

		Year 10	Year 11
Term 1	Vocabulary	<p>Self, Family and Relationships</p> <ul style="list-style-type: none"> understand high frequency vocabulary found in GCSE exam questions use a range of exam techniques and strategies for reading and listening use strategies and key language to describe what is in a photo. bring together all key vocabulary from the topic to verbally answer discussion questions. use repair strategies to cope with unexpected responses when speaking. use knowledge of phonics to accurately pronounce unfamiliar vocabulary without scaffolding/ support from their teacher. understand family members. understand nationalities, religions and sexualities. understand 'introduction vocabulary' – name, age, birthday, nationality, religion understand a range of adjectives used to describe physical appearance and personality. build sentences to describe people using key verbs; give justified opinions of family members/friends. Describe self – name, age, birthday, nationality, religion, personality + physical appearance describe relationships with family/friends. describe their opinion on marriage in the future. describe their best friend. describe an idol/ role model. use set phrases to describe their ideal friend/partner To have a wider understanding on social issues in France such as laicite, PACS. <p><u>Higher ONLY</u></p> <ul style="list-style-type: none"> give higher level opinions of family, friends understand vocabulary used to describe types of family, family issues and relationships. use complex phrases to describe relationships with family/friends. use complex phrases to justify their opinions of whether or not they would like to get married and have children 	<p>Holidays</p> <ul style="list-style-type: none"> use a range of exam techniques and strategies for reading and listening apply key strategies to perform well in all three sections of the speaking exam. understand key questions words. understand the difference between tu/vous use repair strategies to cope with unexpected responses when speaking. understand key vocabulary linked to the topic of holidays including transport and weather. understand key vocabulary linked to countries and holiday destinations. use key transactional language to make travel arrangements in a role play situation. use key verbs to talk about past, present and future holidays. recognise/use key time indicators to when talking about their holidays. give justified opinions of past, present and future holidays. understand/produce adjectives to describe holidays. To have a wider understanding of French and Francophone culture and their holiday habits/ destinations. use a range of exam techniques and strategies for reading and listening <u>Higher ONLY</u> give higher level opinions of holidays and leisure activities on holiday. discuss the importance, advantages and disadvantages and dangers of going on holiday. describe their ideal holiday. use complex structures to describe where they would go and what they would do on their ideal holiday.
	Grammar	Possessive pronouns Avoir and être (Higher only – full conjugation) Conditional tense (Higher only – manipulate) Comparatives (Higher only) Modal + infinitive structures	Avoir and être (Higher only – full conjugation) Past, present and near future tenses (Higher only – manipulate) Conditional tense (Higher only – manipulate) Imperfect tense (Higher only – manipulate) Modal + infinitive structures

	Phonics	<p>Use their knowledge of phonics to pronounce new words independently</p> <p>Use their knowledge of phonics to accurately read aloud unfamiliar passages/ vocabulary.</p> <p>Use their knowledge of phonics to accurately transcribe unfamiliar vocabulary through dictation exercises.</p>	<p>Use their knowledge of phonics to pronounce new words independently</p>
	Skills focus	<p>Listening, Reading and Speaking (Photocard discussion)</p>	<p>Listening, Reading and Speaking (Full Speaking Paper)</p>

Term 2	<p style="text-align: center;">Town</p> <ul style="list-style-type: none"> • understand high frequency vocabulary found in GCSE exam questions • use a range of exam techniques and strategies for reading and listening • apply key strategies to perform well in the photocard discussion section of the speaking exam. • understand key questions words. • use repair strategies to cope with unexpected responses when speaking. • understand vocabulary used to describe countries and destinations. • understand vocabulary used to describe a house. • describe and give opinions of where they live. • use adjectives and prepositions to describe their town/different places in town. • describe what facilities and activities there are in their town for different groups of people • understand and use vocabulary to describe the pros and cons of living in a city v the countryside • understand vocabulary on the topic of the environment and be able to apply this knowledge in an exam context in reading and listening exam questions. • describe what they do to protect the environment. • be able to accurately respond to questions in all 3 tenses (past, present and future) • to have an awareness of cultural norms/traditions in both France and Francophone countries. • use strategies and key language to describe what there is in a photo. <p><u>Higher ONLY</u></p> <ul style="list-style-type: none"> • describe their ideal future/partner/house. • recognise and begin to use verbs in the simple future tense. • use complex phrases to justify their opinions of where they live and describe where they would live in the future. 	<p style="text-align: center;">School and Future Plans</p> <ul style="list-style-type: none"> • use a range of exam techniques and strategies for reading and listening • apply key strategies to perform well in the various sections of the writing exam. • produce/use key verbs in three main tenses to write answers in response to exam questions on topics studied in Y10. • describe and give opinions of their school. • use key verbs in present/past tenses and time indicators to describe a school day. • describe and give opinions of school uniform. • understand key vocabulary used to describe school, post-16 education and work. • give justified opinions of subjects, homework and teachers. • understand/produce key phrases to describe future plans and careers. • understand vocabulary to describe food and drink • give justified opinions of food and drink using a range of adjectives. • use key verbs in three main tenses and time indicators to describe their diet and lifestyle. • understand/use key vocabulary used when eating out in a restaurant. • understand/use key vocabulary, modal verbs and infinitives to describe healthy/unhealthy lifestyles. • understand/use key vocabulary on the use of technology, its benefits and dangers. • understand different Francophone festivals and their related vocabulary. • use 3 tenses to describe a celebration, the activities and give an opinion. <p><u>Higher ONLY.</u></p> <ul style="list-style-type: none"> • use higher level opinions to describe the positive/negative aspects of their school. • use complex phrases to describe relationships with teachers. • use complex structures to suggest improvements to current school. • build complex sentences about their future plans and careers. • describe their ideal future/partner/house. • recognise and begin to use verbs in the simple future tense. • use complex phrases to justify their opinions of where they live and describe where they would live in the future.
	Vocabulary	

	Grammar	<ul style="list-style-type: none"> • Avoir and être (Higher only – full conjugation) • Past, present and near future tenses (Higher only – manipulate) • Conditional tense (Higher only – manipulate) • Imperfect tense (Higher only – manipulate) • Modal + infinitive structures 	<ul style="list-style-type: none"> • Past, present and near future tenses (Higher only – manipulate) • Conditional tense (Higher only – manipulate) • Imperfect tense (Higher only – manipulate) • Modal + infinitive structures • Adjective agreements • Opinion + infinitive structures
	Phonics	<ul style="list-style-type: none"> • Use their knowledge of phonics to pronounce new words independently. <p>Use their knowledge of phonics to accurately read aloud unfamiliar passages/ vocabulary.</p> <p>Use their knowledge of phonics to accurately transcribe unfamiliar vocabulary through dictation exercises.</p>	<ul style="list-style-type: none"> • Use their knowledge of phonics to pronounce new words independently. <ul style="list-style-type: none"> • Use their knowledge of phonics to accurately read aloud unfamiliar passages/ vocabulary. • Use their knowledge of phonics to accurately transcribe unfamiliar vocabulary through dictation exercises.
	Skills focus	<ul style="list-style-type: none"> • Listening, Reading and Speaking (Photocard discussion) 	<ul style="list-style-type: none"> • Listening, Reading and Writing (Full Writing Paper)

Term 3	Vocabulary	<p style="text-align: center;">Leisure</p> <ul style="list-style-type: none"> • understand high frequency vocabulary found in GCSE exam questions • understand/produce key leisure activities. • understand/produce infinitives of key leisure verbs. • use key modal verbs and infinitives to describe leisure time and give opinions of leisure activities. • use key leisure verbs in present, past and near future tense (je form) to talk about their use of leisure time. • recognise/use key time indicators to when talking about their use of leisure time. • understand/produce adjectives to describe leisure activities. • talk about/give justified opinions of TV, cinema and new technology. • talk about/give justified opinions of music, TV programmes and films. • understand vocabulary to describe different forms of new technology. <p><u>Higher ONLY</u></p> <ul style="list-style-type: none"> • use key leisure verbs in present, past and near future tense (on, il, elle form) to talk about their use of leisure time • To confidently and fluently use complex opinions and phrases when giving opinions on leisure/ free time. 	<p style="text-align: center;">Technology + Celebrity Culture Diet + Healthy Living Customs + Festivals (PREP FOR GCSE)</p> <ul style="list-style-type: none"> • apply key strategies to perform well in the reading and listening exams. • apply understanding of vocabulary on these topic areas in context on reading and listening exam questions in prep for GCSE exams. • understand key vocabulary on the topic of technology and social media. • understand key vocabulary on the topic of music, TV, and cinema. • understand key vocabulary on the topic of diet (food and drink) • understand key vocabulary on the topic of healthy living – key infinitives, body parts, activities. • understand key vocabulary on the topic of customs and festivals – key dates, activities, customs. • apply key strategies to perform well in the writing and speaking exam – ability to answer questions/ bullet points on the topic areas. <p><u>Higher ONLY</u></p> <ul style="list-style-type: none"> • describe their childhood holidays and eating habits. • use higher level modal verbs/infinitive structures to describe healthy/unhealthy lifestyles. • understand vocabulary linked to different health issues such drugs, alcohol and eating disorders. • understand vocabulary used to describe impact and consequences of unhealthy lifestyle choices. • Describe their own technology/ social media habits and the wider impact of these. • Describe the pro’s and cons to use of technology and social media. • Describe own recent, future, current plans/ traditions for festivals/ celebrations.
	Grammar	<ul style="list-style-type: none"> • Conjugation of jouer, aller and faire • Modal + infinitive structures • Past, present and near future tenses • Conditional tense • Imperfect tense • Negative structures 	<p>All grammar points that have been taught throughout KS4.</p>

	Phonics	<ul style="list-style-type: none"> • Use their knowledge of phonics to pronounce new words independently • Use their knowledge of phonics to accurately read aloud unfamiliar passages/ vocabulary. • Use their knowledge of phonics to accurately transcribe unfamiliar vocabulary through dictation exercises. 	<ul style="list-style-type: none"> • Use their knowledge of phonics to pronounce new words independently • Use their knowledge of phonics to accurately read aloud unfamiliar passages/ vocabulary. • Use their knowledge of phonics to accurately transcribe unfamiliar vocabulary through dictation exercises.
	Skills	<ul style="list-style-type: none"> • Listening, Reading and Writing (90/ 150 word) 	<ul style="list-style-type: none"> • Listening, Reading, Writing (ALL) and Speaking (ALL)