

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2 Module 1/2: <i>Mon monde à moi</i> Talk about: likes and dislikes after-school clubs and activities what you are going to wear Describing: your friends birthday celebrations	<u>Deepen prior learning of:</u> - The present tense - The perfect (past) tense - The near future tense - Negatives - Describing people	- Verbs expressing likes/dislikes - Present tense verbs - Negatives - Reflexive verbs - Perfect tense - Use the near future	Skills: - Using connectives - Forming questions - Expressing opinions - Using <i>qui</i> - Using sequencers - Using negatives in the perfect and near future tenses - identify tenses - use a range of vocab/structures - communicate in pairs etc. Assessment Writing/Translation and Listening assessment on Mod. 1 (November)	- Give/understand information about after school clubs and activities - Give/understand information about birthday celebrations - Give/understand information about what you are going to wear - Describe friends
Term 2/3 Module 2: <i>Projets d'avenir</i> Talk about:	<u>Deepen prior learning of:</u> - jobs - modal verbs	- Modal verbs (pouvoir, devoir, vouloir) - Pour + infinitive - Future tense	<u>Skills:</u> Using reading texts as a model for writing Giving extended reasons	- Talk about household chores and pocket money - Express/understand preferences about

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earning money what you want to do when you are older what you will do in the future what things will be like in the future Writing about: an inventor	asking questions	forming questions (in different tenses)	- Translating tenses - Writing in the future tense - Translating French questions in different tenses (into English)	saving/spending pocket money - Talk about jobs, preferences and in the future - Give/understand opinions about life and technology in the future - Give/understand information about inventors
Term 4/5 Module 3: Ma vie en musique Talk about: musical tastes Describe: What you used to be like How things have changed Compare:	<u>Deepen prior learning of:</u> - Opinions phrases - music - school - questions	- Using direct object pronouns (<i>le, la, les</i>) - Adjectival agreement - Using the imperfect tense - Using the comparative - Using the present and imperfect tenses together Using <i>vouloir</i> + infinitive to describe future plans - Using the perfect and imperfect tenses together	<u>Skills:</u> Using <i>trouver</i> to ask for or give opinions - Expressing possession - Watching out for negatives - Knowing when to use the imperfect tense in French - Paying attention to question words and tense Assessment	- Describe a photo card - Give/understand opinions about music - Describe what you used to do/be like when you were younger - Describe your primary school and compare it with your secondary school - Understand/interview a young refugee

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Your primary and secondary schools Ask questions about: A refugee			Speaking, dictation and Grammar (March)	Talk about how things have changed over time
Term 5/6 Module 4: le meilleur des mondes Talk about: Eating habits Animals and the natural world Plastic and the environment How you would like to change the world	<u>Deepen prior learning of:</u> - food - describing a photo - The present tense - The perfect (past) tense - Comparatives - negatives	<i>plus ... que</i> and <i>moins ... que</i> - negatives - the superlative - the conditional tense	<u>Skills:</u> - present tense with <i>ils/elles</i> - describing a photo - identifying question words and answering questions in French - Using 2 time frames - Using <i>moins de</i> and <i>plus de</i> - Memorising - Using the present and conditional tenses Previous knowledge <i>il faut ...</i>; giving reasons with <i>car</i> and <i>parce que</i> - Pre-listening: working out the meaning of statements, focusing on negatives and verbs End of year assessments:	- Give/understand information about foods eaten in different countries - Give/understand opinions about different diets - Give/understand information about the natural world - Give/understand information about the environmental impact of plastic - Give/understand information about how you would like to change the world

French – Year 9 Curriculum

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			Reading and writing assessment (May/June)	

Resources and/or activities to support learning

Textbook used in lessons and at home: Dynamo 3 by Pearson

Websites to enhance learning:

[Quizlet](#)

[Discover Sets | Blooket](#)

[KS3 French - BBC Bitesize](#)

Character Kitemark:

The **courage** to speak French with some spontaneity and determination, including asking as well as answering questions and articulating longer sentences.

The **commitment** to securing a grasp of French grammar, building on prior learning from Year 8, and including different time frames requiring correct use of phonics e.g. “je mange”, je mangeais” and “j’ai mangé”

The **compassion** to understand the value of language learning in an international context e.g. the environment in Terms 5/6 “Le Meilleur des mondes”.

