

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6	Summer Holiday
Year 9	<p>Theme: <u>Identity and culture:</u></p> <p>Topic: <i>Me, my family and friends</i></p>	<p>Theme: <u>Local, national, international and global areas of interest</u></p> <p>Topic: <i>Home, town, neighbourhood and region</i></p>	<p>Theme: <u>Current and future study and employment</u></p> <p>Topic: <i>My studies</i></p>	<p>Theme: <u>Identity and culture:</u></p> <p>Topic: <i>Free-time activities; music, cinema and TV</i></p>	<p>Theme: <u>Identity and culture:</u></p> <p>Topic: <u>Free-time activities; Food and eating out; Sport</u></p>	<p>Theme: <u>Identity and culture:</u></p> <p>Topic: Customs and festivals in French-speaking countries/communities</p>	<p><i>Essentials for a Grade 4 – summer assignment (for any underachieving student)</i></p>
Literacy/numeracy	<p>avoir and être present tense</p> <p>possessive adjectives</p> <p>adjective agreement rules</p> <p>reflexive verbs <i>se disputer/se fâcher/s'entendre avec</i></p> <p>comparatives (and superlatives) <i>plus que/moins que</i></p> <p>adverbs of frequency</p> <p>regular verbs in present tense</p>	<p>il y a</p> <p>on a</p> <p>c'est</p> <p>prepositions</p> <p>plural partitive article and <i>de</i> after negative</p> <p><i>pouvoir</i> + infinitive</p> <p>expressions of quantity</p> <p>irregular verbs (<i>aller/faire</i>)</p> <p><i>ceux qui</i> + verb</p> <p><i>s'intéresser à</i></p>	<p><i>devoir</i> + infinitive)</p> <p><i>il faut</i> + infinitive</p> <p><i>parce que/car</i> to express reasons</p> <p>perfect tense</p> <p>regular avoir verbs (choisir/décider de/laisser tomber - options)</p> <p>two verbs together eg <i>aimer/aimer mieux/préférer</i></p>	<p>consolidation of present tense</p> <p>including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i></p> <p>extend range of two verbs together</p> <p>adverbs such as <i>d'habitude/normalement</i></p> <p>clauses introduced by <i>quand/lorsque</i> and <i>si</i></p>	<p>perfect tense with <i>avoir</i> using regular and common irregular verbs (<i>ce que j'ai fait hier soir/le weekend dernier</i>)</p> <p>simple opinion statements to express how it was (illustration of the imperfect)</p>	<p>perfect of verbs with <i>être</i> + agreement rules</p> <p>reflexive verbs in perfect; perfect and imperfect tenses together</p> <p>describing a past event/festival; actions and opinions</p>	<p>3 tenses, time phrases, key adjectives</p>

	direct object pronouns	enhancing descriptions using <i>qui/que/dont demonstrative</i> adjectives <i>ce, cet, cette, ces</i>	comparative and superlative in expressing opinions about subjects use of <i>tu</i> and <i>vous</i> in informal/formal exchanges				
Assessments	Past Foundation Reading and Listening paper	Vocab, present tense verbs, written and reading task on home and town	Vocab, modal verbs, written and listening questions on school life and listening	Speaking assessment on topic	Cloze/gap-fill task. Grammar check – perfect and present tenses. Written and reading assessment on topic	Past paper foundation, reading and listening. Project on topic	Beginning of September – written test
Year 10	Theme: <u>Current and future study and employment</u> Topic: <i>Life at school/college</i>	Theme: <u>Local, national, international and global areas of interest</u> Topic: <i>Travel and tourism</i>	Theme: <u>Current and future study and employment</u> Topic: <i>Education post 16</i>	Theme: <u>Local, national, international and global areas of interest</u> Topic: <i>Social issues healthy / unhealthy living</i>	Theme: <u>Identity and culture:</u> Topic: <i>Marriage /partnership</i>	Theme: <u>Identity and culture:</u> Topic: <i>Technology in everyday life</i>	Essentials for a Grade 4 – summer assignment (for any underachieving student)
Literacy/numeracy	<i>devoir/pouvoir/il faut/vouloir</i> school rules quantity words <i>beaucoup/trop/assez/pas assez + de</i> (including with	consolidation of perfect tense extension of imperfect tense sequencing words,	<i>ce qui/ce que... c'est...</i> sentence pattern future tense future study plans	partitive articles with food items recap on <i>devoir/il faut</i> and introduce conditional forms	revisiting adjectives use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions <i>en + present</i>	revision of past tenses to recount how social media have been used; or life before technology <i>grâce à/sans/avec</i>	Reading, writing, key vocabulary learning

	plurals)	expressions and phrases <i>avant de/après avoir etc/pendant que/depuis/venir de</i> developing greater complexity in spoken and written accounts of past events or experiences	building on <i>si</i> clauses with present and future more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>)	affirmative and negative <i>il vaut mieux/il vaudrait mieux</i> negative <i>ne...jamais</i> full explanation of imperfect tense	participle revision of future tense to outline future plans direct and indirect object pronouns	enhanced statements of possibility including <i>permettre de</i> <i>il est possible que</i> + subjunctive	
Assessment	Vocab and grammar (irregular present tense) Reading and translation on topic	Vocab and grammar (irregular past tense). reading and translation on topic	Vocab and grammar (future and conditional). reading and translation on topic	Translation, 4 bullet point and 2 bullet point writing	Listening and reading task on topic	Full set of mock papers – listening, reading and writing, speaking.	September – writing test.
Year 11	Theme: <u>Local, national, international and global areas of interest</u> Topic: <i>Global issues – the environment</i>	Theme: <u>Local, national, international and global areas of interest</u> Topic: <i>Social issues – charity/voluntary work</i>	Theme: <u>Local, national, international and global areas of interest</u> Topic: <i>Global issues – homelessness, poverty</i>	Theme: <u>Current and future study and employment</u> Topic: <i>Career choices and ambitions</i>	End of course examination focus	End of course examination focus	

Literacy/numeracy	<p>modal verbs linked to behaviours (must do/can do/should do/could do etc)</p> <p><i>si</i> clauses using imperfect and conditional</p> <p><i>si</i> sentences revised for outlining consequences of actions</p>	<p>vouloir + infinitive vouloir que + subjunctive il est possible que + subjunctive</p>	<p><i>si j'étais...</i> <i>à la place de...</i> with conditional completions</p> <p><i>il faut</i> + infinitive and <i>il faut que</i> + subjunctive</p>	<p>enhanced statements of possibility including <i>permettre de</i></p> <p>pluperfect tense perspective</p>	Review	Review	
Assessment	<p>Past paper reading and listening questions – environment, social issues, modals, <i>si</i> clauses, pluperfect, subjunctive</p>	<p>Mock GCSE writing, reading and listening exams – current future study and employment, technology in every day life</p>	<p>Mock GCSE writing, reading and listening exams</p>	<p>Mock exam – speaking Global issues, poverty and homeless – reading/listening past paper questions</p>	<p>Real GCSE Speaking exam</p>	<p>Real GCSE writing, reading and listening exams</p>	