# KS3 Scheme of work

Introduction

This Key Stage 3 French scheme of work provides a comprehensive journey through the language, catering to students in Years 7, 8, and 9. This scheme acknowledges varying levels of prior knowledge and aims to engage students in a vibrant exploration of the French language.

Our Key Stage 3 French example scheme of work spans three years, embracing the enthusiasm and curiosity of students as they embark on their French language journey. The curriculum is flexible, catering to both beginners and those with prior exposure to the language. For beginners, foundational vocabulary and structures are seamlessly integrated into early units, ensuring a smooth transition into French language acquisition. Meanwhile, students with prior French experience can expand their knowledge and enrich their understanding.

This example scheme of work is not a rigid prescription but a flexible guide, allowing teachers to tailor the content to suit the unique needs of their classes. While ensuring coverage of essential language elements, teachers are encouraged to infuse their creativity and adapt the curriculum to the interests and preferences of their students.

Following this scheme of work guarantees comprehensive coverage of the vocabulary expected at Key Stage 3. In certain instances, additional words are suggested to enhance the richness of the learning experience, providing teachers with the flexibility to immerse students in a broader linguistic context. Grammar is seamlessly woven into topics, allowing for natural and cohesive language acquisition. Careful consideration has been given to the allocation of different grammar points to topics, ensuring a comprehensive understanding of language structure over the three-year span but these can be adjusted to suit different needs.

As with our example KS4 schemes of work, the retrieval column serves as a quick reference guide for teachers and students, summarising the grammar covered in each topic. Recognising grammar as a separate but interconnected aspect of language, this tool aids in reinforcing students' understanding of language as a dynamic system, where students are able to maximise the endless possibilities of recycling language across a range of contexts.

Just as languages vary, our schemes of work are independently created by language specialists. This ensures that each language's unique characteristics are celebrated, providing the most effective delivery route for French language learning at Key Stage 3. The example schemes of work across the three languages are intentionally not identical in order to demonstrate the flexibility and adaptability of approach. The schemes of work for French, German and Spanish are all editable, to allow you to adapt elements of one or more schemes as you wish to create a scheme of work best suited to your own school/college context.

The example schemes of work for KS3 and KS4 across French, German and Spanish have been devised and developed in collaboration with a group of experienced classroom practitioners.  We would like to thank our colleague Juliet Park for developing the French materials and for working with us so closely.

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## **Unit 1: Opinions and cognates**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Use simple positive and negative opinions.  Recognise difference in pronunciation of cognates.  Recognise definite article.  Add simple reasons that are cognates.  Use simple connectives.  Use a variety of adverbs of intensity.  Ask simple opinion questions with/without inversion eg do you like/hate?  Using key cognates of nouns.  Awareness of singular and plural nouns.  Use of gender. | J’aime  Je n’aime pas  J’adore  Je déteste  Je préfère  Mon ami  Car/parce que  C’est/ce n’est pas  Ils/elles sont  ils/elles ne sont pas  Et toi?  Cognate nouns and adjectives | Adjectival agreements (masculine plural nouns/adjectives)  Cognate adjectives  Definite article  Key cognate nouns  Negative (ne… pas)  Opinion questions (*tu* form)  Opinion verbs in the first person  Opinions with *c’est* and *ils sont*  Simple connectives | an  en  aim  è  j |

## 

**Unit 1 retrieval opportunities**

No prior knowledge assumed.

**Unit 2: Free time activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Express positive and negative opinions about hobbies using opinions plus the infinitive.  Use a negative phrase.  Justify opinions with reasons.  Use a variety of connectives and adverbs of time, frequency and intensity.  Recognise the preceding direct object pronoun ‘it’.  Use comparatives to compare activities/give preference.  Ask and answer simple questions with verb inversion. | J’aime  J’adore  Je déteste  Je préfère  Jouer/faire/écouter/manger/surfer/regarder  Car c’est  Plus/moins… que  Tu aimes…?  Pourquoi? | Comparative structures  Extend sentence with adverbs  Faire de… (du/de la/de l’/des)  How to invert the verb and subject to form a question  Infinitives after opinion verbs  Jouer à (au/à la/à l’/aux)  Jouer de… (du/de la/de l’/des)  Preceding direct object pronouns (le/la)  Opinion verbs (1st, 2nd, 3rd person singular)  Questions (voice intonation, *pourquoi*) | eu  er  in  qu  tion  -s- |

**Unit 2 retrieval opportunities**

* Adjectival agreements (masculine plural nouns/adjectives).
* Cognate adjectives and nouns.
* Definite article.
* Negative structure (ne… pas).
* Opinion questions (*tu* form).
* Opinion verbs in the first person.
* Opinions with *c’est* and *ils sont.*
* Simple connectives.

**Unit 3: Where people live**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Describe town/village/neighbourhood of residence.  Describe local area, buildings.  Describe activities and facilities in area.  Give opinions including advantages/disadvantages.  Describe an ideal home and area, future intentions on where to live with reasons. | J’habite  Il y a  Il n’y a pas de  Je pense que… est  Pour + Infinitive (eg pour faire/pour jouer)  Opinion + aller  Je le/la trouve  C’est… il/elle se trouve… il/elle est situé(e)…  Je voudrais  Directions/location  Je voudrais vivre/habiter  Où habites-tu?  Où aimes-tu aller….?  Qu’est-ce qu’on peut faire? | Adjectival agreements (m, f, pl)  Conditional tense (je voudrais)  Connectives (pour)  -ER verbs (infinitives)  *Habiter* conjugation (present tense)  Impersonal verb (il y a/il n’y a pas **de**)  Indefinite articles  Je suis  Modal verb (pouvoir – je peux, on peut)  Near future (je vais + infinitive)  Possessive adjectives (mon, ma, mes)  Prepositions + places  Questions (où, que, qu’est-ce que*)* | s  on  ch  s  th  ille |

**Unit 3 retrieval opportunities**

* Adjectival agreements (masculine, plural nouns/adjectives(s)).
* Cognate adjectives and nouns.
* Definite article.
* Extending sentences with adverbs of intensity, time and frequency.
* Extending sentences with reasons and variety of adjectives.
* Faire de… (du/de la/ de l’/des).
* Invert the verb and subject to form a question with opinion verbs.
* Preceding direct object pronouns (le/la).
* Jouer à… (au/à la/à l’/aux).
* Jouer de… (du/de la/de l’/des).
* Opinion questions (*tu* form).
* Opinions verbs (1st,2nd,3rd person singular).
* Reasons with *c’est* and *ils sont.*
* Simple connectives.
* Using comparative structures.
* Using infinitives after opinion verbs.
* Using negative structures (ne… pas).

**Unit 4: Identity and relationships**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Describe a person’s nationality, character, personality and physical appearance.  Use numbers to say age.  Describe friends and family.  Describe qualities of a good friend.  Use possessive adjectives.  Ask and answer questions on describing personality/physical appearance. | Je m’entends… avec  Je m’appelle  Il/elle s’appelle  J’ai **onze** ans/j’ai **deux** frères  Dans ma famille il y a…  Je suis  Il/elle a  Il/elle est  Plus… moins  Comment es-tu?  Comment est ton frère/ ta sœur/ meilleur copain/ine?  Tu t’entends bien avec ta famille? | Expressing age  Reflexive verbs (1st and 3rd person singular - s’entendre, s’appeler)  Possessive adjectives (mon, ma, mes, son, sa, ses)  Adjectival endings (x – se)  Adjectival positioning of more than one adjective  Avoir (1st, 2nd, 3rd person singular, 3rd person plural)  Être (1st, 2nd, 3rd person singular, 3rd person plural)  Opinion verbs  Questions (comment) | e  em  am  a  è  t liaison |

**Unit 4 retrieval opportunities**

* Adjectives and adjectival agreements (m, f, pl).
* Cognate adjectives and nouns.
* Conditional tense (je voudrais).
* Connectives (simple plus *pour*).
* Definite articles.
* -ER verbs (infinitives).
* Être (je suis, c’est, ils sont).
* Extending sentences with adverbs of intensity, time and frequency.
* Faire de… (du/de la/de l’/des).
* *Habiter* conjugation (present tense).
* Impersonal verb (il y a/il n’y a pas **de**).
* Indefinite articles.
* Infinitives after opinion verbs.
* Preceding direct object pronouns (le/la).
* Jouer à… (au/à la/à l’/aux).
* Jouer de... (du/de la/de l’/des).
* Modal verb (pouvoir – je peux, on peut).
* Near future (je vais + infinitive).
* Negative structures (ne… pas).
* Opinion questions (*tu* form).
* Opinion verbs (1st, 2nd,3rd person singular).
* Pour + infinitive.
* Possessive adjectives (mon, ma, mes).
* Prepositions + places.
* Questions (que, où).
* Reasons with *c’est* and *ils sont.*
* Verb and subject inversion to form a question with opinion verbs.

**Unit 5: Travel and tourism**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Refer to and give opinions on:   * holiday destinations * holiday locations * means of transport for holidays * weather * holiday activities * holiday accommodation.   Refer to recent and future holidays.  Places of interest locally and elsewhere, including descriptions and preferences.  **NB: This unit can also be taught in the context of school holidays and school holiday activities, including what students do during the school holidays at home. Alternatively learning can focus on ideal holidays eg ideal locations, activities and accommodation.** | Je vais /on va à/au/en/aux  Seasons  Transport  Weather phrases (il fait chaud, froid etc)  C’est  Je suis allé(e)/resté(e)  J’ai visité  Je n’ai pas visité  C’était  Je vais/on va + infinitives (aller, voyager)  Je voudrais/on voudrait aller  Faire + activities  Où vas-tu en vacances?  Quel temps fait-il? | Aller (present tense, full paradigm)  Aller (perfect tense and near future, 1st person (je, nous) and 3rd person (on))  Present tense (voyager, nager, manger)  Negatives (ne…pas)  Adverbs of time, seasons  Faire + holiday activities  Faire + weather phrases Near future tense (je vais + infinitive)  Imperfect tense (c’était)  Perfect tense with *avoir* (-ER regular verbs - voyager, visiter)  Prepositions (countries/transport)  Questions(où, pourquoi, avec qui, quand, quel) | y  e  a  ô  oi  oy  gn |

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
|  | Quand vas-tu en vacances?  Avec qui vas-tu en vacances?  Quelles activités aimes-tu faire en vacances?  Où es-tu allé(e) l’année dernière?  Où voudrais-tu aller/vas-tu aller l’année prochaine? |  |  |

**Unit 5 retrieval opportunities**

* Adjectival agreements (m, f, pl).
* Adjectival endings (x-se).
* Adjectival positioning of more than one adjective.
* Extending sentences with adverbs of intensity, time and frequency.
* Avoir (1st, 2nd, 3rd person singular, 3rd person plural).
* Cognate adjectives and nouns.
* Conditional tense (je voudrais).
* Connectives (simple plus *pour*).
* Definite articles.
* -ER regular verbs (infinitives).
* Être (1st, 2nd, 3rd person singular, 3rd person plural).
* Expressing age.
* Faire de… (du/de la/de l’/des).
* *Habiter* conjugation (present tense).
* Impersonal verb (il y a/il n’y a pas **de**).
* Indefinite articles.
* infinitives after opinion verbs.
* Preceding direct object pronouns (le/la).
* Jouer à… (au/à la/à l’/aux).
* Jouer de… (du/de la/de l’/des).
* Modal verb (pouvoir – je peux, on peut).
* Near future tense (je vais + infinitive).
* Negative structure (ne… pas).
* Opinion questions (*tu* form).
* Opinion verbs.
* Possessive adjectives (mon, ma, mes, son, sa, ses).
* Pour + infinitive.
* Prepositions + places.
* Questions (que, où, comment).
* Reasons with *c’est* and *ils sont.*
* Reflexive verbs (1st and 3rd person singular – s’entendre, s’appeler).
* Verb and subject inversion to form a question with opinion verbs.

**Unit 6: Media: film, TV and books**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Describe and give opinions on types of music.  Describe and give opinions on films/programmes on TV/at the cinema.  Give basic information about the plot.  Give opinions on actors/writers/singers.  Describe preferences/advantages and disadvantages on watching films at home/at cinema.  Describe reading activities, including preferences.  Sport, including opinions about types of sport, advantages/disadvantages, watching/participating etc.  Refer to recent films, books and future intentions. | J’aime sortir au cinéma  Je sors avec… au, à la, à l’, aux…  Je le/la préfère car  Je ne regarde pas/jamais  Il/elle est (character descriptions)  Il/elle a (character descriptions)  Il/elle joue le rôle de…  J’ai vu/lu/regardé/choisi  C’est au sujet de  Cette musique me relaxe  Ce film m’intéresse  Ça me fait peur  Ça me fait sourire  Days/times of week  Qui est…?  Qu’est-ce que tu préfères regarder/ écouter/lire?  Quel(s) film(s) préfères-tu? | Avoir  Être  Comparative structures  Demonstrative adjectives  Être (present, imperfect – c’etait)  Near future tense (je, on, nous)  Stem changing verbs (present tense - préférer)  Negatives (ne… pas, ne… jamais, ne… rien)  Perfect tense with *avoir* and regular/ irregular past participles.  Present tense  Relative pronoun (qui)  Questions (qui, qu’est-ce que, quel) | son  ch  j  t-liason  s  ill |

**Unit 6 retrieval opportunities**

* Adjectival agreements (m, f, pl).
* Adjectival endings (x – se).
* Adjectival positioning of more than one adjective.
* Adverbs of time/frequency/intensity/seasons.
* Aller (present tense, full paradigm).
* Aller (perfect tense – 1st , 3rd person singular, 1st person plural).
* Avoir (present tense, full paradigm).
* Cognate adjectives and nouns.
* Comparative structures.
* Conditional tense (je voudrais).
* Connectives (simple plus *pour*).
* Definite articles.
* -ER regular verbs (infinitives).
* Être (present tense – full paradigm).
* Expressing age.
* Extending sentences with adverbs of intensity, time and frequency.
* Faire de… (du/de la/de l’/des).
* Faire + weather phrases
* Future tense (je vais + infinitive).
* Imperfect tense (c’était, j’etais).
* Impersonal verb (il y a/il n’y a pas **de**).
* Indefinite articles.
* Infinitives after opinion verbs.
* Jouer à… (au/à la/à l’/aux).
* Jouer de… (du/de la/de l’/des).
* Modal verb (pouvoir + activities).
* Near future tense (je vais, nous allons, on va + infinitive).
* Negative structures (ne… pas).
* Opinion questions in *tu* form.
* Opinion verbs.
* Perfect tense with *avoir* (regular and irregular verbs).
* Possessive adjectives (mon, ma, mes, son, sa, ses).
* Possession – word order (people’s celebrations, eg *l’anniversaire de ma mère*).
* Pour + infinitive.
* Preceding direct object pronouns (le/la).
* Prepositions (countries, travel, transport, places).
* Present tense (regular -ER verbs, irregular verbs, -IR, -RE, stem changing verbs).
* Questions (que, où, pourquoi, avec qui, quand, quelle(s) activité(s), comment…).
* Reasons with *c’est* and *ils sont.*
* Reflexive verbs (1st and 3rd person singular – s’entendre, s’appeler).
* Reflexive verbs (regular).
* Times of year, months, dates
* Verb and subject inversion to form a question with opinion verbs.

**Unit 7: Celebrity culture**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Give opinions on a variety of celebrities/famous people.  Give personal details on celebrities/famous people.  Refer to celebrity magazines/articles /reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.  Give opinions about celebrities’ activities/ influences on young people and wider society.  Refer to events involving famous people eg music, film, TV, fashion, culture and technology.  Refer to sporting events and favourite sports personalities/teams. | Je l’adore car  Je suis fan de  J’étais fan de  Avant il/elle était  Maintenant/aujourd’hui il/elle est  Je le/la trouve  Il/elle m’intéresse  Je le/la suis car…  Il/elle est né/e  J’ai vu/lu  Qui est ton acteur/ chanteur/auteur/athlète/star préféré? Pourquoi ? | Adjectival endings (al – aux/if – ive)  Avoir (present, imperfect, near future tense)  Demonstrative adjectives (ce, cet, cette, ces)  Être (present, imperfect, near future tense)  -RE verbs (lire, écrire, suivre)  Indefinite adjectives (plusieurs, autres, tout, quelques)  Negative (ne… personne)  Preceding direct object pronouns (le/la)  Perfect tense with *avoir* and *être* (3rd person singular and plural focus)  Relative pronouns (qui)  Questions (qui, pourquoi) | é  soft c  h  eu  t-liaison  au |

**Unit 7 retrieval opportunities**

* Adjectival endings.
* Adjectival positioning of more than one adjective.
* Aller (present tense – full paradigm).
* Aller (perfect tense – 1st , 3rd person singular, 1st person plural).
* Avoir (present tense – full paradigm).
* Cognate adjectives and nouns.
* Comparative structures.
* Conditional tense (je voudrais).
* Connectives (simple plus *pour*).
* Definite articles.
* Demonstrative adjectives.
* -ER regular verbs (present tense - full paradigm).
* Être (present tense – full paradigm).
* Expressing age.
* Extending sentences with adverbs of intensity, time, frequency, season.
* Faire de… (du/de la/de l’/des).
* Faire + weather phrases
* Impersonal verb (il y a/il n’y a pas **de**).
* Impersonal verb (il faut/il ne faut pas).
* Impersonal verb (ça me fait…)
* Imperfect tense (c’était, j’étais).
* Indefinite articles.
* Infinitives after opinion verbs.
* Jouer à… (au/à la/à l’/aux).
* Jouer de… (du/de la/de l’/des).
* Modal verb (pouvoir + activities).
* Near future tense (je, on, nous).
* Negative structures (ne…pas, ne… jamais, ne… rien).
* Opinion questions (*tu* form).
* Opinion verbs.
* Perfect tense with *avoir* (regular and irregular verbs).
* Preceding direct object pronouns (le/la).
* Possession – word order (people’s celebrations, eg *l’anniversaire de ma mère*)
* Possessive adjectives (mon, ma, mes, son, sa, ses).
* Pour + infinitive.
* Prepositions (countries, travel, transport, places).
* Present tense (regular -ER verbs, irregular verbs, -IR, -RE, stem changing verbs).
* Question words (que, où, comment, quand pourquoi, avec qui, quand, quelle(s) activité(s), qu’est-ce que, qui est…)
* Reasons with *c’est* and *ils sont.*
* Reflexive verbs (1st and 3rd person singular – s’entendre, s’appeler).
* Relative pronouns (qui).
* Stem changing verbs (present tense – acheter, préférer, envoyer).
* Verb and subject inversion to form a question with opinion verbs.

**Unit 8: Customs, festivals and celebrations**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Learn about local and national festivals in the UK and in French speaking countries/communities.  Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, wedding, religious events, etc.  Refer to food on special occasions and at celebrations.  Refer to nationally renowned events such as sports (eg Tour de France). | Je célèbre/on célèbre (festivals)  Je suis/on est (religion)  Je vais/on va au, à la, à l’, aux (places of worship/celebration)  C’est le (event) de mon/ma/mes (person).  Je/on mange/ donne/organise/prépare /cache/ achète/ s’amuse  Je crois/ vois/ bois/reçois/écris  On croit/ voit /bois/ reçoit/ écrit…  Je suis allé(e)/on est allé(e)(s)/nous sommes allé(e)s  Perfect tense (regular ER verbs)  Perfect tense (irregular verbs: vu, bu, reçu, écrit)  C’était.  Je voudrais  Il faut/ne faut pas/ne faut jamais  Quelle est ta fête préférée?  Comment célèbres- tu ton anniversaire? | Avoir (present tense, full paradigm)  Être (present tense, full paradigm)  Imperfect tense (c’était, j’étais)  Impersonal verb (il faut/il ne faut pas)  Modal verb (pouvoir+ activities)  Near future tense (full paradigm)  Perfect tense (*aller*, -ER regular verbs, -IR verbs, irregular verbs)  Possessive adjectives (notre, nos, leur(s))  Present tense irregular verbs (-IR, -RE and stem changing verbs)  Present (regular -ER verbs)  Reflexive verbs (regular)  Times of year, months, dates  Word order (people’s celebrations) eg *l’anniversaire de ma mère*  Questions (quel, comment) | ou  qu  ien  n-liaison  s-liaison |

**Unit 8 retrieval opportunities**

* Adjectival endings.
* Adjectival positioning of more than one adjective.
* Aller (present tense, full paradigm).
* Aller (perfect tense, 1st , 3rd person singular, 1st person plural).
* Avoir (1st, 2nd, 3rd person singular, 3rd person plural).
* Cognate adjectives and nouns.
* Conditional tense (je voudrais).
* Connectives (simple plus *pour*).
* Definite articles.
* Demonstrative adjectives (ce, cet, cette, ces).
* -ER regular verbs (present tense - full paradigm).
* Être (1st, 2nd, 3rd person singular, 3rd person plural).
* Expressing age.
* Extending sentences with adverbs of intensity, time, frequency and season.
* Faire de… (du/de la/de l’/des).
* Faire + weather phrases.
* Imperfect tense (c’était).
* Impersonal verb (il y a/il n’y a pas **de**).
* Impersonal verb (ça me fait…).
* Indefinite articles.
* Infinitives after opinion verbs.
* Jouer à… (au/à la/à l’/aux).
* Jouer de… (du/de la/de l’/des).
* Modal verb (pouvoir – je peux, on peut).
* Near future tense (je vais, nous allons, on va + infinitive).
* Negative structures (ne… pas).
* Opinion questions (*tu* form).
* Opinion verbs.
* Preceding direct object pronouns (le/la).
* Perfect tense with *avoir* (regular and irregular verbs).
* Possessive adjectives (mon, ma, mes, son, sa, ses).
* Pour + infinitive.
* Prepositions (countries, travel, transport, places).
* Present tense (regular -ER verbs, irregular verbs, -IR, -RE, stem changing verbs).
* Questions(que, où, comment, quand, pourquoi, avec qui, quand, quelle(s) activité(s) …).
* Reasons with *c’est* and *ils sont.*
* Reflexive verbs (1st and 3rd person singular - s’entendre, s’appeler).
* Verb and subject inversion to form a question with opinion verbs.

**Unit 9: Education - school**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Express opinions about school subjects, homework, school rules, uniform, exams and teachers.  Describe weekly routine including school day, activities in school, including timetable, sporting activities and clubs.  Refer to primary school days. | J’ai/je fais + subjects  Je suis fort/faible en  Je porte  Je me lève  Je me lave  Je pars  Je rentre  Je commence  Je termine/finis  Je me couche  Hier j’ai vu, bu, lu, étudié, fait  J’étais/allais/avais + c’était…  Je faisais + c’était…  On doit (school rules)  On peut (school rules)  Il est interdit de…  Il faut  Il y a/il n’y pas de | Adverbs of sequence  Imperfect tense (1st and 3rd person singular)  Impersonal verbs (ll est interdit de)  Modal verbs (*pouvoir, devoir* – present tense, full paradigm)  Preceding indirect object pronouns (me, te)  Perfect tense (*avoir* and *être,* regular and irregular verbs)  Reflexive verbs (1st, 2nd and 3rd person singular)  Possessive adjectives (notre, nos)  Questions (quel/qui) | i  e  u  er  ç  un |
| Intent | Key language | Grammar | Phonics |
|  | Quelle est ta matière préférée?  Qui est ton/ta prof préféré(e)?  Que penses-tu des règles scolaires ?  A quelle heure … ? |  |  |

**Unit 9 retrieval opportunities**

* Adjectival endings.
* Adjectival positioning of more than one adjective.
* Aller (present tense, full paradigm).
* Aller (past, perfect, near future).
* Avoir (perfect, imperfect, future).
* Avoir (present tense – full paradigm).
* Cognate adjectives and nouns.
* Comparative structures.
* Conditional tense (je voudrais).
* Connectives (simple plus *pour*).
* Definite articles.
* Demonstrative adjectives (ce, cet, cette, ces).
* -ER regular verbs (perfect, present, near future).
* Être (present, imperfect (j’étais, c’était), near future).
* Expressing age.
* Extending sentences with adverbs of time/frequency/intensity/seasons.
* Faire de… (du/de la/de l’/des).
* Faire + weather phrases.
* Imperfect tense (c’était, j’étais).
* Impersonal verb (il y a/il n’y a pas **de**).
* Impersonal verb (il faut/il ne faut pas).
* Impersonal verb (ça me fait…)
* Indefinite adjectives (plusieurs, autres, tout, quelques).
* Indefinite articles.
* Infinitives after opinion verbs.
* Jouer à (au/à la/à l’/aux).
* Jouer de (du/de la/de l’/des).
* Modal verb (*pouvoir* + activities).
* Negative structures (ne…pas, ne…jamais, ne…rien, ne… personne).
* Near future tense (full paradigm).
* Opinion questions (*tu* form).
* Opinion verbs.
* Past tense (-ER regular verbs).
* Past tense (irregular verbs).
* Preceding direct object pronouns (le/la).
* Perfect tense with *avoir* (regular and irregular verbs).
* Perfect tense with *avoir* and *être* (3rd person singular and plural focus).
* Possession - word order (people’s celebrations, eg *l’anniversaire de ma mère*).
* Possessive adjectives (mon, ma, mes, son, sa, ses).
* Possessive adjectives (notre, nos, leur(s)).
* Pour + infinitive.
* Prepositions (avant/après/depuis).
* Prepositions (countries, travel, transport, places).
* Present tense (regular -ER verbs, irregular verbs, -IR, -RE, stem changing verbs).
* Question words(que, où, comment, quand, pourquoi, qui, avec qui, quand, quelle(s) activité(s), qu’est-ce que, qui est, quel…).
* -RE verbs (lire, écrire, suivre).
* Reasons with *c’est* and *ils sont.*
* Reflexive verbs (1st and 3rd person singular – s’entendre, s’appeler).
* Relative pronouns (qui).
* Stem changing verbs (present tense – acheter, préférer, envoyer).
* Suivre (present tense).
* Times of year, months, dates.
* Verb and subject inversion to form a question with opinion verbs.

**Unit 10: Work and future plans**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Refer to education post-16, such as options available, advantages and disadvantages, future intentions and plans.  Give opinions on different jobs, including advantages and disadvantages.  Describe personal qualities, qualifications.  Refer to ideal job/personal ambitions and skills required.  Recognise opportunities to work abroad /use language skills and give opinions. | Je voudrais être/devenir/travailler comme…  Si j’avais la chance, je voudrais  Il faut  Il ne faut pas  Ça m'est égal  Ça ne m’a jamais intéressé(e)  Qu’est-ce que tu voudrais faire à l’avenir? | *Avoir* phrases  Conditional tense (je/tu voudrais, il/elle voudrait)   Near future tense (full paradigm)  Impersonal verbs (il faut)  Jobs (no article)  Questions (qu’est-ce que) | im  ê  qu  gn  r  aill |

**Unit 10 retrieval opportunities**

* Adjectival endings.
* Adjectival positioning of more than one adjective.
* Adverbs of time/frequency/intensity/seasons/sequence.
* Aller (past, perfect, near future).
* Aller (present tense, full paradigm).
* Aller (imperfect – j’allais)
* Avoir (past, imperfect, future).
* Avoir (present tense, full paradigm).
* Cognate adjectives and nouns.
* Comparative structures.
* Conditional tense (je voudrais).
* Connectives (simple plus *pour*).
* Definite articles.
* Demonstrative adjectives (ce, cet, cette, ces).
* -ER regular verbs (perfect, present, near future).
* Être (present, imperfect (j’étais, c’était), future).
* Expressing age.
* Faire de… (du/de la/de l’/des).
* Faire + weather phrases.
* Imperfect tense (1st and 3rd person singular).
* Impersonal verb (il y a/il n’y a pas **de**, il est interdit de…)
* Impersonal verb (il faut/il ne faut pas).
* Impersonal verb (ça me fait…).
* Indefinite adjectives (plusieurs, autres, tout, quelques).
* Indefinite articles.
* Infinitives after opinion verbs.
* Jouer à… (au/à la/à l’/aux).
* Jouer de… (du/de la/de l’/des).
* Modal verbs (pouvoir, devoir – present tense, full paradigm).
* Negative structures (ne…pas, ne…jamais, ne…rien, ne… personne).
* Near future tense (full paradigm).
* Opinion questions (*tu* form).
* Opinion verbs.
* Perfect tense (*avoir* and *être,* regular and irregular verbs).
* Possession - word order (people’s celebrations, eg *l’anniversaire de ma mère*).
* Possessive adjectives (mon, ma, mes, son, sa, ses, notre, nos, leur(s)).
* Pour + infinitive.
* Preceding direct object pronouns (le/la).
* Preceding indirect object pronouns (me, te).
* Prepositions (avant/après/depuis).
* Prepositions (countries, travel, transport, places).
* Present tense (regular -ER verbs, irregular verbs, -IR, -RE, stem changing verbs).
* Question words(que, où, comment, quand pourquoi, qui, avec qui, quand, quelle(s) activité(s), qu’est-ce que, quel).
* -RE verbs (lire, écrire, suivre).
* Reasons with *c’est* and *ils sont.*
* Reflexive verbs (1st, 2nd and 3rd person singular – s’entendre, s’appeler and daily routine verbs - se reveiller, lever, laver, se coucher).
* Relative pronouns (qui).
* Stem changing verbs (acheter, préférer, envoyer – present tense).
* Suivre (present tense).
* Times of year, months, dates.
* Verb and subject inversion to form question with opinion verbs.

**Unit 11: Technology**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Refer to internet, describe how it is used, frequency of use, preferences, advantages/disadvantages, etc.  Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages, etc.  Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages.  Give opinions about the importance of technology to young people. | J’utilise mon/ma… pour…  Je l’utilise pour…/J’ai utilisé  Je l’adore  Je le/la trouve  Je ne peux pas vivre sans  Quand j’étais petit(e), j’avais/j’utilisais  On peut/on doit  Ça me fait peur  Ça m’inquiète  Je m’inquiète  A l’avenir je vais  Il y a un danger de  Comment utilises-tu la technologie? | Pour + infinitive  Avoir  Être  Near future tense (full paradigm)  Impersonal verb forms (il y a, il y avait)  Modal verbs (present tense)  Perfect tense  Present tense  Relative pronouns (qui)  Questions (comment) | i  an  im  r  o  s |

**Unit 11 retrieval opportunities**

* Adjectival endings.
* Adjectival positioning of more than one adjective.
* Adverbs of time/frequency/intensity/seasons/sequence.
* Aller (past, perfect, near future).
* Aller (imperfect – j’allais).
* Aller (present tense, full paradigm).
* Avoir (past, imperfect, future).
* Avoir (present tense, full paradigm).
* *Avoir* phrases.
* Cognate adjectives and nouns.
* Comparative structures.
* Conditional tense (je/tu voudrais, il/elle voudrait).
* Connectives (simple plus *pour*).
* Definite articles.
* Demonstrative adjectives (ce, cet, cette, ces).
* -ER regular verbs – full paradigm (perfect, present, near future).
* Être (present, imperfect (j’étais, c’était), near future).
* Expressing age.
* Faire de… (du/de la/de l’/des).
* Faire + weather phrases.
* Imperfect tense (1st and 3rd person singular).
* Impersonal verb (il y a/il n’y a pas **de**, il est interdit de…).
* Impersonal verb (ça me fait…).
* Impersonal verb (il faut/ il ne faut pas).
* Indefinite adjectives (plusieurs, autres, tout, quelques).
* Indefinite articles.
* infinitives after opinion verbs.
* Jobs (no article).
* Jouer à… (au/à la/à l’/aux).
* Jouer de… (du/de la/de l’/des).
* Modal verbs (pouvoir, devoir - present tense, full paradigm).
* Negative structures (ne… pas, ne… jamais, ne…rien, ne… personne).
* Near future tense (full paradigm).
* Opinion questions (*tu* form).
* Opinion verbs.
* Perfect tense (*avoir* and *être* – regular and irregular).
* Possession – word order (people’s celebrations, eg *l’anniversaire de ma mère*).
* Possessive adjectives (mon, ma, mes, son, sa, ses, notre, nos, leur(s)).
* Pour + infinitive.
* Preceding direct object pronouns (le/la).
* Preceding indirect object pronouns (me, te).
* Prepositions (avant/après/depuis).
* Prepositions (countries, travel, transport, places).
* Present tense (regular -ER verbs, irregular verbs, -IR, -RE, stem changing verbs).
* Question words(que, où, comment, quand pourquoi, quel, qui, avec qui, quand, quelle(s) activité(s), qu’est-ce que).
* -RE verbs (lire, écrire, suivre).
* Reasons with *c’est* and *ils sont.*
* Reflexive verbs (1st, 2nd and 3rd person singular – s’entendre, s’appeler and daily routine verbs - se reveiller, lever, laver, se coucher).
* Relative pronouns (qui).
* Stem changing verbs (present tense - acheter, préférer, envoyer).
* Suivre (present tense).
* Times of year, months, dates.
* Verb and subject inversion to form a question with opinion verbs.

**Unit 12: Healthy living**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs and alcohol, including consequences.  Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy.  Describe sporting activities, and ways to keep fit.  Compare past and present lifestyle choices and future intentions. | Je suis en forme/en mauvaise forme  Je joue/fais/regarde/ mange/je bois/je prends  Si j’ai soif/faim  J’ai joué/fait/ regardé/mangé/bu/ pris/couru  Je passe le temps à + inf  Je le/la/les trouve  Ça me fait peur  Ça m’inquiète/je m’inquiète  Il/elle m’intéresse  On peut/on doit  Quand j’étais petit(e)/plus jeune, j’étais…  Je jouais/faisais/mangeais/buvais/ prenais/courais  Il me faut | *Avoir* phrases (j’ai soif, j’ai faim)  Near future tense  Imperatives (2nd person singular)  Imperfect tense  Impersonal verb forms  Negatives (range of tenses)  Perfect tense  Preceding direct objects (le, la)  Pour + infinitive  Present tense  Reflexive verb (s’inquiéter)  Il faut/il ne faut pas  Modal verbs (devoir, savoir)  Questions (comment, est-ce que que, qu’est-ce que) | eau  om  ain  ien  oeu  ai  ail |

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
|  | Ça peut te tuer/te faire mal  Pour devenir…  Comment est ton régime  Est-ce que tu mènes une vie saine?  Qu’est-ce qu’on peut faire pour rester en forme? |  |  |

**Unit 12 retrieval opportunities**

* Adjectival endings.
* Adjectival positioning of more than one adjective.
* Adverbs of time/frequency/intensity/seasons/sequence).
* Aller (perfect, near future).
* Aller (imperfect – j’allais).
* Aller (present tense – full paradigm).
* Avoir (past, imperfect, future).
* Avoir (present tense – full paradigm).
* *Avoir* phrases.
* Cognate adjectives and nouns.
* Comparative structures.
* Conditional tense (je/tu voudrais, il/elle voudrait).
* Connectives (simple plus *pour*).
* Definite articles.
* Demonstrative adjectives (ce, cet, cette, ces).
* -ER regular verbs – full paradigm (perfect, present, near future).
* Être (present, imperfect (j’étais, c’était), near future).
* Expressing age.
* Faire de… (du/de la/de l’/des).
* Faire + weather phrases
* Imperfect tense (1st and 3rd person singular).
* Impersonal verb (il y a/il n’y a pas **de**, il y avait).
* Impersonal verb (ça me fait…).
* Impersonal verb (il faut/il ne faut pas, il est interdit de…).
* Indefinite adjectives (plusieurs, autres, tout, quelques).
* Indefinite articles.
* Infinitives after opinion verbs.
* Jobs (no article).
* Jouer à… (au/à la/à l’/aux).
* Jouer de… (du/de la/de l’/des).
* Modal verbs (pouvoir, devoir – present tense, full paradigm).
* Near future tense (full paradigm).
* Negative structures (ne… pas, ne… jamais, ne…rien, ne… personne).
* Opinion questions (*tu* form).
* Opinion verbs.
* Perfect tense with *avoir* and *être* (regular and irregular past participles).
* Possession – word order (people’s celebrations, eg *l’anniversaire de ma mère*).
* Possessive adjectives (mon, ma, mes, son, sa, ses, notre, nos, leur(s)).
* Pour + infinitive.
* Preceding direct object pronouns (le/la).
* Preceding indirect object pronouns (me, te).
* Prepositions (avant/après/depuis).
* Prepositions (countries, travel, transport, places).
* Present tense (regular -ER verbs, irregular verbs, -IR, -RE, stem changing verbs).
* Question words (que, où, comment, quandpourquoi, quel, qui, avec qui, quand, quelle(s) activité(s), qu’est-ce que).
* RE verbs (lire, écrire, suivre).
* Reasons with *c’est* and *ils sont*.
* Reflexive verbs (1st, 2nd and 3rd person singular- s’entendre, s’appeler and daily routine verbs - se reveiller, lever, laver, se coucher).
* Relative pronouns (qui).
* Stem changing verbs (acheter, préférer, envoyer – present tense).
* Suivre (present tense).
* Times of year, months, dates.
* Verb and subject inversion to form a question with opinion verbs.

**Unit 13: Environment**

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
| Describe local environment, including environmental issues.  Refer to activities to help/protect local area/environment in the past, present and future.  Refer to and express opinions on wider global issues, eg climate change and environmental damage. | Dans ma ville il y a un problème avec…  …est un problème sévère  Avant, il y avait  Je m’inquiète  Ça me fait peur  Je le/la trouve  Ça m’intéresse  Modal verbs (on peut/on doit)  Je vais + infinitive  Je voudrais  Il faut  Il nous faut  Nous devons  Nous pouvons  Qu’est-ce qu’on peut faire pour protéger l’environnement ? | Conditional (je/tu voudrais, il/elle voudrait)  Near future tense  Il faut  Imperatives (2nd person singular and plural)  Imperfect tense  Impersonal verb forms  Modal verbs (pouvoir, devoir, savoir, vouloir – je/on)  Negatives  Preceding Direct Objects (le, la)  Perfect tense  Pour + infinitive  Questions (qu’est-ce que) | o  ez  x-liaison  ill  silent consonant ‘t’  qu  s-liaison |

**Unit 13 retrieval opportunities**

* Adjectival endings.
* Adjectival positioning of more than one adjective.
* Adverbs of time/frequency/intensity/seasons/sequence.
* Aller (past, perfect, near future).
* Aller (imperfect – j’allais).

·       Aller (present tense – full paradigm).

* Avoir (past, imperfect, future).
* Avoir (present tense – full paradigm).
* *Avoir* phrases.
* Cognate adjectives and nouns.
* Comparative structures.
* Conditional tense (je/tu voudrais, il/elle voudrait).
* Connectives (simple plus *pour*).
* Definite articles.
* Demonstrative adjectives (ce, cet, cette, ces).
* -ER regular verbs – full paradigm (perfect, present, near future).
* Être (present, imperfect (j’étais, c’était), near future).
* Expressing age.
* Faire de… (du/de la/de l’/des).
* Faire + weather phrases.
* Imperatives (2nd person singular).
* Imperfect tense.
* Impersonal verb (il y a/il n’y a pas **de**, il y avait).
* Impersonal verb (ça me fait…).
* Impersonal verb (il faut/il ne faut pas, il est interdit de…).
* Indefinite adjectives (plusieurs, autres, tout, quelques).
* Indefinite articles.
* infinitives after opinion verbs.
* Jobs (no article).
* Jouer à… (au/à la/à l’/aux).
* Jouer de… (du/de la/de l’/des).
* Modal verbs present tense (pouvoir, devoir, savoir, vouloir – je/on).
* Negative structures (ne… pas, ne… jamais, ne… rien, ne… personne and range of tenses).
* Near future tense (full paradigm).
* Opinion questions (*tu* form).
* Opinion verbs.
* Perfect tense with *avoir* and *être* (regular and irregular past participles).
* Possession - word order (people’s celebrations, eg *l’anniversaire de ma mère*).
* Possessive adjectives (mon, ma, mes, son, sa, ses, notre, nos, leur(s)).
* Pour + infinitive.
* Preceding direct object pronouns (le, la) and preceding indirect object pronouns (me, te).
* Prepositions (avant/après/depuis).
* Prepositions (countries, travel, transport, places).
* Present tense (regular -ER verbs, irregular verbs, -IR, -RE, stem changing verbs).
* Question words (que, où, comment, quand pourquoi, quel, qui, avec qui, quand, quelle(s) activité(s), qu’est-ce que)
* -RE verbs (lire, écrire, suivre).
* Reasons with *c’est* and *ils sont.*
* Reflexive verbs (1st, 2nd and 3rd person singular- s’entendre, s’appeler, s’inquiéter and daily routine verbs - se reveiller, lever, laver, se coucher).
* Relative pronouns (qui).
* Stem changing verbs (acheter, préférer, envoyer – present tense).
* Suivre (present tense).
* Times of year, months, dates.
* Verb and subject inversion to form a question with opinion verbs.