

## 1. All about me

Saying our name  
Saying our age  
Exchanging greetings  
Saying how we feel  
Saying where we live  
Discussing birthdays  
Learning French phonemes



## 3. Hobbies and sports

Saying what sports we do and play  
Discussing our hobbies  
Expressing simple opinions  
Giving reasons  
Using time expressions  
French phonemes



## 1. School

Describing our school  
Expressing opinions and preferences  
Giving the time in French  
Describing our uniform  
Justifying opinions



# French at CLHS



## 2. At home

Describing our house  
Describing our room  
Discussing our daily routine  
Giving the time in French  
Expressing and justifying opinions  
Using prepositions



Key Stage 3

Year 7

Year 8

## 2. Descriptions and family

Describing ourselves physically  
Describing our personality  
Describing someone else  
Describing our family and siblings  
Learning French phonemes  
Using negatives  
Using adjectives



## 4. Cafés and markets

Understanding menus  
Ordering snack and drinks  
Asking for price of things  
Expressing opinions



## 3. My town

Describing our town  
Saying what there is in our town  
What we can do in our town  
Expressing and justifying opinions  
Using negatives  
Saying where we'd like to live in the future



Year 9

## 1. Holidays

Describing a past holiday: countries, accommodations, travel, activities and weather.

## Key Stage 4 Option subject

### 1. Theme 1



Descriptions  
Discussing family, relationships and rules at home.  
Discussing and learning about French speaking countries customs and traditions.  
Birthday celebrations.



### 2. Theme 2

Discussing holiday destinations and transports  
Discussing environmental issues  
Discuss social issues nowadays  
Describing our town and region  
Discussing the positive and negative sides of our region.



### 3. Theme 3

Further education  
Discussing our GCSE options  
Understanding the differences between French and British school systems



### 4. Theme 3

Education aspirations  
Career ambitions  
Personal attributes

### 5. Theme 1

Healthy lifestyles  
The important of diet  
Hobbies and free time  
The importance of technology



### 6. Exam skills

Role-Plays  
Photocards  
Conversation  
Translating  
Writing at length



Key Stage 4

Year 10

## 3. Technology

How we use technology  
Our views



## 4. Health

Expressing pain  
Describing healthy habits



## Career and further education

Discuss education pathways  
Careers and jobs  
Professional attributes  
Using modals



Year 11

There will be an interim assessment in each unit; strengths and areas for development will be identified.



# Year 7 French at CLHS

## 1. All about me

We are learning to:

**Ask and answer simple questions** about ourselves and each other: name/age/where we live.

Exchange greetings and **express feelings**.

**Ask for things** in the classroom.

We will:

Share these facts about ourselves and **others**.

Understand what word **gender** means and how this affects the **spelling** of words in French.

Learn to sound out words using our knowledge of **phonemes**.



## 2. Descriptions and family

We are learning to:

**Describe** our family and understand there are **3 words in French for "my"**

Use "Avoir" (to have) and "Être" (to be) to describe our appearance and personality and to describe someone else.

**Manipulate** language and use simple **negatives (not)** in a sentence.

**Transcribe** simple phrases and sentences with increasing accuracy.

We will:

**Develop** our sentences using simple **connectives** and **intensifiers** (very, really, a little).

Use he and she in French to **describe** another person.

Improve our knowledge of sounds so we can **read out loud** with increasing **accuracy**.

Understand that the spelling of **describing words** (adjectives) can change and why.

Assessment 2: (March)

You will be able to demonstrate your ability to hold a **short conversation** and to **write** about yourself and your family from memory and with reasonable accuracy and in **full sentences**.



Year 7

Term 1

Assessment 1: (November)

In **listening, reading and writing**, you will be able to demonstrate your ability to recognise and identify simple information



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## 3. Sports and hobbies

We are learning to:

Say what sports we play and do and **how often**.

**Express opinions** about sports and hobbies.

**Justify our opinions** using simple **connectives** and **intensifiers** (very, quite, a little, really).

**Discuss** what we enjoy doing at the week-end and why.

**Ask questions** about other people's interests.

We will:

**Develop** our sentences using **negatives** (not)

and a range of **describing words (adjectives)**  
Understand what **infinitive verbs** are and how to use them with opinions.

**Transcribe** and **translate** more **extended sentences**.

Learn how to **read** longer texts and **unpick key information and opinions**.

Use simple verbs in the **present tense** to talk about our free time.



Term 2

Assessment 3 (June)

You will be able to demonstrate your ability to pick out the main points, opinions and reasons in **reading, writing and listening** about familiar topics seen so far in Year 7



Term 3

## 4. Food and cafés

We are learning to:

**Express opinions** about snacks and drinks

Order snacks and drinks from French cafés using the **informal** form of you (vous)

**Ask for the cost** of snacks and drinks.

Understand French menus.



We will:

**Ask questions**.

Use "je voudrais" when ordering foods and snacks.

**Manipulate** language.



There will be an interim assessment in each unit; strengths and areas for development will be identified.



# Year 8 French at CLHS

## 1. My school

We are learning to:

**Describe** our school, **express opinions** and **justify our opinions** using a range of **describing words** and **intensifiers**.

**Describe** our timetable.

**Describe** our uniform.

Say what we are going to study in the future using the **future tense**.



We will:

Learn how to form **the future tense** and revisit what **infinitive verbs** are.

Learn to **give the time**.

**Compare** school subjects and use more complex opinions.

Use **high frequency phrases** (there is/ we have) and their **negative forms**.



## 2. My home and daily routine



We are learning to:

**Describe** our home using **high frequency phrases** and their **negative forms**.

**Describe** our daily routine.

We will:

**Express a range of opinions**.

**Justify opinions** about our home and room.

**Use the time** in French to describe our daily routine.

**Manipulate** language to express more personal views.

Learn to say where things are in our room using **prepositions** (on, near...)



Year 8

Term 1

### Assessment 1: (December)

In **listening** and **reading** you will be able to demonstrate your ability to distinguish between **different people**, **identify** opinions, reasons and **comparatives** as well as **negatives**. You will also demonstrate your ability to **translate extended sentences** into English.



Term 2

### Assessment 2 (March)

In **listening** we will test students' ability to **identify** a range of language structures as well as opinions with reasons. Students will be able to demonstrate their ability to **translate extended sentences** from a range of topics seen this year.



### Assessment 2: (March)

In **writing**, you will demonstrate your ability to **write from memory** with reasonable accuracy about your home, **expressing opinions with reasons**.



## 3. My town



We are learning to:

**Describe** what is in our town using **high frequency phrases** and their **negative forms**.

**Express and justify opinions** about our town.

Explain what we can do in our town using the **"je peux" (I can)**

Say where we would like to live in the **future**

And why.

We will:

**Compare, express and justify a range of opinions**.

**Develop** our translation and **transcription** skills.

Deepen our understanding of **infinitive verbs**.



### Assessment 3: (June)

In **reading** we will test students' ability to **identify** a range of language structures as well as opinions with reasons. Students will be able to demonstrate their ability to **translate extended sentences** from a range of topics seen this year.



There will be an interim assessment in each unit; strengths and areas for development will be identified.



# Year 9 French at CLHS

## 1. Holidays

*We are learning to:*

**Describe** a **past** holiday.

**Compare** transports and accommodations

**Describe** the weather.

**Describe** holiday activities using **time expressions** and a range of **intensifiers**.

**Discuss** where we would like to go in the **future** and why.



## 2. Career and future ambitions

*We are learning to:*

**Compare** the French and British educational systems.

Discuss what we are going to do after our GCSEs.

**Explain** what job we would like to do in the future and why.

**Describe** what other people around us do as a job

Learn what professional attributes are.

*We will:*

Revisit how **gender** affects spellings of jobs and job attributes.

Use **comparatives** when describing jobs.

Learn how to use **high frequency phrases** "il faut" (you must) and "on doit" (we must).

Use **infinitives** accurately.

Use the **future tense**.

**Express a range of opinions with reasons.**



Year 9

Term 1

*We will:*

Learn how to form the **past tense** in French.

**Express opinions** about our last holiday and **give reasons**.

Revisit how to form the **near future tense** and what **infinitives** are.

**Combine past, present and future tenses** to describe in detail our last holiday.

**Translate** and **transcribe extended sentences**.

### Assessment 1: (October)

In **listening** and **reading** you will be able to demonstrate your ability to **identify** and **recognise verbs in the past and present tenses** and a range of **time expressions**. You will also show off your **translation skills** into English.



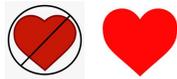
Term 2

### Assessment 2: (January)

In **writing** and **listening**, you will demonstrate your ability to **write and translate paragraphs from memory** with reasonable accuracy about your last holiday. You will show your ability to **identify** and use a **combination of tenses** as well as **identify details such as opinions** in **longer extracts** of spoken French.



## 3. Technology



*We are learning to:*

**Identify** the different types of technologies.

**Explain** how we use technology in our everyday life.

**Describe** the benefits and dangers of technology.

**Give and justify opinions** about technology.

*We will:*

Revisit the **past tense** to describe a recent use of technology.

Use the **modal verb "pouvoir" (to be able to)** to explain what can be done thanks to technology.

**Contrast our opinions** using a good variety of **adjectives, intensifiers and negatives**.

### Assessment 3: (April)

In **listening** and **reading** you will be able to demonstrate your ability to **identify** and **recognise verbs in the past and present tenses** and a range of **time expressions and opinions** on a range of topics seen so far this year. You will also show off your **translation skills** into English.



Term 3

## 4. Health

*We are learning to:*

**Identify** and **recognise** a range of body parts.

**Explain** when we or someone else is not feeling well.

**Identify** different food groups and whether these are healthy or not.

**Explain** what we should or should not eat and drink to stay healthy and why.

*We will:*

Use the **past and future tenses** when describing our diet.

Use "il faut" and "je devrais" (I should) to **explain** what a healthy diet is.

**Give and justify opinions** about foods.

Revisit **articles** and clarify **gender** when expressing pain.

### Assessment 4: (June)

In **reading** you will be able to demonstrate your ability to identify a range of **high frequency phrases, time expressions and opinions** seen so far this year as well as understanding key points. You will **translate complex sentences** including a **combination of tenses and language structures**.

