# 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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February 2024

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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’aimeJe n’aime pasJ’adoreJe détesteJe préfèreMon amiCar/parce queC’est/ce n’est pasIls/elles sontils/elles ne sont pasEt toi?Cognate nouns and adjectives | Adjectival agreements (masculine plural nouns/adjectives)Cognate adjectivesDefinite articleKey cognate nounsNegative (ne… pas)Opinion questions (*tu* form)Opinion verbs in the first personOpinions with *c’est* and *ils sont*Simple connectives | anenaimèj |

##

**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’aimeJ’adoreJe détesteJe préfèreJouer/faire/écouter/manger/surfer/regarderCar c’estPlus/moins… queTu aimes…? Pourquoi? | Comparative structuresExtend sentence with adverbsFaire de… (du/de la/de l’/des)How to invert the verb and subject to form a question Infinitives after opinion verbsJouer 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*) | euerinqution-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’habiteIl y aIl n’y a pas de Je pense que… estPour + Infinitive (eg pour faire/pour jouer)Opinion + allerJe le/la trouveC’est…il/elle se trouve…il/elle est situé(e)…Je voudraisDirections/locationJe voudrais vivre/habiterOù 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 articlesJe suisModal verb (pouvoir – je peux, on peut)Near future (je vais + infinitive)Possessive adjectives (mon, ma, mes)Prepositions + placesQuestions (où, que, qu’est-ce que*)* | sonchsthille |

**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… avecJe m’appelleIl/elle s’appelleJ’ai **onze** ans/j’ai **deux** frèresDans ma famille il y a…Je suisIl/elle aIl/elle estPlus… moinsComment es-tu?Comment est ton frère/ ta sœur/ meilleur copain/ine?Tu t’entends bien avec ta famille? | Expressing ageReflexive 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 adjectiveAvoir (1st, 2nd, 3rd person singular, 3rd person plural)Être (1st, 2nd, 3rd person singular, 3rd person plural)Opinion verbsQuestions (comment) | eemamaèt 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/auxSeasonsTransportWeather phrases (il fait chaud, froid etc)C’estJe suis allé(e)/resté(e)J’ai visitéJe n’ai pas visitéC’étaitJe vais/on va + infinitives (aller, voyager)Je voudrais/on voudrait allerFaire + activitiesOù 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, seasonsFaire + holiday activitiesFaire + weather phrasesNear 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) | yeaôoi oygn |

|  |  |  |  |
| --- | --- | --- | --- |
| 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**

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| --- | --- | --- | --- |
| 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 cinémaJe sors avec… au, à la, à l’, aux…Je le/la préfère carJe ne regarde pas/jamaisIl/elle est (character descriptions)Il/elle a (character descriptions)Il/elle joue le rôle de…J’ai vu/lu/regardé/choisiC’est au sujet deCette musique me relaxeCe film m’intéresseÇa me fait peurÇa me fait sourireDays/times of weekQui est…?Qu’est-ce que tu préfères regarder/ écouter/lire?Quel(s) film(s) préfères-tu? | AvoirÊtre Comparative structures Demonstrative adjectivesÊtre (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 tenseRelative pronoun (qui)Questions (qui, qu’est-ce que, quel) | sonchjt-liasonsill |

**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 carJe suis fan deJ’étais fan deAvant il/elle étaitMaintenant/aujourd’hui il/elle estJe le/la trouveIl/elle m’intéresseJe le/la suis car…Il/elle est né/eJ’ai vu/luQui 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) | ésoft cheut-liaisonau |

**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’amuseJe crois/ vois/ bois/reçois/écrisOn croit/ voit /bois/ reçoit/ écrit…Je suis allé(e)/on est allé(e)(s)/nous sommes allé(e)sPerfect tense (regular ER verbs)Perfect tense (irregular verbs: vu, bu, reçu, écrit)C’était.Je voudraisIl faut/ne faut pas/ne faut jamaisQuelle 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, datesWord order (people’s celebrations) eg *l’anniversaire de ma mère*Questions (quel, comment) | ouquienn-liaisons-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 + subjectsJe suis fort/faible enJe porteJe me lèveJe me laveJe parsJe rentreJe commenceJe termine/finisJe me coucheHier j’ai vu, bu, lu, étudié, faitJ’étais/allais/avais + c’était…Je faisais + c’était…On doit (school rules)On peut (school rules)Il est interdit de…Il fautIl y a/il n’y pas de | Adverbs of sequenceImperfect 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) | ieuerçun |
| 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 voudraisIl fautIl ne faut pasÇa m'est égalÇa ne m’a jamais intéressé(e)Qu’est-ce que tu voudrais faire à l’avenir? | *Avoir* phrasesConditional tense (je/tu voudrais, il/elle voudrait) Near future tense (full paradigm)Impersonal verbs (il faut)Jobs (no article)Questions (qu’est-ce que) | imêqugnraill |

**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 utiliséJe l’adoreJe le/la trouveJe ne peux pas vivre sansQuand j’étais petit(e), j’avais/j’utilisaisOn peut/on doitÇa me fait peurÇa m’inquièteJe m’inquièteA l’avenir je vaisIl y a un danger deComment utilises-tu la technologie? | Pour + infinitiveAvoirÊtreNear future tense (full paradigm)Impersonal verb forms (il y a, il y avait)Modal verbs (present tense) Perfect tensePresent tenseRelative pronouns (qui)Questions (comment) | ianimros |

**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 formeJe joue/fais/regarde/ mange/je bois/je prendsSi j’ai soif/faimJ’ai joué/fait/ regardé/mangé/bu/ pris/couruJe passe le temps à + infJe le/la/les trouveÇa me fait peurÇa m’inquiète/je m’inquièteIl/elle m’intéresseOn peut/on doitQuand j’étais petit(e)/plus jeune, j’étais…Je jouais/faisais/mangeais/buvais/ prenais/couraisIl me faut | *Avoir* phrases (j’ai soif, j’ai faim)Near future tense Imperatives (2nd person singular) Imperfect tenseImpersonal verb formsNegatives (range of tenses)Perfect tensePreceding direct objects (le, la)Pour + infinitivePresent tenseReflexive verb (s’inquiéter)Il faut/il ne faut pasModal verbs (devoir, savoir)Questions (comment, est-ce que que, qu’est-ce que) | eauomainienoeuaiail |

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Key language | Grammar | Phonics |
|  | Ça peut te tuer/te faire mal Pour devenir…Comment est ton régimeEst-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 sévèreAvant, il y avaitJe m’inquièteÇa me fait peurJe le/la trouveÇa m’intéresseModal verbs (on peut/on doit)Je vais + infinitiveJe voudraisIl fautIl nous fautNous devonsNous pouvonsQu’est-ce qu’on peut faire pour protéger l’environnement ? | Conditional (je/tu voudrais, il/elle voudrait)Near future tenseIl fautImperatives (2nd person singular and plural)Imperfect tenseImpersonal verb forms Modal verbs (pouvoir, devoir, savoir, vouloir – je/on)NegativesPreceding Direct Objects (le, la)Perfect tensePour + infinitiveQuestions (qu’est-ce que) | oezx-liaisonillsilent consonant ‘t’qus-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.