



Subject: French

Lead Teacher: C. Audouin

Year: 7

## Curriculum organisation

Students are taught in mixed groups of 30 for two hours per week. They are not grouped by ability.

## Overview of Topics &amp; Key Information

## How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	Module 1: La Rentrée	<ul style="list-style-type: none"> <li>What's your name?</li> <li>How do you spell that?</li> <li>Do you have brothers/sisters?</li> <li>What do you like?</li> <li>What are you like?</li> <li>When is your birthday?</li> <li>What is important to you ?</li> </ul>	<ul style="list-style-type: none"> <li>Verbs with je, tu, il, elle and on, including « avoir » and « être »</li> <li>Nouns in singular and plural forms</li> <li>Un, une, des</li> <li>“Aimer” with le, la, l', les</li> <li>Adjectives and understanding adjectival endings</li> <li>Introduction to possessives (mon, ma, mes)</li> </ul>	<ul style="list-style-type: none"> <li>Speaking – learning to have a simple conversation in basic French about yourself</li> <li>As above for writing</li> <li>Listening for key content, recognising vocabulary.</li> <li>Reading short French texts.</li> <li>Reading a longer text in French</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Pair work</li> <li>Practical activities</li> <li>Problem-solving tasks</li> <li>Watching short video clips</li> <li>Dictionary skills</li> <li>Vocabulary learning</li> <li>Translations</li> <li>Creative tasks</li> <li>Speaking</li> <li>Listening tasks from recording and teacher</li> </ul> <p><b>The M.F.L Faculty follows the Principles of Instruction by Rosenshine.</b></p> <p><b>Principle 1:</b> Begin a lesson with a short review of previous learning.</p> <p><b>Principle 2:</b> Present new material in small steps with student practice after each step.</p> <p><b>Principle 3:</b> Ask a large number of questions and check the responses of all students.</p> <p><b>Principle 4:</b> Provide models.</p> <p><b>Principle 5:</b> Guide student practice.</p> <p><b>Principle 6:</b> Check for student understanding.</p> <p><b>Principle 7:</b> Obtain a high success rate.</p> <p><b>Principle 8:</b> Provide scaffolds for difficult tasks.</p> <p><b>Principle 9:</b> Require and monitor independent practice</p> <p><b>Principle 10:</b> Engage students in weekly and monthly review.</p>
	Module 2: En classe	<ul style="list-style-type: none"> <li>What is the time ?</li> <li>What do you like/dislike to study at school ?</li> <li>What do you wear for school ?</li> <li>Describe your school day and routine</li> <li>What is a French school like ?</li> <li>What is there/isn't there in your school ?</li> </ul>	<ul style="list-style-type: none"> <li>Use of the infinitive</li> <li>Introduction to the negative</li> <li>Giving opinions and using connectives and qualifiers</li> <li>Additional practice of adjectival endings (plural)</li> <li>Introduction to « nous » as a pronoun</li> </ul>		
Spring Term	Module 3: Mon Temps Libre	<ul style="list-style-type: none"> <li>What's the weather like ?</li> <li>Which sports do you play ?</li> <li>Which activities do you do ?</li> <li>What do you like to do ?</li> </ul>	<ul style="list-style-type: none"> <li>“Vous, ils, elles” as pronouns and verb endings of all pronouns for regular “-er” verbs</li> <li>Sequencers</li> <li>Using “il y a” and « il n'y a pas de »</li> <li>Jouer à, faire de + relevant articles with all pronouns</li> <li>Frequency words</li> <li>Infinitive constructions</li> <li>Learning to ask questions</li> </ul>		
Summer Term	Module 4: Ma vie de famille	<ul style="list-style-type: none"> <li>Do you have a pet?</li> <li>Tell me about your family</li> <li>Where do you live?</li> <li>What do you eat/drink for breakfast?</li> <li>Understanding about Bastille Day</li> </ul>	<ul style="list-style-type: none"> <li>High numbers</li> <li>Prepositions after the verb habiter</li> <li>Manger and boire</li> <li>More possessives (ton, ta, tes)</li> <li>More practice of verbs with “ils, elles”</li> </ul>		
	Module 5: En ville	<ul style="list-style-type: none"> <li>What is there in your town?</li> <li>Do you like your town?</li> <li>Menus</li> <li>Ordering ice-creams and snacks</li> </ul>	<ul style="list-style-type: none"> <li>Time phrases</li> <li>Consolidation of “il y a/ il n'y a pas de.. »</li> <li>More practice of opinions and negatives “j'aime ma ville parce que...” “mais je n'aime pas... »</li> </ul>		

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• Exercise book / vocabulary book</li> <li>• Possibly a dictionary websites (<a href="http://www.linguascope.com">www.linguascope.com</a>; <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly vocabulary learning</li> <li>• End of unit tests (subject knowledge focus)</li> <li>• Peer and self-assessment</li> <li>• Homework tasks (including research or project based)</li> <li>• Retrieval practice activities</li> </ul>

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• Websites (<a href="http://www.linguascope.com">www.linguascope.com</a>; <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>)</li> <li>• Film project during enrichment week</li> </ul>	<ul style="list-style-type: none"> <li>• Ask them to teach you what they've learnt once a week</li> <li>• Encourage them to speak in French as much as possible</li> <li>• Help them learn their vocabulary and grammar regularly – even if you don't speak the language you can still do this!</li> <li>• Look out for opportunities to practise speaking/listening to the language – eg French films, additional vocabulary, YouTube channels, etc</li> <li>• Consider a visit to a French-speaking country where you can practise!</li> </ul>

Inclusion	Inclusion within Y9 French
<ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Environment:</b> Interactive whiteboards are non-reflective to reduce glare. Teachers check that students can hear properly during lessons and assessments.</li> <li>• <b>Resources:</b> Individual whiteboards are available A library corner/shelves contains a range of texts that will appeal to students who are meeting reading challenges. Include: highly visual texts", "newspapers", "comics", "instruction booklets" and texts from popular culture including media and sport.</li> <li>• <b>Displays:</b> They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution.</li> <li>• <b>Multi-sensory approaches:</b> Words and phrases are reinforced with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Films, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. These approaches are backed-up with songs, chants and repeated practice of social language learning.</li> <li>• <b>Assessments:</b> Teachers are live-speakers when students sit listening assessments and examinations.</li> <li>• <b>Reviewing progress:</b> Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.</li> </ul>

If you have any questions about this Learning Overview, please contact the named Teacher above.