

Curriculum Map in French

Year	Cycle 1	Cycle 2	Cycle 3	Cycle 4
7	<p>T1: Self and others</p> <ul style="list-style-type: none"> to French Phonics and alphabet, introducing myself and others (name & age). Numbers. Describing people. Present tense 	<p>T3: My studies</p> <ul style="list-style-type: none"> Opinions of subjects, describing my timetable and school day. Talking about food and mealtimes. Telling the time. Use of negatives, comparatives and superlatives Present and conditional tenses 	<p>T2: Home and local area</p> <ul style="list-style-type: none"> Places in a town Description / Opinions of a town Present tense activities in a town What you can do in a town Directions Rooms in a house Furniture Present and conditional tenses 	<p>T1: Leisure Time</p> <ul style="list-style-type: none"> Review of prior learning Sports Using the comparative. Books, TV and cinema Consolidation of tenses Talking about actors, using the superlative Infinite verbs
8	<p>T1: Free time and technology</p> <ul style="list-style-type: none"> Present and conditional tenses, opinions and reasons and the use of a range of connectives and conjunctions Talking about technology and its use Extended opinions and use of intensifiers To gist read an authentic text and to listen to an authentic text about technology in everyday life 	<p>T2: Home life</p> <ul style="list-style-type: none"> Present, conditional and future tenses, opinions and reasons and the use of a range of connectives and conjunctions. The use of a range of verbs. Reviewing home Directions Prepositions Modal verbs 	<p>T1: Healthy living</p> <ul style="list-style-type: none"> Talking about meals, food and drink activities, travel, food Fast food and unhealthy habits Advice on healthy life styles: il faut Use of negatives, comparatives and superlatives. Future plans for healthy life styles (the grammatical future) Consolidate negatives 	<p>T1: Holidays</p> <ul style="list-style-type: none"> To revise the present tense of a range of verbs related to "Holidays" (destinations, activities, travel, food, weather). To revise the conditional tense to express their ideas about ideal holidays To use the near future tense to discuss their holiday plans. To give justified opinions and use of a range of connectives and conjunctions. To revise the use of negatives, comparatives and superlatives
9	<p>T1: Identity and culture</p> <ul style="list-style-type: none"> To revise the present tense of a range of verbs including "avoir", "être" and "s'appeler" in a family context. To use possessive adjectives to talk about family. To use adjectival endings and agreements to talk about appearance. To give justified opinions in a range of tenses. To use direct object pronouns. To use comparatives <i>plus que/moins que</i> 	<p>T2: Home and Local area</p> <ul style="list-style-type: none"> Describing the location of towns Describing your town Directions Describing your house Daily routine Household chores Pocket money Shopping for clothes 	<p>T3: School and further studies</p> <ul style="list-style-type: none"> To consolidate the use of present tense verbs to describe free-time activities: music / cinema and TV (including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i>) To extend the range of using two verbs together To use adverbs such as <i>d'habitude/normalement</i> To use clauses introduced by <i>quand/lorsque</i> and <i>si</i> 	<p>T1: Free time and celebrations</p> <ul style="list-style-type: none"> Free time activities Talking about types of films Types of programs and viewing habits Using technology Sporting interests Next weekend
10	<p>T2: Holidays</p> <ul style="list-style-type: none"> To consolidate the perfect tense to discuss holidays To extend range and use of the imperfect tense to discuss childhood holidays. To revise the use of sequencing words, expressions and phrases to add detail. To use advanced time phrases to personalize the text- <i>avant de/après avoir etc/pendant que/depuis/venir de</i> To develop greater complexity in spoken and written accounts of past events or experiences 	<p>T3: Education post 16</p> <ul style="list-style-type: none"> To use the <i>ce qui/ce que... c'est...</i> sentence pattern To revise using the near future to talk about education plans post-16. To use the future tense introduced to describe future study plans To build on <i>si</i> clauses with present and future tenses To revise using alternative verbs to express future education plans: "espérer" and "vouloir". <p>To use more complex two-verb structures to express future plans (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>)</p>	<p>T1 : Marriage and partnerships</p> <ul style="list-style-type: none"> Je voudrais me marier Le courrier du cœur Revision of future tense Direct object pronoun Indirect object pronoun To re-visit adjectives and the use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions To revise using the conditional tense to talk about ideal partners and giving advice to problems. To use <i>en</i> + present participle To revise using the near future tense to outline future plans regarding marriage/partnership etc 	<p>T1: Customs and festivals in French-speaking countries/ communities</p> <ul style="list-style-type: none"> Festivities Traditions of TL speaking countries Perfect of verbs with être and avoir revision Reflexive verbs in perfect and imperfect Tenses: describing a past event/festival, actions and opinions
11	<p>T2 The environment and global issue</p> <ul style="list-style-type: none"> modal verbs linked to behaviours (must do/can do/should do/could do etc) past tense for effects of behaviours on environment <i>si</i> sentences revised for outlining consequences of actions pluperfect tense perspective 	<p>T2: Social issues: Poverty and homelessness</p> <ul style="list-style-type: none"> <i>si j'étais ...</i> <i>à la place de ...</i> with conditional completions <p><i>il faut + infinitive</i> and <i>il faut que + subjunctive</i> (see</p>	T1, T2 and T3 Revision for exams as per agreed detailed schedule	
				FINAL AQA GCSE EXAMS