

# French

## We aim to create lifelong linguists who thrive in the 21st century

This will be achieved through provoking students' curiosity and appreciation of wider cultures, producing aspirational and independent linguists who achieve their potential, fostering the enjoyment of language learning and engendering pride in successful linguistic acquisition and by providing a diverse, challenging and inspirational diet of languages appropriate to the individual needs of all.

| Autumn                     | Spring                  | Summer |
|----------------------------|-------------------------|--------|
| Relationships<br>Home Town | Environment<br>Revision | Exam   |

Homework forms an integral part of ensuring excellent progress in Languages. The following must be adhered to when setting homework:

- Homework is set once per week. This should be towards the start of the week as far as possible. Students must be given one week to complete the homework. Follow-up can then be closed out towards the end of the week.
- Homework should be set in the PAL format:

P – Students are to PRACTISE a skill or learning point from current / previous module

A – An ADDITIONAL task should be set. This might be an extended project running parallel to lessons and should aim to challenge students to work independently

L – A LEARNING section must be included each week. This would usually be a vocabulary list or verb endings of a particular tense

If a student fails to hand in homework, a detention should be set and the class teacher should contact home.

| Unit                                | Learning Objectives/Outcomes  |
|-------------------------------------|---|
| Relationships with family & friends | <ul style="list-style-type: none"><li>• avoir and être present tense</li><li>• possessive adjectives</li><li>• adjective agreement rules</li><li>• reflexive verbs</li><li>• se disputer/se fâcher/s'entendre avec</li><li>• comparatives plus que/moins que</li><li>• adverbs of frequency</li><li>• regular verbs in present tense</li><li>• direct object pronouns</li></ul> |

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| Home, town,<br>neighbourhood<br>& region | <ul style="list-style-type: none"> <li>• il y a</li> <li>• on a</li> <li>• c'est</li> <li>• prepositions (see Prepositions – directions: Lesson activities and Prepositions – directions: Slides)</li> <li>• plural partitive article and de after negative</li> <li>• pouvoir + infinitive (see Pouvoir: Teaching notes and Pouvoir: Team game)</li> <li>• expressions of quantity</li> <li>• irregular verbs aller/faire</li> <li>• ceux qui + verb</li> <li>• s'intéresser à</li> <li>• enhancing descriptions using qui/que/dont (see Enhancing descriptions: qui que dont: Presentation)</li> <li>• demonstrative adjectives ce, cet, cette, ces</li> </ul> |
| The environment                          | <ul style="list-style-type: none"> <li>• modal verbs linked to behaviours (must do/can do/should do/could do etc.)</li> <li>• past tense for effects of behaviours on environment</li> <li>• si sentences revised for outlining consequences of actions</li> <li>• pluperfect tense perspective</li> </ul>   |