise giving invitations and accepting or declining them	
<b>Learning objectives</b>	Inviting someone out Using the verb <i>vouloir</i> (to want)	
<b>Grammar and skills coverage</b>	<b>G:</b> The conjugation of <i>vouloir</i> Pronouncing words correctly: the silent ending –x / Pronunciation of <i>aujourd’hui</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>4th Step</b>	Listening to conversations inviting someone out and noting in French where the invitation is to, when and the meeting time
<b>Speaking</b>	<b>4th Step</b>	Carrying out two conversations making and accepting / refusing invitations, using your own notes or from memory
<b>Reading and responding</b>	<b>3rd–4th Steps</b>	Reading invitations and noting the details: where, when and whether the invitation is accepted or refused Finding examples of <i>vouloir</i> + infinitive in texts
<b>Writing</b>	<b>4th Step</b>	Writing a dialogue in which invitations are accepted and refused Writing notes in French for two conversations based on picture prompts
<b>Key language</b>	<i>Tu veux aller au café?</i> <i>Tu veux venir?</i>  <i>aujourd’hui</i> <i>ce matin</i> <i>cet après-midi</i> <i>ce soir</i> <i>ce weekend</i>  <i>Rendez-vous à quelle heure?</i> <i>Rendez-vous à ...</i>  <i>Merci</i> <i>Bonne idée!</i> <i>Oui, je veux bien.</i> <i>D’accord.</i> <i>Pourquoi pas?</i> <i>Non, merci.</i> <i>Désolé(e)!</i> <i>Je ne veux pas.</i> <i>Tu rigoles!</i>	
<b>Grammar practice</b>	<i>Grammaire</i> , page 124 ex. 3	
<b>Resources</b>	Audio, tracks 102–103 Workbooks: Cahier d’exercices A & B, page 54 <i>ActiveTeach</i> : p.111 Grammar video: <i>vouloir</i>	

	<i>ActiveLearn:</i> Listening A Listening B Grammar Pronunciation Vocabulary
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**Weeks Commencing 27<sup>th</sup> June & 4<sup>th</sup> July 2022**

**Dynamo 1 Module 5 En ville**  
**Unit 3 pp. 112–113 Vous désirez?**

<b>Pearson Progression Step Coverage (PPS)</b>	1st–4th Steps
<b>Lesson starter</b>	To revise numbers and to spot number patterns
<b>Plenary</b>	To consolidate café vocabulary
<b>Learning objectives</b>	Ordering drinks and snacks in a café Using the <i>tu</i> and <i>vous</i> forms of the verb
<b>Grammar and skills coverage</b>	Using the correct word for ‘you’: <i>tu</i> and <i>vous</i> / Being polite Paying attention to pronouns and verb endings and pronouncing them correctly: <i>ils / elles mangent / boivent ...</i>
<b>FCSE links</b>	Unit 6 – Food and drink (Shopping for food and drink)

**Learning outcomes...**

<b>Listening and responding</b>	<b>3rd–4th Steps</b>	Listening to conversations in a café and noting in English what is ordered Listening and identifying whether the waiters, waitresses and customers are polite or rude
<b>Speaking</b>	<b>4th Step</b>	Adapting a dialogue in a café by changing the details
<b>Reading and responding</b>	<b>1st–4th Steps</b>	Matching words on a menu with photos of foods and drinks Reading a conversation in a café and finding the French equivalent of English sentences and phrases Filling in the missing words in a text describing a photo of people in a café
<b>Writing</b>	<b>4th Step</b>	Adapting an example text to write your own description of a photo

<b>Key language</b>	<i>Vous désirez?</i> <i>Pardon, madame / monsieur.</i>  <i>Je voudrais ...</i> <i>Pour moi ...</i> <i>un Orangina</i> <i>un diabolo menthe</i> <i>une grenadine à l'eau</i> <i>un café express</i> <i>un café crème</i> <i>un chocolat chaud</i> <i>un thé au lait / au citron</i> <i>un jus d'orange</i> <i>un coca (light)</i> <i>une eau minérale</i> <i>un croquemonsieur</i> <i>un sandwich au fromage / au jambon</i>
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	<p><i>une crêpe au sucre</i>  <i>une glace au chocolat / à la vanille / à la fraise / à la pistache</i>  <i>une pizza</i>  <i>des frites</i></p> <p><i>Et pour vous?</i></p> <p><i>C'est combien, s'il vous plaît?</i>  <i>Ça fait ...</i>  <i>Voilà, merci.</i></p>
<b>Grammar practice</b>	<i>Grammaire, page 125 ex. 4</i>
<b>Resources</b>	<p>Audio, tracks 104–106  Workbooks: Cahier d'exercices A &amp; B, page 55  <i>ActiveTeach:</i>  p.112 Class game: Café foods and drinks  p.112 Flashcards: Café foods and drinks  p.113 Learning skills worksheet: <i>Tu or vous?</i>  p.113 Translation worksheet: Translation into English (2)  <i>ActiveLearn:</i>  Listening A  Listening B  Grammar  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 7 tutor for beginning of year data.*