



MFL Curriculum Plan

| Yr | Half Term 1 | Half Term 2 | Half term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| 7 | <p>Module 1: La rentrée To get pupils introducing and talking about themselves. This module also covers any content that pupils might have done in KS2 (numbers, days and months, alphabet, etc.) and introduces pupils to key French sounds which are revisited throughout the year in Pronunciation features.</p> | <p>Module 2: En classe Develop what pupils can say about themselves and their use of verbs. To allow pupils to express and justify their opinions using a range of opinion verbs. Also an opportunity for pupils to learn about schools in France as well as about Christmas in Francophone countries.</p> | <p>Module 3: Mon temps libre To continue to develop what pupils can say about themselves and their use of verbs and adjectives. To allow pupils to express more opinions. More key French sounds are introduced. Pupils also have the opportunity to learn about different sports in Francophone countries.</p> | <p>Module 4: Ma vie de famille To expand pupils', use of verbs into the 3rd person singular and plural and 1st person plural forms. Pupils learn about home-life in Francophone countries as well as about Bastille Day celebrations.</p> | <p>Module 5: En ville Places in a town Where you go at the week end Inviting someone out Ordering drinks and snacks in a cafe Discussing what you are going to do Learning about Paris</p> | <p>Module 6: Holidays Talking about school holidays Saying what you visited and what it was like Saying what you did during the holidays Discussing a special holiday</p> |

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| <p>8</p> | <p>Module 1: J'adore les fêtes!</p> <p>To develop what pupils can say about their lives and their likes/dislikes and expand their transactional language in context of buying food at a market. Revise the present and near future tenses and continue to practise the perfect tense. Pupils learn about festivals and celebrations</p> | <p>Module 2: À loisir</p> <p>To allow pupils to express their opinions around TV and digital technology and further develop their transactional language in the context of arranging to go out. To introduce pupils to using three tenses together. Pupils also learn about leisure activities in different Francophone countries.</p> | <p>Module 3: Le monde est petit Express and justify opinions. To develop the use of different persons of the verb and to introduce modal verbs. Use reflexive verbs in context of daily routine. Further practice with three tenses.</p> | <p>Module 4: Le sport en direct To introduce the imperative for asking directions and give further practice with transactional language in context of talking to the doctor. Pupils also learn about some famous sportspeople in the Francophone world.</p> | <p>Module 5: My World</p> <p>Talking about likes and dislikes Using aimer + noun and + infinitive Talking about after-school clubs and activities Describing yourself and your friends Describing birthday celebrations Describing what you did and what you wore</p> | <p>Module 6: Future Plans</p> <p>Talking about earning money and different ways of making money Using on peut + infinitive and vouloir + infinitive Talking about what job you want to do and why talking about what you are going to do in the future (using the Near Future Tense)</p> |
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| <p>9</p> | <p>Module 1 – Identity and culture (Moi, Ma Famille et Mes Amis) Describing family, friends and relationships Technology Asking questions and using Imperatives Adjectives Regular verbs and key irregular verbs (avoir, être, aller, faire)</p> | <p>Module 2 – Identity and culture (Les Fêtes) Learning about Francophone festivals, culture and food Use of je voudrais/j'aimerais + infinitive Near future tense (aller + infinitive)</p> | <p>Module 3 – Local, national, international and global areas of interest Talking about the local and global area Countries House and home including descriptions, rooms Places in a town and directions Irregular adjectives (including nationalities) More irregular verbs in the present tense</p> | <p>Module 4 – Local, national, international and global areas of interest. Travel arrangements and preferences Future tense of regular verbs and key irregular verbs Perfect tense of verbs (avoir/être and irregular verbs) Use of the infinitive</p> | <p>Module 5 – Current and future study and employment. Daily routine and household chores Description of school including facilities School subjects and opinions School routine/Uniform School rules and asking questions Imperatives Regular verbs (-er, -ir, -re)</p> | <p>Module 6- Current and future study and employment Future education plans (Key Stage 4 and beyond) Future life plans Future job intentions End of year assessments Cultural awareness.</p> |
| <p>10</p> | <p>Theme 3: Current and future study and employment. Topic 1: My studies Topic 2: Life at school/college Opinions and justifications for school subjects devoir + infinitive il faut + infinitive</p> | <p>Theme 3: Current and future study and employment. Topic 3: Education post 16 Topic 4: Jobs, career choices and ambitions Use of je voudrais/j'aimerais + infinitive near future tense</p> | <p>Theme 2: Local, national, international and global areas of interest Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Charity/voluntary work Healthy/unhealthy living More irregular verbs in the present tense Likes and dislikes followed by an infinitive</p> | <p>Theme 2: Globale issues: Topic 3: The environment Poverty/homelessness Topic 4: Travel and tourism Talk about holidays Perfect tense of verbs (avoir/être and irregular verbs) Use of the infinitive</p> | <p>Theme 1: Identity and culture. Topic 1: Me, my family and friends Relationships with family and friends Marriage/partnership Imperatives Key irregular verbs (avoir, être, aller, faire)</p> | <p>Theme 1: Identity and culture. Topic 2: Technology in everyday life Social media Mobile technology Talk about how social media have been used; or life before technology</p> |

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| <p>11</p> | <p>Theme 1: Topic 1: Me, my family and friends. Relationships with family and friends. Marriage/partnership.</p> <p>Theme 1: Topic 2: Technology in everyday life. social media. Mobile Technology</p> <p>Theme 1: Topic 3: Free time activities. Music, cinema and TV. Food and eating out. Sport.</p> | <p>Theme 1: Topic 4: Customs and festivals in French speaking countries/communities.</p> <p>Theme 1: Topic 4: Customs and festivals in French speaking countries/communities.</p> <p>Theme 2: Topic 1: Home, town, neighbourhood and region</p> <p>Theme 2: Topic 2: Social issues. Charity/voluntary work. Healthy/unhealthy living.</p> | <p>Theme 2: Topic 2: Social issues. Charity/voluntary work. Healthy/unhealthy living.</p> <p>Theme 2: Topic 3: Global issues: The environment. Poverty/homelessness.</p> <p>Theme 2: Topic 4: Travel and tourism</p> <p>Theme 3: Topic 1: My studies</p> <p>Theme 3: Topic 2: Life after school at school/college.</p> | <p>Theme 3: Topic 3: Education post-16</p> <p>Theme 3: Topic 4: Jobs, career choices and ambitions</p> <p>Revision</p> | <p>Revision and exams</p> | |
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