

French - KS3 Curriculum Map

		Year 7	Year 8	Year 9
Term 1	Vocabulary	Unit 1 – Describing Myself <ul style="list-style-type: none"> • understand/say greetings + feelings • understand key classroom instructions + objects • say basic classroom phrases • understand/say letters of the alphabet • understand colours, numbers 1-31, days and months • say their name, age and birthday • describe their appearance + personality • understand key question words • - use strategies to learn vocabulary independently at home (receptive and productive) 	Unit 4 – Describing your school life <ul style="list-style-type: none"> • understand/use key classroom language on a routine basis • say/write their name, age, school and school year • understand/produce key adjectives to describe and give opinions of school • understand school facilities and describe what is in their school • understand school rules • understand clothes and school uniform • understand/produce school subjects • use adjectives to describe subjects and teachers • give justified opinions of subjects and teachers • use a variety of quality phrases and conjunctions to link ideas • understand jobs • describe future plans • - use strategies to learn vocabulary independently at home (receptive and productive) 	Unit 7 – Describing holidays <ul style="list-style-type: none"> • understand/use key classroom language on a routine basis • understand/use infinitives of key verbs • -use key verbs in different tenses and time indicators to describe past and future holidays and holiday activities • give key details about a holiday (where, when, who with, how long for) • understand key question words • use key vocabulary to describe accommodation • understand key vocabulary to describe transport • understand key vocabulary to describe weather • use a variety of adjectives to describe aspects of a holiday • use a variety of quality phrases and conjunctions to link ideas in different tenses • give justified opinions in different tenses • use strategies to learn vocabulary independently at home (receptive and productive)
	Grammar	Indefinite articles (m/f/pl) Adjectival position Adjectival agreement (m/f) Basic first-person negatives	Adjectival agreement Modal verb + infinitives Near future tense (Higher) Basic first- and third-person negatives Conjugation of avoir and être in the present tense	Conjugated verb + infinitive Perfect tense forms of key verbs Manipulating key verbs in the perfect tense (Higher). Near future tense forms of key verbs Manipulate key verbs in the near future tense (Higher)
	Phonics	Pronounce phonics sounds 1-8 and words containing these sounds	Use their knowledge of phonics to pronounce new words independently	Use their knowledge of phonics to pronounce new words independently
	Skills focus	Listening and Speaking	Reading and Writing	Listening and Speaking

Term 2	Vocabulary	<p>Unit 2 – Describing My Family</p> <ul style="list-style-type: none"> • understand key classroom instructions + objects • say basic classroom phrases • understand numbers 1-100 • give name and age of family members • describe family members' appearance and personality • give opinions of family members • understand vocabulary to describe relationships with family members • use strategies to learn vocabulary independently at home (receptive and productive) 	<p>Unit 5 – Describing where you live</p> <ul style="list-style-type: none"> • understand/use key classroom language on a routine basis • say/write where they live • understand/produce vocabulary to describe where they live • understand key prepositions to describe position/location • understand directions • understand/produce places in town and shops • understand/use quantity phrases • describe what facilities there are for different groups of people in town • describe activities you can do in town • use adjectives to describe places in town • give justified opinions of their town. • use a variety of quality phrases and conjunctions to link ideas • describe where you would like to live in the future • use strategies to learn vocabulary independently at home (receptive and productive) 	<p>Unit 8 – Describing festivals</p> <ul style="list-style-type: none"> • understand/use key classroom language on a routine basis • understand key vocabulary to describe special occasions and festivals • understand/use infinitives of key verbs • use key verbs in different tenses and time indicators to describe past and future events • understand/produce key leisure activities and places • use a variety of adjectives to describe past and future events • use a variety of quality phrases and conjunctions to link ideas in different tenses • give justified opinions in different tenses • use strategies to learn vocabulary independently at home (receptive and productive)
	Grammar	<p>First-, second- and third-person possessive pronouns</p> <p>Definite and Indefinite articles (m/f/pl)</p> <p>Adjectival agreement (m/f)</p> <p>Basic first- and third-person negatives</p> <p>Concept of Infinitives</p> <p>Conjugation of regular ER verbs in the present tense</p> <p>Conjugation of avoir and être in the present tense</p>	<p>Definite and Indefinite articles (m/f/pl)</p> <p>Prepositions + du/de la/de l'/des</p> <p>Aller + au/à la/à l'/aux</p> <p>Basic adjectival agreements</p> <p>Modal verb + infinitives</p> <p>Near future tense (Higher)</p>	<p>Conjugated verb + infinitive</p> <p>Perfect tense forms of key verbs</p> <p>Manipulating key verbs in the perfect tense (Higher).</p> <p>Near future tense forms of key verbs</p> <p>Manipulate key verbs in the near future tense (Higher)</p>
	Phonics	<p>Pronounce phonics sounds 1-15 and words containing these sounds</p>	<p>Use their knowledge of phonics to pronounce new words independently</p>	<p>Use their knowledge of phonics to pronounce new words independently</p>
	Skills focus	<p>Reading and Writing</p>	<p>Listening and Speaking</p>	<p>Reading and Writing</p>

Term 3	Vocabulary	<p>Unit 3 – Describing your leisure activities</p> <ul style="list-style-type: none"> • understand/produce sports and leisure activities • understand the concept of infinitives and conjugated verbs • understand/produce key infinitives of leisure verbs • understand/produce key leisure verbs in the present tense (je) • understand/produce key modal verbs • understand the concept of two verbs together – modal + infinitive • understand key question words • produce opinion language and adjectives • give justified opinions of leisure activities • describe what they do in their spare time • use time indicators to say when/how often • use conjunctions to link ideas • start to manipulate key verbs in the near future tense to describe what they plan do (Higher) 	<p>Unit 6 – Describing a healthy lifestyle</p> <ul style="list-style-type: none"> • understand/use key classroom language on a routine basis • understand/produce different food and drink items • Give justified opinions of food and drinks. • use definite and indefinite articles • understand/use quantity phrases • use modal verbs + infinitives to describe diet and healthy lifestyles • use present tense verbs to describe diet and healthy lifestyles • use time indicators to describe their diet • use adjectives to describe their diet and lifestyle • understand/use vocabulary to describe impact of diet/lifestyle choices on health (Higher) • use a variety of quality phrases and conjunctions to link ideas • use strategies to learn vocabulary independently at home (receptive and productive) 	<p>Unit 9 – Exploring French and Francophone Culture</p> <ul style="list-style-type: none"> • understand/use key classroom language on a routine basis • understand names of Francophone countries • understand/produce key words • understand/produce key verbs • understand/use question words • understand imperative forms of verbs used in exam rubrics • understand core vocabulary featured in comprehension exams (numbers, time, days, months) • understand high frequency vocabulary and the impact they can have on meaning • understand concept of cognates, false friends and synonyms • recognise cognates and understand common false friends • recognise common synonyms • understand common time indicators and recognise which tense they refer to • recognise high frequency verbs in a range of tenses (Higher) • use strategies to learn vocabulary independently at home (receptive and productive)
	Grammar	<p>Prepositions (au, à la, à l', aux) Partitive articles (du, de la, de l', des) Basic negatives Infinitives Conjugated verb + Infinitive Conjugation of regular ER verbs in the present tense Conjugation of faire in the present tense</p>	<p>Definite and indefinite articles (m/f/pl) Partitive articles (du, de la, de l', des) Modal verb + infinitives Negatives Conjugation of regular ER verbs in the present tense Conjugation of prendre and boire in the present tense</p>	<p>Imperatives Perfect tense forms of key verbs Near future tense forms of key verbs Present tense forms of key verbs Manipulating tenses (Higher) Negatives</p>
	Phonics	<p>Pronounce phonics sounds 1-23 and words containing these sounds</p>	<p>Use their knowledge of phonics to pronounce new words independently</p>	<p>Use their knowledge of phonics to pronounce new words independently</p>
	Skills focus	<p>Listening and Speaking</p>	<p>Reading and Writing</p>	<p>Listening and Reading - a range of exam techniques and strategies for reading and listening</p>