



Curriculum map - French

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC(s)	Saying what we do	Saying how many there are, numbers	Saying where people go (places)	Asking questions	Expressing future intentions	Talking about jobs Talking about how people celebrate

<p>What students will know</p>	<p>GRAMMAR</p> <ul style="list-style-type: none"> -Consolidation and extension of vocabulary relevant to the given contexts. -Developing a verb lexicon -(-ER regular verbs) -Deepening vocabulary knowledge through work with a challenging text. <p>VOCABULARY</p> <ul style="list-style-type: none"> -Using FAIRE to mean 'go' -ER verbs (used with simple present and present continuous meaning) -(1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) -Preposition à with certain verbs meaning at /to -Intonation questions -Two-verb structures with <i>aimer</i> <p>PHONICS</p> <ul style="list-style-type: none"> -SSC 'ai' and 'oi' -SSC 'ch', 'ç' (and soft 'c') -SSC 'qu', 'j' (and soft 'g') -SSC '-tion', '-ien' -Revisit Silent Final Consonant (SFC) -Revisit 'a' -Revisit 'i' 	<p>GRAMMAR</p> <ul style="list-style-type: none"> -Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) -Plural nouns and adjectives <p>VOCABULARY</p> <ul style="list-style-type: none"> -Il y a -Plural indefinite article 'des' -Plural adjective agreement -Essential verbs (1st, 2nd, 3rd persons plural) -To be, being – ÊTRE -To have, having – AVOIR -To do, doing – FAIRE -possessive adjectives (mon, ma, mes, ton, ta, tes) <p>PHONICS</p> <ul style="list-style-type: none"> -Revisit 'eu' -Revisit 'e' -Revisit 'au', 'eau', 'o' -Revisit 'u' -Revisit Liaison (t- and s-) 	<p>GRAMMAR</p> <ul style="list-style-type: none"> -Revisiting essential verbs in new contexts (ALLER) -Question words -Developing the verb lexicon (-ER verbs) -Deepening vocabulary and grammar knowledge through work with a challenging text. <p>VOCABULARY</p> <ul style="list-style-type: none"> -Essential verbs (1st, 2nd, 3rd persons singular) -To go, going – ALLER à – (au / à la / à l' / aux) -Intonation questions with question words -Essential verbs (1st, 2nd, 3rd persons plural) -To go, going – ALLER à - meaning 'to' and 'in' with towns and cities -en - meaning 'to' and 'in' with countries (f) -chez -Present tense (-ER verbs) <p>PHONICS</p> <ul style="list-style-type: none"> -Revisit 'ou' -Revisit SFE (Silent Final 'e') -Revisit 'é (-er, -ez) -Revisit 'en' / 'an', 'on' -Revisit 'on' 	<p>GRAMMAR</p> <ul style="list-style-type: none"> -Revisiting essential verbs in new contexts (ALLER) -Question words <p>VOCABULARY</p> <ul style="list-style-type: none"> -Subject-verb inversion questions (single and two-verb structures) -Subject-verb inversion questions with question words (single-verb structures) -ne...pas negation with single-verb structures -ne...pas de negation with nouns -Adjectives in front of the noun -Essential irregular –RE/- -IR verbs (1st, 2nd, 3rd persons singular) – PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR <p>PHONICS</p> <ul style="list-style-type: none"> -Revisit -ain/-in -Revisit SSC è/ê -Revisit SSC 'ai' -Revisit SSC 'oi' -Revisit SSC 'ch' -Revisit SSC 'ç' (and soft 'c') 	<p>GRAMMAR</p> <ul style="list-style-type: none"> -Developing a verb lexicon -Developing the use of modal verbs, including with negation -Deepening vocabulary and grammar knowledge through work with a challenging text. -Semantic complexities addressed through deliberate practice (savoir vs pouvoir) <p>VOCABULARY</p> <ul style="list-style-type: none"> -ALLER + infinitive (future intention) -Modal verbs - VOULOIR, POUVOIR and DEVOIR -Modal verbs in the negative -Subject-verb inversion questions with question words (two-verb structures) -To know (how to) - SAVOIR + infinitive -Essential irregular –RE/- -IR verbs (1st, 2nd, 3rd persons singular) – PARTIR <p>PHONICS</p> <ul style="list-style-type: none"> -Revisit SSC 'qu' -Revisit SSC 'j' -Revisit SSC '-tion' -Revisit SSC '-ien' -Revisit Silent Final Consonant (SFC) -Revisit 'a' 	<p>GRAMMAR</p> <ul style="list-style-type: none"> -il(s)/elle(s) meaning 'it'/'they' -intonation (SV), - inversion (VS) and est-ce que questions (single-verb structures) -article use with être + profession -feminine adjective agreement rules -x → -se -feminine noun formation rule -eur → -rice -construction rule for numbers 13-31 -question word + est-ce que -pronoun 'on' with impersonal meaning 'people, you, one' -construction rule for dates -possessive adjectives (son, sa, ses, notre, nos) <p>VOCABULARY</p> <ul style="list-style-type: none"> -We focus explicitly on some common word patterns between French and English. The words are high-frequency and often cognates or semi-cognates with English. We also develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem). -Essential verbs are revisited in new contexts (ÊTRE, AVOIR) -Number construction 13-31
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What students will be able to do						PHONICS -SSC knowledge is further developed by activities focused on two or more SSC. In some weeks, several SSC are revisited. -stress syllabification liaison (-t, -s, -x, -on) h -em/am -aim/ain -om -um/un
	Saying what people do Saying what we do Saying what others do (they) Saying 'you' (singular and plural)	Saying how many there are, numbers Describing people (family) Saying what people have Saying what people do (sports)	Saying where people go (places) Saying where people go (countries) Asking questions Using question words Talking about yourself, to and about someone else	Asking questions Using question words Saying people do not do something Describing things and people	Asking questions Expressing future intentions Saying what you <i>want to</i> , <i>can</i> and <i>must</i> do Saying what you <i>don't want to</i> , <i>can't</i> and <i>don't have to</i> do Saying what you <i>know how to</i> do	Asking how to say and write new words in French Distinguishing between being and having Talking about jobs Talking about what, when, where and why you celebrate Talking about how people celebrate What happens and doesn't happen
Assessment						
	Progress tests	NCELP Assessment	NCELP Assessment	Progress tests	NCELP Assessment	Progress tests

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Beyond the classroom (Wider reading / Trips)	<p>Quizlet online vocabulary learning & games</p> <p>Languagenut online vocabulary learning & games</p> <p>Languagenut Listening, Reading, Writing & Speaking assigned and independent challenge tasks</p>	<p>Quizlet online vocabulary learning & games</p> <p>Languagenut online vocabulary learning & games</p> <p>Languagenut Listening, Reading, Writing & Speaking assigned and independent challenge tasks</p>	<p>Quizlet online vocabulary learning & games</p> <p>Languagenut online vocabulary learning & games</p> <p>Languagenut Listening, Reading, Writing & Speaking assigned and independent challenge tasks</p>	<p>Quizlet online vocabulary learning & games</p> <p>Languagenut online vocabulary learning & games</p> <p>Languagenut Listening, Reading, Writing & Speaking assigned and independent challenge tasks</p>	<p>Quizlet online vocabulary learning & games</p> <p>Languagenut online vocabulary learning & games</p> <p>Languagenut Listening, Reading, Writing & Speaking assigned and independent challenge tasks</p>	<p>Quizlet online vocabulary learning & games</p> <p>Languagenut online vocabulary learning & games</p> <p>Languagenut Listening, Reading, Writing & Speaking assigned and independent challenge tasks</p>