

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Module 1: Ma ville	M2: la nourriture	M3: Je suis ado	M3: Je suis ado	M4: Les medias	M5: les vacances
Assessment		Key Concepts/ Skills		Reading	
<p>Students to complete end of unit assessment papers at the end of each unit to test knowledge across all 4 key skills: listening, reading, writing, & speaking.</p> <p>Listening</p> <ul style="list-style-type: none"> Tests knowledge of key phonics <p>Reading</p> <ul style="list-style-type: none"> Tests recognition of key grammar points covered in the module <p>Writing</p> <ul style="list-style-type: none"> Tests application of grammar and vocabulary through translation tasks <p>Speaking</p> <ul style="list-style-type: none"> Tests application of key phonics through a GCSE-style read-aloud task 		<ul style="list-style-type: none"> ➤ Expanded Present Tense: Students will use high-frequency verbs like <i>je vais</i> (I go), <i>je fais</i> (I do), <i>je bois</i> (I drink), and <i>je porte</i> (I wear). ➤ Past Tense (Passé Composé & Imperfect): They will learn to describe completed actions using <i>j'ai mangé</i> (I ate) or <i>je suis allé</i> (I went), and describe past states using <i>c'était</i> (it was). ➤ Near Future Tense: Students will learn to discuss upcoming plans using the "going to" construction, such as <i>je vais visiter</i> (I'm going to visit) and <i>ça va être</i> (it's going to be). • Advanced Connectives: Students will move beyond "and" and "but" to use more sophisticated logical links like <i>cependant</i> (however) and <i>donc</i> (so). • Negative Constructions: Instead of just saying "not" (<i>ne... pas</i>), students will learn to say "never" (<i>ne... jamais</i>), "nothing" (<i>ne... rien</i>), and "no longer" (<i>ne... plus</i>). • Infinitive Phrases: They will learn to use modal-style phrases to express necessity or desire, such as <i>il faut</i> (you must) and <i>je voudrais</i> (I'd like to). • Opinion Starters: Students will learn formal ways to introduce thoughts, such as <i>à mon avis</i> (in my opinion) and <i>je pense que</i> (I think that). 		<p>BUG the question:</p> <p>B – box the command word</p> <p>U – underline the key words</p> <p>G- Glance over the question again</p> <p>Example:</p> <p>[Match] the French verbs to their English translations</p>	

	<ul style="list-style-type: none"> • Comparative Intensifiers: Students will learn to compare things using <i>plus... que</i> (more... than) and <i>moins... que</i> (less... than), as well as using <i>trop</i> (too) and <i>tellement</i> (so) for emphasis. • Relative Time Expressions: They will master words for <i>hier</i> (yesterday), <i>demain</i> (tomorrow), and <i>la semaine prochaine</i> (next week). • Adverbs of Frequency: Students will use a scale of frequency from <i>souvent</i> (often) to <i>toujours</i> (always). 	
Enrichment	Careers	Useful resources and revision
<p>Culture week</p> <p>Potential for residential trips abroad</p>	<p>Learning a language will help students to develop the transferrable skills necessary to construct logical, persuasive arguments, communicate with precision and nuance, articulate clear personal viewpoints, and organize reports or narratives chronologically. These skills would be of use in the following careers:</p> <p>Lawyer Diplomat Journalist Screenwriter Doctor Nurse Chemist Engineer Detective Tour Guide Flight Attendant Translation</p>	<p>Conjuguemos https://conjuguemos.com/</p> <p>BBCBitesize https://www.bbc.co.uk/bitesize/examspecs/zp838p3</p> <p>Lyrics training https://lyricstraining.com/#nr</p> <p>Quizlet</p> <p>Seneca</p> <p>AQA Resources</p>

	First Responder Screenwriter Teacher	
--	---	--