



YEAR 7	YEAR 8	YEAR 9
	<p>Term 1 – Free time activities, sports Term 2 – Free time activities, music and film Term 3 – Free time, healthy lifestyle</p> <ul style="list-style-type: none">• Understand spoken and written information (at near normal speed) on the topic of free time activities.• Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts.• Identify and use specific language on the topic of free time for a range of communicative functions.• Plan and carry out conversations, pupil to pupil/pupil to teacher on the topic of free time.• Use some complex language in the past, present and future tense.• Use simple idioms relating to the topic.• Develop vocabulary through contact with authentic materials e.g., Song/story/poem.• Give personal response to written texts on the topic of free time activities.• Investigate traditions/customs that do not exist in our culture.• Identify and recall common exceptions to the usual patterns of sounds and spellings.• Apply knowledge of gender and plural forms in written and spoken form.• Understand and use a range of verb forms referring to the past, present and future events relating to free time activities.• Understand and use a range of question types and negative forms.• Identify patterns of pronunciation, word order, grammatical structures and sentence structures in French.• Discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings.• Compare words, phrases, spellings, punctuation, sentence structures in French with English and/or Spanish/German.• Use previous knowledge, context and other clues to work out meaning of what has been read or heard.• Make appropriate use of knowledge organiser and/or dictionary to aid understanding, build vocabulary and develop speaking and writing.• Read aloud written text with increasing fluency, accuracy and expression, showing awareness of meaning.• Evaluate and improve the quality of speech, writing and ability to understand the spoken and written word.	<p>Half Term 1 – Family and relationships, future plans Half Term 2 & 3 – Free time and Technology/ social media Half Term 4 & 5 – My home and area Half Term 6 – Film study</p> <ul style="list-style-type: none">• Understand longer sequences of speech, noting relevant points of verbal feedback and discussion.• Listen to authentic speech from different sources/ regions.• Listen for language variation in formal and informal contexts with the use of tu vs vous.• Adapt the degree of formality of language to suit different situations.• Make extended and/or frequent contributions to classroom talk.• Add interest through extended sentences and imaginative use of vocabulary.• Identify and summarise evidence from text to support or refute ideas.• Develop vocabulary through contact with authentic materials e.g., Song/story/poem.• Infer attitudes, feelings and points of view in a text by reading between the lines and listening to tone of voice.• Link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text.• Explain predominant belief and values, showing awareness of perspectives that may differ from British values.• Understand how attitudes towards other countries and world events may differ from British culture.• Identify and recall common exceptions to the usual patterns of sounds and spellings and put into practice when speaking in French.• Develop and refine use of vocabulary by adding knowledge of word families and words with close meanings.• Apply knowledge of gender and plural forms in written and spoken form.• Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences.• Recognise past, present and future verb forms and switch from one tense to another in speaking and writing.• Understand and use key past and future tense forms of set phrases.• Understand and use a range of question types and negative forms.• Identify patterns of pronunciation, word order, grammatical structures and sentence structures in French.• Discuss, compare and use a range of techniques for memorising words, phrases, structures and spellings.• Compare words, phrases, spellings, punctuation, sentence structures in French with English and/or Spanish/German.• Use previous knowledge, context and other clues to work out meaning of what has been read or heard.• Make appropriate use of knowledge organiser and/or dictionary to aid understanding, build vocabulary and develop speaking and writing.• Read aloud written text with increasing fluency, accuracy and expression, showing awareness of meaning.
	<p>Y8 Term 1</p> <p>1. Tu es sportif/sportive? Are you sporty?</p> <p>2. Qu’est-ce que tu aimes jouer/faire? What do you like to play/do?</p> <p>3. Qu'est-ce que tu fais pendant ton temps libre ? What do you do in your free time?</p> <p>4. Qui est ton sportif préféré ? What is your favourite sport?</p> <p>Term 2</p> <p>1. Qu’est-ce que tu vas faire le weekend prochain? What are you going to do next weekend?</p> <p>2. Où habites-tu? Where do you live?</p> <p>3. Qu’est-ce qu’il y a dans ta région? What is there in your region?</p> <p>4. Comment était ta région dans le passé? How was your region in the past?</p>	<p>Y9 Term 1</p> <p>1. Tu t’entends bien avec ta famille ? Do you get on well with your family ?</p> <p>2. Comment serait ton ami idéal ? What would your ideal friend be like ?</p> <p>3. Quels sont les avantages et les désavantages de l’internet ? What are the advantages and disadvantages of the internet?</p> <p>4. Est-ce que les réseaux sociaux sont positifs ? Are social networks positive ?</p> <p>Term 2</p> <p>1. Qu’est-ce que tu vas faire le weekend prochain ? What are you going to do next weekend?</p> <p>2. Tu voudrais habiter dans un monde sans technologie ? Would you like to live in a world without technology ?</p> <p>3. Où habites-tu ? Where do you live?</p> <p>4. Comment serait ta maison idéale ? What would your ideal home be like?</p>

