



Subject: French

Lead Teacher: T.Fujii

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 & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	• Whole class discussion • Pair work • Practical activities • Problem-solving tasks • Watching short video clips • Dictionary skills • Vocabulary learning • Translations • Creative tasks • Speaking • Listening tasks from recording and teacher The M.F.L Faculty follows the Principles of Instruction by Rosenshine. Principle 1: Begin a lesson with a short review of previous learning. Principle 2: Present new material in small steps with student practice after each step. Principle 3: Ask a large number of questions and check the responses of all students. Principle 4: Provide models. Principle 5: Guide student practice. Principle 6: Check for student understanding. Principle 7: Obtain a high success rate. Principle 8: Provide scaffolds for difficult tasks. Principle 9: Require and monitor independent practice Principle 10: Engage students in weekly and monthly review.
Autumn Term	Module 1: La Rentrée	• What's your name? • How do you spell that? • Do you have brothers/sisters? • What do you like? • What are you like? • When is your birthday? • What is important to you ?	• Verbs with je, tu, il, elle and on, including « avoir » and « être » • Nouns in singular and plural forms • Un, une, des • “Aimer” with le, la, l', les • Adjectives and understanding adjectival endings • Introduction to possessives (mon, ma, mes) • Use of the infinitive • Introduction to the negative • Giving opinions and using connectives and qualifiers • Additional practice of adjectival endings (plural) • Introduction to « nous » as a pronoun	• Speaking – learning to have a simple conversation in basic French about yourself • As above for writing • Listening for key content, recognising vocabulary. • Reading short French texts. • Reading a longer text in French	
	Module 2: En classe	• What is the time ? • What do you like/dislike to study at school ? • What do you wear for school ? • Describe your school day and routine • What is a French school like ? • What is there/isn't there in your school ?	• “Vous, ils, elles” as pronouns and verb endings of all pronouns for regular “-er” verbs • Sequencers • Using “il y a” and « il n'y a pas de » • Jouer à, faire de + relevant articles with all pronouns • Frequency words • Infinitive constructions • Learning to ask questions		
Spring Term	Module 3: Mon Temps Libre	• What's the weather like ? • Which sports do you play ? • Which activities do you do ? • What do you like to do ?	• “Vous, ils, elles” as pronouns and verb endings of all pronouns for regular “-er” verbs • Sequencers • Using “il y a” and « il n'y a pas de » • Jouer à, faire de + relevant articles with all pronouns • Frequency words • Infinitive constructions • Learning to ask questions		
Summer Term	Module 4: Ma vie de famille	• Do you have a pet? • Tell me about your family • Where do you live? • What do you eat/drink for breakfast? • Understanding about Bastille Day	• High numbers • Prepositions after the verb habiter • Manger and boire • More possessives (ton, ta, tes) • More practice of verbs with “ils, elles”		
	Module 5 : En ville	• What is there in your town? • Do you like your town? • Menus • Ordering ice-creams and snacks	• Time phrases • Consolidation of “il y a/ il n'y a pas de.. » • More practice of opinions and negatives “j'aime ma ville parce que...” “mais je n'aime pas...”		

Equipment needed for lessons	How will learning and progress be assessed?
• Standard school stationery • Exercise book / vocabulary book • Possibly a dictionary websites (www.linguascope.com; www.languagesonline.org.uk)	• Weekly vocabulary learning • End of unit tests (subject knowledge focus) • Peer and self-assessment • Homework tasks (including research or project based) • Retrieval practice activities

Extension & Enrichment opportunities	What can you do to support your child?
• Websites (www.linguascope.com; www.languagesonline.org.uk) • Film project during enrichment week	• Ask them to teach you what they've learnt once a week • Encourage them to speak in French as much as possible • Help them learn their vocabulary and grammar regularly – even if you don't speak the language you can still do this! • Look out for opportunities to practise speaking/listening to the language – eg French films, additional vocabulary, YouTube channels, etc • Consider a visit to a French-speaking country where you can practise!

Inclusion	Inclusion within Y9 French
• Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this.	• Environment: Interactive whiteboards are non-reflective to reduce glare. Teachers check that students can hear properly during lessons and assessments. • Resources: 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. • Displays: They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution. • Multi-sensory approaches: 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. • Assessments: Teachers are live-speakers when students sit listening assessments and examinations. • Reviewing progress: Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.

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