

St Cuthbert Mayne School Curriculum Map



Department: Modern Foreign Languages (French)

Year 7 French

The MFL curriculum at STCM is designed to be stimulating, engaging and challenging to all students from the first lesson, regardless of their background in language learning. Students come to the school from a variety of primary schools and MFL contexts – including bilingual students at native-speaker level, those who have studied significant amounts of French, those who have studied a language other than French and those who might have studied hardly any foreign language at all. We aim to create language learners who are: • enthusiastic linguists who see for themselves the point of the subject, whether they intend to pursue languages or not; • resilient, independent and intellectually curious; • confident enough to communicate in the Target Language; • aware of the culture of countries where the Target Language is spoken and respectful of differences between this culture and their own; • used to learning through the study of authentic materials; • confident in manipulating grammar and aware of the similarities and differences between grammar in the Target Language and in English; • able to apply language in new contexts; • ready and able to progress to the next stage of their language learning; • proud of their linguistic achievements. / Key Stage 3 Curriculum Summary. During each half-term students study an integrated, thematic topic that combines an aspect of French culture or history with the core vocabulary and grammar that they might be expected to know at this key stage. Innovative teaching and a focus on authentic resources put real life at the heart of what we teach and shows students that there is an immediate and relevant purpose to their learning. It gives them a reason to communicate.

Autumn Term

Pearson Dynamo 1 Course - Module 1 (La Rentrée - Return to School)							
Topic/Unit	<i>Point de départ!</i> - Greetings and foundations of transactional language	<i>As-tu des frères ou des sœurs?</i> - Siblings	<i>Voici ma salle de classe!</i>	<i>Tu aimes ça?</i> - Interests	<i>Qu'est-ce que tu fais?</i> - Hobbies	<i>Tu es comment?</i> - describing yourself	<i>C'est quand, ton anniversaire?</i> - birthdays
Knowledge (Content covered)	Learning to pronounce key French sounds Saying your name and learning numbers	Talking about brothers, sisters and age Using the verb <i>avoir</i>	Talking about my classroom Learning classroom language in French	Talking about likes and dislikes Using the verb <i>aimer</i> + the definite article	Saying what you do Understanding infinitives and regular -er verbs	Describing yourself Using adjectival agreement Describing others	Numbers 1-31 and months Talking about your birthday
Skills	Pupils become aware of key sounds in French Pupils start to predict how new words will be pronounced Pupils are able to have a short conversation about their name and how they are	Pupils are able to have a short conversation about their siblings Pupils are aware that consonants at the end of words are often not pronounced Pupils are aware of how to use <i>un/une</i>	Using the indefinite and definite articles Gender of nouns Using <i>il y a</i> to mean 'there is' or 'there are' Pronunciation of <i>qu</i>	Pupils become aware of nasal sounds in French Pupils are able to have a short conversation about their likes and dislikes using <i>aimer</i> + definite article + noun Pupils are able to understand simple	Pupils are able to understand, use and translate infinitives of -er verbs Pupils become aware of how to read for gist Pupils are aware of how to use <i>mon/ma/mes</i>	Working out the meaning of unfamiliar vocabulary by looking for cognates Adjective agreement (masculine and feminine singular) Using qualifiers with adjectives (<i>assez, très, trop, un peu</i>) Using the singular forms of <i>être</i> / Using	Giving the date Pronouncing key sounds: <i>qu, r, é, an, on, in</i> Listening skills

	Pupils are able to count to 31	Pupils are aware of different persons of the verb <i>avoir</i>		connectives (<i>et, mais, aussi</i>) Pupils are aware of how to use intonation for asking questions		être in negative sentences	
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)						
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway						

Spring Term

Pearson Dynamo 1 Course - Module 2 (En Classe - In Class)					
Topic/Unit	<i>PDD - Colours and time</i>	<i>Qu'est-ce que tu penses de tes matières? - School Subjects & Opinions</i>	<i>Ta journée scolaire est comment? - Describing your school day</i>	<i>Qu'est-ce que tu portes? (what do you wear?)</i>	<i>Un collège super cool! (Writing Skills)</i>
Knowledge (Content covered)	Talking about colours Telling the time	Saying what you think of your school subjects and why Talking about likes and dislikes using <i>-er</i> verbs	Talking about your school day Using new <i>-er</i> verbs	Talking about school uniform	Using language accurately to describe schools Learning about school in France
Skills	Pronunciation of <i>i, au, eu, oi, on, an, en</i> Using context and cognates to decode words Using a dictionary to check genders Pronunciation of silent 'h' in <i>heures</i> and silent 's' at the end of words	Listening and identifying school subjects, opinions of school subjects and the reasons for them Pupils discuss which school subjects they like and dislike Completing sentences in English to show understanding of texts about peoples' opinions of school subjects Pupils write a short text giving their opinions of their	Listening to questions and answers about a person's school day Pupils adapt sentences to talk about their own school day	Using <i>on</i> to mean 'we' Position and agreement of colour adjectives Nouns that are singular in French but plural in English, e.g. <i>un pantalon</i> = trousers Pronunciation of silent 's' at the end of words, e.g. <i>noir / noirs</i> Pronunciation of masculine and feminine forms of	Using <i>Il y a ...</i> and <i>Il n'y a pas de / d' ...</i> Agreeing and disagreeing in French (<i>Je suis d'accord</i> , etc.) G: Using <i>combien de</i> Using questions to structure a longer piece of writing and finding ideas in other texts

	Differences between <i>il est neuf heures</i> and <i>à neuf heures</i> Reading aloud colour vocabulary Asking for and identifying the time	school subjects, including reasons		adjectives e.g. <i>vert</i> / <i>verte</i>	
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)				
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway				

Summer Term

Pearson Dynamo 1 Course - Module 3 (Mon temps libre - My Free Time)						
Topic/Unit	Introduction to Module 3	Tu es sportif/sportive? - Are you sporty?	Qu'est-ce que tu fais? - What do you do?	Le sport dans les pays francophones (Listening and Reading Skills)	Cultural capital - learning about Bastille Day	Enrichment film project - Le Petit Nicolas
Knowledge (Content covered)	- Talking about weather and seasons - Learning more key French sounds	- Talking about which sports you play - Using <i>jouer à</i>	- Talking about activities you do - Using the verb <i>faire</i>	- Discovering sport in French-speaking countries - Using cognates and context	Learning about a French festival and comparing to British celebrations	Watching an authentic French film
Skills	- Listening for details about the seasons, weather and other details, and making notes in English - Reading aloud sentences describing the weather - Pupils describe to a partner a season, the weather and clothing	- Listening and identifying the sports and games - Reading aloud the names of sports and games to practise pronunciation - Pupils give their own opinion of sport and say which sports and games they play	- Reading descriptions of activities people do - Completing a text and translating it into English	- Predicting the pronunciation of cognates - Using context to work out the meaning of unfamiliar vocabulary - Using <i>jouer à</i> and <i>faire de</i> + the definite article	Looking at authentic texts and videos Comparing French and British traditions	Listening skills Revision of family and school vocabulary

	people wear, and giving their opinion					
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing (productive skills)					
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway					