



CURRICULUM MAP (Long term plan)

SUBJECT: Fench

YEAR GROUP: Y10

GCSE themes: My personal world, Lifestyle and wellbeing, My neighbourhood, Media and Technology, Studying and My future, travel and tourism.

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p>Theme: My personal world/ Media and Technology Tu as du temps à perdre? M1 Free Time activities GC2 Mon clan, ma tribu M2 Relationships and Identity GC2</p> <p><u>Grammar:</u> present tense (including irregular verbs) jouer à/faire de reflexive verbs in present tense imperfect tense perfect tense near future emphatic pronouns adjectival agreement direct object pronouns adverb formation possessive adjectives opinion verbs question verbs</p>	<p>Theme: Studying and my future Ma vie scolaire M3 Mes projets d'avenir M8 School and Future plans GC2</p> <p><u>Grammar:</u> definite articles Comparative adjectival structures: plus + adjective + que, moins + adjective + que Use of il faut + infinitive, il ne faut pas + infinitive, il est + adjective, e.g. important / interdit + de + infinitive Perfect tense formation with past participle revisited Negatives: <i>ne ... plus;</i> <i>ne ... jamais, ne ... rien, ne ... pas</i> revisited Irregular past participles (appris, bu, couru, écrit, fait, lu, mis, pris, reçu, ri) Negatives in the perfect tense go around the part of avoir / être Superlatives: <i>le/la/les plus / moins + adjective;</i> <i>le/la/les meilleur(e)(s) / pire(s) + noun</i> en + school subject (without le/la/les) Imperfect tense: habitual or continuous actions ('I used to ...'). Whole paradigm of regular -er verb (<i>regarder</i>); être stem (<i>ét-</i>)</p>	<p>Theme: Travel and tourism Numéro vacances M5 Travel and Tourism GC2</p> <p><u>Grammar:</u> conditional relative pronouns qui/que translation of in + country/town perfect tense of modal verbs si + present + simple future</p>

		<p>Indirect object pronouns <i>me/m', nous;</i> position (<i>il me parlait, elle nous donnait</i>)</p> <p>Imperfect, present and near future together</p> <p><i>avant de/d' + infinitive</i> <i>après + avoir / être + infinitive</i> <i>sans + infinitive</i></p> <p>Nouns for jobs change according to gender, e.g. <i>influenceur, influenceuse</i></p>	
<p>Disciplinary knowledge - what skills are practised?</p>	<ul style="list-style-type: none"> Establishing effective learning habits Justifying opinions using sequencers and connectives understanding the position of adjectives Translating into French Recognising and using qualifiers/intensifiers Describing a photo Using tenses and time phrases to tell if someone is referring to the present, past or future Discussing contrasting points of view Listening and transcribing in French Forming and answering questions Preparing for a role play <p><u>Pronunciation and phonics:</u> é,è,ê,er,ez,â,ai</p>	<ul style="list-style-type: none"> Describing photos Using -ième to create ordinal numbers Giving opinions with reasons (including using comparatives) Expressing opinions, agreeing and disagreeing Spotting known words and structures in a text Writing something for every gap Recognising present and perfect tenses Pronouncing new vocabulary (listen and check) Using clues, cognates, context and common sense to work out the meaning of unfamiliar words Using verbal phrases plus infinitive to talk about future plans and wishes, e.g. <i>j'aimerais, j'ai envie de</i> 	<ul style="list-style-type: none"> using the perfect and the imperfect tenses together extending sentences with added details Giving advice Creating complex sentences using relative pronouns identifying positive and negative opinions practise several speaking tasks for mock exam Forming different types of questions <p><u>Pronunciation and phonics:</u> gn on,om au,eau,o,ô un en,an,em,am c soft sound in front of e,i and when ç c hard sound in front of a,o,u</p>

	<p>œ, eu ch qu, c (in front of a,o,u) silent ER ver endings -e,-es and -ent usually silent final consonants: -s,-t,-x,-p,-n and -d pronunciation of -ment at the end of adverbs and the silent -ent at the end of verbs liaison before a vowel Est-ce que...?/ Qu'est-ce que...? rising intonation to ask questions</p>	<ul style="list-style-type: none"> Recognising two uses of depuis (depuis X ans, depuis l'âge de X ans) <u>Pronunciation</u> -er and -é at the end of words and phonics oi oy with 'y' sound at end (*incroyable, moyenne) -s- between vowels in the middle of a word pronounced as 'z' (faisais, maison, télévision) -ien -ail / -aill- and -ill- / -ille 	
<p>Key questions (What is the learning about?)</p>	<p>Can I talk about what I do online? Can I say what I do to stay active? Can I talk about what I watch? Can I make plans to go out? Can I use the perfect tense to say what I did last weekend? Can I take part in an interview using the present and the past tenses? Can I talk about my identity? Can I describe my weekend routine? Can I discuss friends and friendships? Can I say what people look like? Can I talk about positive role models? Can I understand and talk about celebrations?</p>	<p>Can I talk about school subjects? Can I describe school life? Can I discuss school rules? Can I use the imperfect tense to describe my primary school? Can I talk about past achievements at school? Can I explain why it is important to learn languages? Can I describe a photo? Can I talk about my summer plans? Can I describe my future plans and hopes? Can I talk about travelling? Can I use the future tense to talk about my future career paths? Can I talk about different jobs?</p>	<p>Can I talk about my holiday? Can I describe my accommodation? Can I write about my ideal holiday? Can I say why people go on holiday? Can I say what you can see and do on holiday? Can I talk about festivals in French speaking countries? Can I understand information in the tourist office? Can I book a holiday accommodation? Can I complain about a holiday accommodation? Can I say what activity I do according to the weather? Can I write about holidays challenging myself to much longer paragraphs?</p>

<p>Assessment</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>Progress check - Reading / Listening</p> <p>End of term test – Writing on my personal life in French</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>End of term test – Mock exam in all skills in April</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>Progress check - Reading / Listening skills</p> <p>End of term test – Writing on Travel and Tourism</p>
<p>Literacy (L), Numeracy (N), Oracy (O) opportunities</p>	<p>Oracy –</p> <ul style="list-style-type: none"> speaking in full sentences with good pronunciation and accent. taking part in role play <p>Literacy –</p> <ul style="list-style-type: none"> verb conjugation. use of formal English to decode language. <p>Numeracy –</p> <ul style="list-style-type: none"> telling the time <p>Writing grammatically accurate sentences expanding them with opinions and a diversity of tenses.</p>	<p>Oracy –</p> <ul style="list-style-type: none"> speaking in full sentences with good pronunciation and accent. describing a photo <p>Literacy –</p> <ul style="list-style-type: none"> verb conjugation. use of formal English to decode language. <p>Numeracy –</p> <ul style="list-style-type: none"> practising numbers and percentages to understand infographics about the environment <p>Writing grammatically accurate sentences expanding them with opinions, use of more complex clauses and a diversity of tenses.</p>	<p>Oracy –</p> <ul style="list-style-type: none"> speaking in full sentences with good pronunciation and accent. taking part in role play being confident in answering and asking questions in French <p>Literacy –</p> <ul style="list-style-type: none"> verb conjugation. use of formal English to decode language. <p>Numeracy –</p> <ul style="list-style-type: none"> reading time, prices, phone numbers at the tourist office. understanding percentages <p>Writing grammatically accurate sentences expanding them with opinions, use of relative pronouns and a diversity of tenses.</p>
<p>Cross Curricular Opportunities</p>		<p>Geography: location of some of the French speaking countries</p>	<p>Geography: location of some of the French speaking countries</p>
<p>Super curriculum</p>	<p>Creativity Task:</p> <ul style="list-style-type: none"> Make a video to show a grammar point that you have learnt in class. Create vocabulary games on Blooket or Quizlet to help you revise your new vocabulary 	<p>Creativity Task:</p> <ul style="list-style-type: none"> Make a video to show a grammar point that you have learnt in class. Create vocabulary games on Blooket or Quizlet to help you revise your new vocabulary 	<p>Creativity Task:</p> <ul style="list-style-type: none"> Make a video to show a grammar point that you have learnt in class. Create vocabulary games on Blooket or Quizlet to help you revise your new vocabulary

	<p>Listening Tasks:</p> <ul style="list-style-type: none"> ● Audio lingua ● Listen to some French songs and complete the activities (app lingo clip) <p>Watching Tasks:</p> <ul style="list-style-type: none"> ● Watch tv series such as Lupin or Emily in Paris on Netflix ● Watch Movies you know really well but change the audio to French ● Come and discover a French movie at the French cine club <p>Visiting/Culture Tasks:</p> <ul style="list-style-type: none"> ● Discover the regions of France French regions ● Discover the food and drinks of France French food and drink 	<p>Listening Tasks:</p> <ul style="list-style-type: none"> ● Audio lingua ● Listen to some French songs and complete the activities (app lingo clip) <p>Watching Tasks:</p> <ul style="list-style-type: none"> ● Watch tv series such as Lupin or Emily in Paris on Netflix ● Watch Movies you know really well but change the audio to French ● Come and discover a French movie at the French cine club <p>Visiting/Culture Tasks:</p> <ul style="list-style-type: none"> ● Discover the regions of France French regions ● Discover the food and drinks of France French food and drink 	<p>Listening Tasks:</p> <ul style="list-style-type: none"> ● Audio lingua ● Listen to some French songs and complete the activities (app lingo clip) <p>Watching Tasks:</p> <ul style="list-style-type: none"> ● Watch tv series such as Lupin or Emily in Paris on Netflix ● Watch Movies you know really well but change the audio to French ● Come and discover a French movie at the French cine club <p>Visiting/Culture Tasks:</p> <ul style="list-style-type: none"> ● Discover the regions of France French regions ● Discover the food and drinks of France French food and drink
<p>Careers</p>	<p>European Day of Languages assembly. Careers board in the MFL corridor HT 1 How languages help in your career: vlogger HT 2 How to become a digital transformation lead</p>	<p>Careers board in the MFL corridor HT1 How to become a journalist HT2 How to become a translator</p>	<p>Careers board in the MFL corridor HT1 How to become a tour guide HT2 How languages help in your career: documentary director</p>
<p>Equality and Diversity Gender Disability Religion Race Sexuality</p>	<p>Diverse representation in resources used in lessons/textbooks. Diverse family composition discussed. Use of emphatic pronouns (il/elle/iel) French vocabulary to talk about gender identity and sexuality (masculin/féminine/non-binaire/trans genre...) Non binary adjective agreement in French</p>	<p>Diverse representation in resources used in lessons/textbooks. Use of emphatic pronouns (il/elle/iel) Non binary adjective agreement in French</p>	<p>Diverse representation in resources used in lessons/textbooks. Use of emphatic pronouns (il/elle/iel) Non binary adjective agreement in French</p>
<p>Local Community Links</p>			



<p>British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>Comparing the French motto Liberté, Egalité, Fraternité with British Values</p> <p>PBA core values</p> <p><u>Cultural Capital</u> Jeux de la Francophonie (valeurs - équité, solidarité, excellence, responsabilité et diversité) Celebrities from different French speaking countries</p> <p><u>SMSC</u> pair & group working</p> <p><u>Character</u> Integrity : during practical work Resilience: using equations & data handling Confidence: participation during classroom discussions/role plays</p>	<p>PBA core values</p> <p><u>Cultural Capital</u> La laïcité Name of year groups in French speaking countries The <i>Manger Bouger</i> campaign Colonies de vacances</p> <p><u>SMSC</u> pair & group working</p> <p><u>Character</u> Integrity : during practical work Resilience: using equations & data handling Confidence: participation during classroom discussions/role plays</p>	<p>PBA core values</p> <p><u>Cultural Capital</u> In texts about holidays, focus on French speaking countries such as Morocco, Algeria, Vanuatu, Burkina Faso, French islands</p> <p><u>SMSC</u> pair & group working</p> <p><u>Character</u> Integrity : during practical work Resilience: using equations & data handling Confidence: participation during classroom discussions/role plays</p>
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