

CORE KNOWLEDGE

What I will know and understand by the end of Year 7



This year in French, we will be understanding language and producing language about:		This links to:	Phonic focus:	Key Vocabulary:
1	<p>Self and family (ma famille et moi)</p> <ul style="list-style-type: none"> • Introductions – greetings, numbers, ages, days, months, birthdays. • Families and pets – families, pets, avoir and être. • Phonics – en/oi/c 	<p>Maths: number sequences MFL: understand and create sentences using the verb 'avoir' in other contexts.</p>	<ul style="list-style-type: none"> • ç • en • eu • qu • in • ai • è • ill • s • au • oi 	<ul style="list-style-type: none"> • âge • ans • anniversaire • famille • animaux • amis(s) • avoir • et • mon/ma/mes • ton/ta/tes
2	<p>Self and family continued</p> <ul style="list-style-type: none"> • Appearance – hair, eyes, size and other features, avoir and être. • Personality – personality adjectives, avoir and être. 	<p>English: 'Wonder' - consider what identity is and how important appearance is. MFL: understand and create sentences using the verb 'être' in other contexts.</p>	<ul style="list-style-type: none"> • x • eu • in • an • ui • é 	<ul style="list-style-type: none"> • cheveu • yeux • couleur • taille • personnalité • être • mais • aussi • il y a • Noël
3	<p>School (en classe)</p> <ul style="list-style-type: none"> • Classroom language - equipment, furniture, questions and answers • School timetables – subjects, opinions, colours and clothes (uniform). 	<p>MFL: speaking skills - you will be able to adapt and transfer your knowledge of set classroom phrases to other contexts.</p>	<ul style="list-style-type: none"> • eau • è • eu • oi • en • é • eur • in • h 	<ul style="list-style-type: none"> • collègue • salle de classe • matières • aimer • détester • adorer • porter • uniforme scolaire • parce que • c'est
4	<p>School continued</p> <ul style="list-style-type: none"> • School day – times, activities, regular -er verbs • School environment - buildings, numbers of teachers/pupils, opinions 	<p>MFL: knowledge of numbers and how to tell the time in French will be needed in all topics.</p>	<ul style="list-style-type: none"> • é • qu • oi 	<ul style="list-style-type: none"> • journée scolaire • heure(s) • maison • copains • copines • emploi du temps • cours • préféré • il n'y a pas (de) • élève(s)
5	<p>Free time (temps libre)</p> <ul style="list-style-type: none"> • Weather and seasons - common weathers and seasons • Sports – sports you play and do, frequencies, opinions, jouer, faire 	<p>Geography: weather and climate. MFL: knowledge of adverbs of frequency will be required in all topics. PE: considering 'French' sports such as 'boules/pétanque'.</p>	<ul style="list-style-type: none"> • g • oi • au • ez • -ent • ai 	<ul style="list-style-type: none"> • jouer • faire • sportif/ive • très • assez • normalement • parfois • souvent • toujours • de temps en temps
6	<p>Free time continued</p> <ul style="list-style-type: none"> • Hobbies/interests - likes/dislikes regarding technology, opinions, introduction to the near future tense 	<p>English: developing your speaking and listening skills. Music: different instruments MFL: giving and justifying opinions will</p>	<ul style="list-style-type: none"> • tion • s • er • qu • ai • ill 	<ul style="list-style-type: none"> • ma tablette • mon portable • bloguer • écouter • envoyer • prendre • partager • regarder • tchatter • télécharger

Target Grade:		AP1:		AP2:		AP3:	
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CORE KNOWLEDGE

What I will know and understand by the end of Year 8.



This year in French, we will be understanding language and producing language about:		This links to:	Key Vocabulary:
1	<p><u>Town (en ville)</u></p> <ul style="list-style-type: none"> Places in the town - buildings there are/aren't, inviting people out. Future - future plans, future tense with <i>aller</i> and opinions 	MFL: you will be able to use the grammatical skills you develop in this unit about the future tense to help you to understand and create sentences in other contexts.	<ul style="list-style-type: none"> une ville un village il y a il n'y a pas (de) prochain Je vais... visiter le matin l'après-midi le soir
2	<p><u>Celebrations (Les fêtes)</u></p> <ul style="list-style-type: none"> Festivals - different festivals, present tense, opinions Traditional meals/dishes - foods for special occasions, future tense, opinions 	RE: Sikhism and ethnic minorities in France. Knowledge of cultural similarities and differences will help build your 'cultural knowledge and awareness'.	<ul style="list-style-type: none"> une fête les spectateurs une parade un défilé les vêtements les gens un plat une spécialité La Toussaint traditionnel
3	<p><u>Celebrations continued</u></p> <ul style="list-style-type: none"> New Year plans – Resolutions, different ways of celebrating the New Year, future tense, opinions A future trip - planning a school trip, future tense, opinions 	RE: consider the different celebrations in the world. MFL: this links back to work on the future tense from last term.	<ul style="list-style-type: none"> le Nouvel An Bonne année! les bonnes résolutions l'année prochaine Mardi Gras un voyage scolaire je vais... manger boire
4	<p><u>Holidays (les vacances)</u></p> <ul style="list-style-type: none"> Normal holidays - countries and duration, present tense, opinions Past holidays - countries, duration, activities, future tense, opinions 	MFL: this links back to your knowledge of 'avoir' and 'être' from year 7 as these two verbs form part of the past (perfect) tense.	<ul style="list-style-type: none"> les vacances une semaine d'abord ensuite puis après finalement J'ai voyagé J'ai visité *Je suis allé(e)
5	<p><u>Free time (les loisirs)</u></p> <ul style="list-style-type: none"> TV programmes/films - likes and dislikes with TV/film genres, opinions, arranging a trip to the cinema, French cinema (CC) Online activities - common online activities with irregular present tense verbs lire, faire and aller 	This links back to and expands upon the end of year 7 topic on free time (technology).	<ul style="list-style-type: none"> les loisirs la télé la célébrité chanteur/-euse acteur/-trice regarder les émissions un ordinateur les jeux en ligne
6	<p><u>Free time continued</u></p> <ul style="list-style-type: none"> Free time activities – what did last weekend Free time activities – what normally do, did last weekend and are going to do next weekend 	You will be able to use the grammatical skills you have been developing about the past (perfect) tense to help you to understand and create sentences in other contexts.	<ul style="list-style-type: none"> les films voir cinéma Rendez-vous le 14 juillet les achats le centre commercial normalement hier demain

Target Grade:		AP1:		AP2:		AP3:	
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CORE KNOWLEDGE

What I will know and understand by the end of Year 9.



This year in French, we will be understanding language and producing language about:		This links to:	Key Vocabulary:
1	<p><u>Life when you were younger (Ma vie)</u></p> <ul style="list-style-type: none"> • Reflections on past life – what like when younger, imperfect tense • Reflections on past school - primary school description and activities, imperfect tense, opinions 	<p>This links back to knowledge of the present tense (as the imperfect tense is formed from the present tense).</p>	<ul style="list-style-type: none"> • quand • J'étais • petit(e) • école • primaire • bâtiment(s) • instituteur • matière(s) • activité(s) • extrascolaire(s)
2	<p><u>Life when you were younger continued</u></p> <ul style="list-style-type: none"> • Comparisons – comparing present and past lives, present and imperfect tense, opinions • Young refugees – descriptions of lives, present and imperfect tense, opinions 	<p>Knowledge of cultural issues will help build your 'cultural knowledge and awareness'. It also provides a foundation to GCSE where you will need to recognise and use the imperfect tense.</p>	<ul style="list-style-type: none"> • autrefois • aujourd'hui • maintenant • il y a....ans • les jeunes • réfugiés • immigré • la guerre • la pauvreté • la famine
3	<p><u>Future work (Projets d'avenir)</u></p> <ul style="list-style-type: none"> • Part-time jobs – different part time jobs , modal verbs present tense • Future jobs - different jobs and occupations, proper future tense, opinions 	<p>This provides a foundation to GCSE where you will need to recognise and use the proper future tense.</p>	<ul style="list-style-type: none"> • gagner • de l'argent • un petit boulot • un métier • plus tard • l'avenir • J'aurai • Je serai • J'irai • Je travaillerai
4	<p><u>Future work continued</u></p> <ul style="list-style-type: none"> • Reflections on future life – possible future lifestyles, proper future tense, opinions 	<p>This links back to work on the proper future tense from last half term. Geography: sustainable development.</p>	<ul style="list-style-type: none"> • le futur • le monde • il y aura • ce sera... • l'espace • on inventera • une invention • un inventeur • une inventrice • le monde
5	<p><u>Environment (L'environnement)</u></p> <ul style="list-style-type: none"> • Eating habits – vegetarianism vs non-vegetarianism • Environmental dangers – main global environmental problems, protecting the environment , present tense, opinions 	<p>PSHE: arguing for or against an issue such as animal rights.</p>	<ul style="list-style-type: none"> • manger • la viande • les légumes • le végétarisme • protéger • l'environnement • les animaux • il faut... • on doit... • pour/contre
6	<p><u>Environment continued</u></p> <ul style="list-style-type: none"> • Environmental actions – how have protected the environment, past tense • Helping the environment – protecting the environment, conditional tense 	<p>English: young people and environmental action e.g. Greta Thunberg. Geography: managing energy, water, food.</p>	<ul style="list-style-type: none"> • Il faut • réduire • recycler • utiliser • changer • consommer • refuser • acheter • Je voudrais • J'aimerais

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