

Share Multi Academy Trust Curriculum Plan MFL

Subject: French

Year: 7

Ability: All

Term / Date(s)

Unit 1

Unit 2

Unit 3

Unit 4

Topic	Les opinions	Mes temps libre	Ma ville	Ma famille et mes amis
Topic overview	Likes and dislikes	Free time	Town and neighbourhood	Relationships and social life
Students will learn...	How to give opinions and reasons	How to give detailed opinions and reasons on free time and hobbies	How to describe where they live	How to describe themselves and others
Components	Students can understand and independently produce language to give opinions and justify with reasons. Students can recognise the meaning of key cognates. Students can use their knowledge of the sound spelling link to understand words and sound them out correctly. Students can use their knowledge of the sound spelling link to transcribe simple sentences with opinions and reasons.	Students can independently produce (in writing and orally) language to give detailed opinions and detailed justifications on a variety of sports and hobbies. Students can use and understand adverbs of frequency and intensity. Students recognise and can accurately use preceding direct object 'it' according to gender. Students can apply knowledge of phonics to pronounce language with more accuracy. Students can compare and contrast activities. Students can use and understand negative phrases. Students can ask and respond to simple questions with verb inversion.	Students can understand and independently produce language to understand and use more complex sentences with detailed opinions about their town/facilities in town. Students use and understand subordinate clauses with infinitive phrases.	Students can understand and independently produce language to describe themselves and other people (physical appearance and personality). Students are able to speak in French from memory. Students can understand and produce <i>avoir</i> and <i>être</i> in the first, second and third person. Students can understand a variety of complex structures (e.g. superlative, conditional etc.). Students are exposed to the perfect tense.
Prior learning and retrieval	Key cognates of nouns (primary school; knowledge of English) The use of gender in French (home languages, primary school)	Simple opinions (Year 7 U1) Simple reasons (Year 7 U1) Basic phonics (Year 7 U1) Gender with definite and indefinite articles (Year 7 U1)	Detailed opinions (Year 7 U1 and 2) Detailed reasons (Year 7 U1 and 2) Variety of connectives (Year 7 U1 and 2) Hobbies, interests (Year 7 U1 and 2) Preceding objects (Year 7 U1 and 2) Adverbs of intensity (Year 7 U2) Basic adjectival agreement (Year 7 U1 and 2)	Detailed opinions and reasons (basic and complex) (Year 7 U1, 2 and 3) A variety of connectives and adverbs (Year 7 U1, 2 and 3) How to use <i>être</i> in the first and third person (Year 7 U2 and 3) A variety of question structures (Year 7 U1, 2 and 3) Reflexive structures (Year 7 U1, 2 and 3) Negative structures (Year 7 U1, 2 and 3) Comparative structures (Year 7 U1, 2 and 3) Basic adjectival agreement (Year 7 U1, 2 and 3)
Key lexicogrammar students will know and learn	Key cognate nouns Gender recognition Opinion verbs in the first, second and third person including negatives (<i>aimer, adorer, détester</i>) Simple connectives How to use <i>c'est</i> + adjectives (inc. adjectival agreement) How to understand and phrase preference questions Comparative structures	Key sports and hobbies Adverbs of frequency How to form a negative opinion Verbs <i>jouer</i> and <i>faire</i> in the infinitive with prepositions including the negative Irregular verb <i>faire</i> in the first, second and third person The partitive with <i>jouer à</i> Numbers up to 20 Weather phrases	<i>il y a / il n'y a pas</i> Subordinate clause <i>où je peux</i> and <i>pour</i> + infinitive structures Third person singular with opinion verbs Possessive adjectives (<i>mon, ma, mes</i>) Regular and irregular verbs in the first, second and third person Identify main towns in France Basic Directions <i>aller à</i> + partitive More weather phrases	Use of <i>avoir</i> and <i>être</i> in the first, second and third person to describe appearance and personality Describe who is in your family A variety of adjectives in the masculine, feminine and plural form Adjectival agreement and word order A variety of complex structures in the conditional tense, perfect tense and the superlative Reflexive structures to describe social relationships Comparative structures with personality and physical descriptions

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Transferrable knowledge (skills)	The ability to apply their knowledge of phonics to pronounce new words. The ability to use and understand opinions and reasons. The ability to recognise and use the gender of nouns. The ability to recognise and use phonics coding to sound out new words/phrases. A knowledge of how to link sentence parts together using key connectives. The ability to recognise (PDOs) preceding direct objects.	The ability to apply their knowledge of phonics to pronounce new words with accuracy/more confidence. The ability to use opinion plus infinitive verbs. The ability to use and understand adverbs of frequency and intensity. The ability to compare and contrast two ideas. The ability to use opinions in the negative. The ability to use accurately verbs with prepositions. The ability to form simple questions with verb inversion.	Complex sentences <i>Il y a</i> Subordinate clauses with <i>où</i> and <i>pour</i> Third person form of -er verbs <i>aller</i> + partitive Forming question with <i>est-ce qu'il y a ...</i> Directions	Using <i>être</i> and <i>avoir</i> in the first, second and third person Months of the year and numbers 1-30 Complex structures (conditional tense, perfect tense and the superative) Reflexive structures. Adjectival agreements Comparative structures
Key questions	Tu aimes...? Tu préfères? Pourquoi? Et toi?	Tu préfères? Tu aimes? Pourquoi? Qu'est-ce que tu penses de?	<i>(Est-ce que)il y a?</i> <i>Où?</i> <i>C'est comment?</i>	Qui? Tu as? Tu es? Tu t'entends bien?
Assessment activities	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Listening Writing	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Speaking Reading	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Listening Writing	<u>Formative assessment:</u> Mini WB translations Questioning Live marking Peer assessment <u>Summative assessment:</u> Speaking Reading
Notes Why this topic is important...	Many Year 7 students arrive with little or no knowledge of French, nor French phonics given that most primary teachers are not MFL specialists. It is important that students learn the difference between pronunciation of French and English words and understand the risk of mispronouncing easily recognisable words. Word order in French is very different and a fundamental grammatical skill that is needed in order to build up more complex sentences.	This section enables students to build on the previous unit in order to consolidate use of opinions with justification and continues to extend knowledge of vocabulary and continued focus on nasal sounds, silent letters and liaison.	This enables students to extend their responses with subordinate clauses and develops their understanding of verbs with prepositions. The topic enables students to refer to other people's opinions. The topic enables students to link places in town and a variety of activities that can be done there. Students learn about the use of possessive adjectives and their formation according to the noun.	This topic enables students to use ' <i>avoir</i> ' and ' <i>être</i> ' to describe themselves and other people both in physical appearance and personality. This topic introduces students to a variety of complex structures (conditional tense, perfect tense and the superative). This topic enables students to develop confidence in speaking from memory. This topic enables students to accurately use a variety of different adjectives.
Cultural capital	Awareness of the concept of grammatical 'gender' Awareness of the different sounds / phonemes in comparison to English	Introduction of different sports (<i>la pétanque</i>) French songs on numbers 1-20 Calculations in a different language	Pictures of authentic places in the target language country Map skills (directions, coordinates) Cultural tips (chateau de Chambord) Location of key French cities	Introduction of French-speaking celebrities
Links to NC	Links to NC: Speak: Develop accurate pronunciation & sound spelling link: Listen: identify opinions/reasons, recognise key sounds.	Links to NC: Speak: Continue to develop accurate pronunciation & sound spelling link. Focus on nasal sounds and silent letters. Use verb inversions to ask Qs.and respond.	Links to NC: Speak: Continue to develop accurate pronunciation & sound spelling link. Focus on common word endings and syllables. Liaison between silent letter endings plus vowel. Know how to pronounce unfamiliar words.	Links to NC: Speak: Develop confidence in speaking from memory. Listen: identify key details in descriptions. Transcribe: paragraphs with descriptive information about family/friends looks/personalities.

	Transcribe: simple sentences with opinions/reasons. Speak/write: Express basic opinions and reasons with high frequency cognates with accurate pronunciation. Read/ translate sentences relating to opinions and reasons. Vocabulary: learn simple cognates Grammar: masculine/feminine/plural nouns/articles	Listen: identify opinions/reasons, recognise key sounds from extended sentences. Transcribe: simple more detailed sentences with opinions/reasons inc some complexity. Speak/write: Express longer responses with opinions and reasons with high frequency cognates with accurate pronunciation. Use wider range of opinions, inc. adverbs, adjectives, PDOs for complexity. Read/ translate longer, more detailed sentences relating to opinions and reasons on free time. Vocabulary: learn nouns/verbs relating to sports and hobbies. Numbers 1-20. Grammar: masculine/feminine/plural nouns/articles inc. article plus nous with vowels. Comparatives. Negatives. Verbs plus partitive (<i>jouer, faire</i>) Cultural capital: <i>boules, la pétanque</i>	Listen: identify opinions/reasons/places and activities. Recognise key questions. Transcribe: simple more detailed sentences with opinions/reasons/places and activities. Speak/write: Express opinions about where one can go in town and activities that are linked. Respond to question words. Read/ translate longer, more detailed sentences relating to places in town/activities. Vocabulary: learn nouns/verbs relating to places in town, activities. Direction phrases. Question words (<i>où,</i>), <i>il y a</i> Grammar: opinion verb + infinitive phrases. Subordinate clauses to link ideas. Possessive adjectives. Comparatives. Negatives. Modal verb (<i>pouvoir</i>), connective <i>pour</i> + infinitive. Cultural capital: map of France, key towns in France. Other countries in Europe.	Speak/write: Give physical/personality descriptions, favourite person, ideal look. Read/ translate read descriptive information re. family/friends/looks/personalities. Vocabulary: height, build, facial features, colours personality. Numbers to 30. Months. Grammar: Irregular verbs: <i>avoir</i> and <i>être</i>, 1,2,3 person. Comparative/superlative conditional tense, adjectival agreements, (implicit: perfect tense phrases). Adjectival agreements and word order (BAGS) Cultural capital: famous French footballers, artists, musicians, politicians.
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