

Y10 FRENCH - CURRICULUM PLANNING SEQUENCE

| Year | Term | GCSE Theme | Topics / Knowledge Organisers Content | Subject Learning Checklist | Teaching and Learning Focus | Homework | | | |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--|--|
| 10 | Term 1 - 35hrs | Theme 1 Identity and Culture | Unit 1: My family, Relationships and Marriage | Learning Expectations + Introduction of CROISSANT and Booklets | Introducing MFL Level-up strategy and exam structure | | | | |
| | | | | PPT1 About me: physical descriptions | Skill: Extending sentences Grammar: negatives followed by plural nouns Revision: Avoir | Vocab test to learn 1.1 F + 1.1 H | | | |
| | | | | About me: personality descriptions + Retrieval grid Unit 1 | Skill: Using idioms to enhance our writing Revision: Etre and adjective agreement | KO Qs: Theme 1, Unit 1, Q1 & 2 | | | |
| | | | | Vocab family and descriptions | Skill: Listening techniques Grammar: Possessive adjectives and comparatives Vocabulary: Family | Reading: Extrait de Bonjour tristesse de Françoise Sagan | | | |
| | | | | Relationships and reasons why we get on and argue with family | Skill: Reading Grammar: ER and reflexive verbs Vocabulary: variety of reflexive verbs | | | | |
| | | | | Consolidation | Skill: Speaking Role Play, Translation | Vocab test to learn 1.2 F + 1.2 H | | | |
| | | | | Plans to get married... or not | Skill: Reading strategies Grammar: Near Future Tense | | | | |
| | | | | Consolidation tasks | Skill: Reading, listening, speaking Vocabulary: Revision of unit 1 | KO Qs: Theme 1, Unit 1, Q4 & 6 | | | |
| | | | | Retrieval Grid | Skill: Metacognition - retrieval | Reading: | | | |
| | | | | Consolidation - Modelling Writing | Revise and practice grammar points previously introduced | | | | |
| | | | | Writing 90 words - I and We | Skill: Writing techniques | Reading - Kerboodle Allez Mini Reader: 1.9 La princesse et les prétendants | | | |
| | | | | Writing 90 words - You (Continuation) + GCSE Requirements (3 tenses) | Skill: Writing techniques | KO Qs: Theme 1, Unit 1, Q3 & 5 | | | |
| | | | | Consolidation speaking: Photo Card and unprepared questions | Skill: Speaking - Photo card Vocabulary: Revision of unit 1 | Revise for assessment | | | |
| | | | | End of term Assessments Unit 1 - Writing - CA Booklet | | | | | |
| | | | End of term Assessments Unit 1 - Listening + Reading + Translation and Self Assessment | | | | | | |
| | | | Unit 3: Free-time activities & Food | Music | Skill: Listening, speaking, reading Grammar: Jouer + de, present tense regular ER IR RE, negatives Vocabulary: Music instruments and types of music | Vocab test to learn 3.1 F + 3.1 H | | | |
| | | | | Cinema and TV | Skill: Listening, photo card (Foundation writing paper style) Grammar: Frequency adverbs and word order Vocabulary: Types of films and tv programmes | KO Qs: Theme 1, Unit 3, Q11, Q12 & Q13 | | | |
| | | | | Food | Skill: Reading, listening, speaking Grammar: manger and boire + de Vocabulary: Fruit, vegetables, quantities, meals | Vocab test to learn 3.2 F + 3.2 H | | | |
| | | | | At the restaurant | Skill: Reading, listening, translation Grammar: Passe compose with avoir (regular verbs) Vocabulary: Frequency expressions | | | | |
| | | | | Retrieval grid Unit 3 - Consolidation/Catch Up | Skill: Metacognition - retrieval Vocabulary: Revision of all vocabulary introduced so far | | | | |
| | | | | Sports - adding details using when (+ tenses) | Skill: Reading, listening, developing sentences Grammar: Jouer (à) Vs Faire (de) Vocabulary: Reminder of types of sport, revision of vocabulary introduced so far | Vocab test to learn 3.3 F + 3.3 H | | | |
| | | | | Sports: practising photo card and role play; talk about recent activities (incl. opinions in the past) | Skill: Photo cards and role-plays (speaking), reading and listening Grammar: Reminder of past tense for opinions in the past Vocabulary: Photo card vocabulary and question words | Kerboodle Speaking assignment | | | |
| | | | | Sports: Practising using the perfect tense | Skill: Translation and writing (90 word task) Grammar: Past tense | | | | |
| | | | | Consolidation/Catch Up | Revise previously taught vocabulary and grammar (focus might vary according to student needs) | Reading - Kerboodle Allez Mini Reader: Nous les ados (Sport) | | | |
| | | | | Retrieval grid Unit 3 | Skill: Metacognition - retrieval | | | | |
| | | | | Unit 2: Social media & New Technologies | Technology gadgets: vocab, describe what devices look like | Skill: Listening, reading, writing (focus on spelling) Grammar: Four infinitive Vocabulary: Introduce new vocabulary on technology | Vocab test to learn 2.1 F and 2.1 H | | |
| | | | Discussing how you and other people use social media | | Skill: Photo card (writing), reading, writing Grammar: key verbs present tense, « Grâce à » vs. « À cause de » Vocabulary: activities on technology/social media | KO Unit 2 Qs 7 and 8 | | | |
| | | | Discussing some advantages and disadvantages of social media + role play practice | | Skill: Listening, Role play (speaking), Reading Vocabulary: advantages and disadvantages of technology | Vocab test to learn 2.2 F and 2.2 H | | | |
| | | | Consolidation/ Catch Up + Retrieval grid Unit 2 | | Skill: Translation with focus on tenses, speaking, reading Vocabulary: Revision of vocabulary introduced so far | | | | |
| | | | Discussing time spent online and habits, are you addicted? | | Skill: Listening, reading, translation Grammar: Irregular verbs in the present tense | | | | |
| | | | Discussing addiction of technologies/phones | | Skill: Exam Question Practice - focus on reading and listening | KO Unit 2 Qs 9 and 10 | | | |
| | | | Modelling Writing: 1 paragraph from a 40/90/150 words task | | Skill: Exam Question Practice - focus on writing | Revision for Assessments | | | |
| | | | End of term Assessments Unit 2 & 3: Listening and Reading | | | | | | |
| | | | End of term Assessments Unit 2 & 3: Writing | | | | | | |
| | | | Unit 5: Home, Town and Local Area | MRI lesson on writing modelling task | Skill: Writing and responding to feedback | Vocab test to learn 5.1 F + 5.1 H | | | |
| Types of house, rooms in the house and some furniture items | Skill: Reading Grammar: Position of adjectives and agreements, revise il y a / il n'y a pas de (in different tenses) Vocabulary: Types of house, rooms in the house and some furniture items | KO Qs: Theme 2, Unit 5, Q1 & 2 | | | | | | | |
| Advantages and disadvantages of my house | Skill: Listening, reading, writing (focus on how to express advantages and disadvantages) Grammar: Other negative phrases (jamais, plus) Vocabulary: Consolidation of vocab from previous lesson. | Reading task: Kerboodle Allez Mini reader - Ma nouvelle maison | | | | | | | |
| Chores and tense revision | Skill: How to alternate tenses in writing, speaking, listening Grammar: Revise present tense, near future and modals Vocabulary: Chores | | | | | | | | |
| My ideal house (consolidation) | Skill: Producing longer, more complex sentences Grammar: Revise conditional Vocabulary: Introduction (slightly) of town related vocabulary (e.g. noisy/quiet area, close to the beach etc) | Vocab test to learn 5.2 F + 5.2 H | | | | | | | |
| Places in town and activities you can do there | Skill: Speaking, listening, writing Grammar: Subordinate clauses (Il y a... ou on peut...) in different tenses Vocabulary: Places in town and activities | KO Qs: Theme 2, Unit 5, Q3 & 4 | | | | | | | |
| What I did in my town | Skill: Reading, speaking (photo card and role play), how to alternate tenses in writing Grammar: Passe compose revision and practice Vocabulary: revision of places in town and activities | Reading task | | | | | | | |
| Advantages and disadvantages of my region | Skill: How to talk about advantages and disadvantages, translation Grammar: Imperfect tense / tense revision Vocabulary: Introduce a few elements of social issues | | | | | | | | |
| Retrieval grid + consolidation | Skill: Metacognition - retrieval Vocabulary: Revision of all vocabulary introduced so far | | | | | | | | |
| Unit 5 Modelling 150 word task: I + We | Skill: Exam Question Practice - focus on 150 word task in the writing exam | KO Qs: Theme 2, Unit 5, Q3 & 4 | | | | | | | |

Year

Term 2 - 30hrs

Theme 2 Local & Global areas of interest

| | | |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| End of unit 5 assessments: W (You modelling) + Translation | | |
| End of unit 5 assessments: L + R | | Vocab test to learn 6.1 F and 6.1 H |
| Unit 6: Voluntary work and poverty | Introducing UK and French charities | Skills: Reading, listening, speaking Vocabulary: Introduce vocabulary related to social issues and charities Grammar: Subordinate clauses (qui lutte contre) |
| | Describing social issues and what charities do | Skills: Reading, speaking Grammar: Revision present tense verbs Revision modal verbs vouloir and pouvoir in present and conditional tenses |
| | Solutions to social issues | Skills: How to approach longer texts, speaking, listening Grammar: Revise il faut+infinitive and introduce the imperative |
| | My voluntary work and why we need charities | Skills: Reading and listening - exam practice Vocabulary: Consolidation of key vocabulary |
| | Poverty and inequality | Skills: translation and speaking - exam practice Vocabulary: Consolidation of key vocabulary |
| | MRI Unit 5 Assessments Retrieval grid unit 6 | Skills: Responding to feedback, metacognition - retrieval Vocabulary / Grammar: revision of concepts introduced in unit 5 and 6 |
| Unit 7: Healthy living | Healthy and unhealthy behaviours | Skills: Reading, speaking, listening Grammar: Revise present tense - regular and irregular verbs Vocabulary: Healthy and unhealthy behaviours |
| | Old and new health habits | Skills: Speaking, translation Grammar: Passe compose revision Vocabulary: Consolidate previously taught vocabulary |
| | Consolidation/catch up | Revise and practice vocabulary and tenses introduced or revisited in this topic so far |
| | What I used to do to stay healthy | Skills: Writing, reading Grammar: Imperfect tense in relation to passe compose Vocabulary: topic vocabulary and time phrases relating to the different tenses |
| | Advice to stay healthy | Skills: How to give advice in writing, how to transfer vocabulary from different units Grammar: Pour+infinitive followed by il faut+infinitive, Si clauses |
| | Retrieval grid unit 7 | Skills: Metacognition - retrieval Vocabulary: Revision of all vocabulary introduced so far |
| | Unit 6+7 Modelling 150 word task: I + We | Skills: How to approach 150 word tasks - focus on variety of vocabulary |
| | End of unit 6+7 assessments: W (You modelling) + Translation | |
| End of unit 6+7 assessments: L + R | | |
| Unit 8: The environment | Introduce vocabulary related to environmental issues | Skills: reading, speaking Vocabulary: introducing key vocabulary on the topic |
| | Causes and consequences to environmental issues | Skills: Translation, speaking, reading Grammar: Using a variety of tenses accurately (passe compose and present tense) Vocabulary: Consolidating vocabulary on the topic |
| | Dangers and solutions - present and past behaviours | Skills: Reading, listening, writing Grammar: Using the imperfect tense to talk about past habits Using il faut+infinitive Using direct object pronouns |
| | Solutions - what if we protected the environment? | Skills: Translation, reading, listening Grammar: Si-clauses (Higher: using pluperfect tense) |
| | Environment - speaking consolidation | Skills: Speaking - roleplay and photocard |
| Mock revision | Mock revision / Mock exams | |
| Unit 9: Holidays | Vocab holidays including revision countries, weather, transports and accommodation | Skills: Translation, writing, speaking Grammar: Conjugations of aller, partir (multiple tenses for higher students) Vocabulary: Weather phrases (in 3 tenses), countries, means of transport |
| | Accommodation and preparation for a holiday | Skills: Listening, speaking, reading Grammar: Subordinate clauses: ce que... Vocabulary: Accommodation types, things in a hotel room, what there is in your luggage |
| | Describe briefly a past holiday | Skills: Writing, speaking, reading Grammar: Recognising different past tenses Vocabulary: Consolidation of holiday vocab |
| | Detailed account of a past holiday and problems during holidays | Skills: Writing, translation, listening, speaking Grammar: Imperfect vs. perfect tense Vocabulary: positive and negative aspects of a holiday |
| | French regions and main touristic attractions. Advantages and disadvantages of tourism | Skills: Listening, speaking, reading, translation - using vocabulary from other units Vocabulary: Introduction of some vocabulary on the topic of environment |
| | Translation and writing modelling - I (150 words) | Skills: Approaching a 150 word task - focus on conditional and imperfect bulletpoints |
| | PPT3: Writing modelling (we, you) | Skills: Approaching a 150 word task - focus on conditional and imperfect bulletpoints |
| Mock MRI | Feedback and MRI following mock exams | Skills: Writing and responding to feedback |
| Unit 4: Customs and festivals | Feedback and MRI following mock exams | Skills: Listening and reading, and how to revise for them |
| | Introduce French holidays and celebrations | Skills: Listening, speaking, writing Vocabulary: introduce new vocabulary |
| | Activities for the celebrations | Skills: Writing, speaking, listening Grammar: Tense revision Vocabulary: consolidate vocabulary on this topic |
| | Advantages and disadvantages of certain holidays | Skills: How to express advantages and disadvantages in writing Vocabulary: sophisticated phrases (j'ai besoin de, j'ai envie de, j'ai peur de, j'ai hate de), link with topic of social issues |
| | Talk about a celebration in the past | Skills: Narrating events in past tense Grammar: reflexive verbs in the past Vocabulary: connectives for narration, opinions in the past |
| | Photo card and role play practice | Skills: speaking - how to approach photo card and role play |
| | Consolidation/catch up | Skills: reading, listening, speaking Vocabulary/Grammar: consolidation of concepts taught throughout the topic |
| | Francophone festivals | Skills: reading, translation, speaking Vocabulary: specific vocabulary related to a Francophone festival Grammar: using on to talk about general events |
| | Retrieval grid | Skills: metacognition and consolidation |
| | Speaking mini-mock | General conversation modelling (I+we) |
| General conversation peer assessment (Themes 1 and 2) (we+you) | | |
| Speaking preparation, assessment and feedback (mini-mock) | | |

Term 3 - 30 hrs

Theme 1 Identity and Culture