



2021-22 French Curriculum Plan - Grammar Skills



Blue = Theme 1 Green = Theme 2 Orange = Theme 3

Year Group	Autumn 1 - 7 weeks 07.09.20 - 23.10.20	Autumn 2 - 7 weeks 02.11.20 - 18.12.20	Spring 1 - 6 weeks 04.01.21 - 12.02.21	Spring 2 - 5 weeks 22.02.21 - 26.03.21	Summer 1 - 7 weeks 12.04.21 - 28.05.21	Summer 2 - 7 weeks 07.06.21 - 26.07.21
7	<p>Phonics foundation unit.</p> <p>3 week foundation course to cover phonics in French. Colours/numbers/greetings all covered as part of the phonics foundation unit.</p> <p>An introduction to me</p> <p>Present tense conjugations of irregular verbs <i>avoir</i> and <i>être</i> in the first, second, and third person singular forms. Personal pronouns. Definite and indefinite articles.</p>	<p>School subjects</p> <p>Present tense conjugations of regular verb <i>aimer</i> to express likes/dislikes. Using <i>parce que c'est</i> to give opinions. Negative structure <i>ne ____ pas</i>. Comparatives.</p> <p>Places in town</p> <p>French expression <i>il y a / il n'y a pas</i>. Present tense conjugations of irregular verb <i>aller</i>.</p>	<p>Sports and activities</p> <p>Present tense conjugations of regular verb <i>jouer</i>. <i>Jouer à+le/la/lles</i>. Present tense conjugations of irregular verb <i>faire</i>. <i>Faire de+le/lalles</i>. <i>Aller</i> + infinitive to form close future tense.</p> <p>School times and facilities</p> <p>Numbers in French. Time in French. Full conjugations of present tense <i>avoir</i>. Full conjugations of present tense <i>être</i>.</p>	<p>My family</p> <p>Comparatives and superlatives with adjectives. Adjective agreements when using <i>être</i>. Plural endings with masculine/feminine nouns.</p> <p>Canteen menu and life at school</p> <p>Present tense conjugations of regular verb <i>manger</i>. <i>Aimer</i> + infinitive. Introduction to the partitive article.</p>	<p>Weather, region and countryside</p> <p>Introducing <i>faire</i> expression <i>il fait</i> and <i>il y a</i> for weather. Using <i>quand</i>.</p> <p>Local neighbourhood - pros and cons.</p> <p>Using connectives to add complexity. Using expression <i>on peut</i> + infinitive. <i>Aller</i> + infinitive to form close future tense.</p>	<p>Music, TL music festival</p> <p><i>Aller</i> +infinitive to form the close future tense. <i>Ce sera</i> + adjective to give opinions in the future tense. <i>Il y aura / il fera</i> set future tense phrases to give detail using the future tense.</p> <p>Review - my first year at secondary school</p> <p>Using the present and future tense simultaneously. Verbs <i>trouver/estimer /penser/croire</i> to express opinions.</p>

8	<p>Y7 into Y8 Grammar foundation unit - recovery curriculum.</p> <p>Present tense conjugations. Avoir/aller/faire/etre as irregular verbs. Present tense opinion phrases. Negative structures. Forming the near future tense.</p> <p>Celebrating birthdays</p> <p>Present tense conjugation of the verb <i>venir</i>. <i>Vouloir</i> in the conditional tense. <i>Vouloir</i> + the infinitive.</p>	<p>Festivals and fashion</p> <p>Adjective agreements, plural adjective agreement for description. Word order and articles for describing clothes. Near future tense to talk about future festivals.</p> <p>Countries and weather Christmas in TL countries</p> <p>Articles with masculine/feminine countries. Using <i>faire</i> to describe the weather.</p>	<p>Meals and at the market</p> <p>Expressions of quantity. Conjugation of modal verb <i>vouloir</i>. Using the partitive article. Introduction to the past tense.</p> <p>Transport & problems</p> <p>Conjugation of modal verb <i>devoir</i>. Using <i>il y avait</i> for the past tense. Using irregular adjectives.</p>	<p>Holidays in the past</p> <p>Forming the past tense with regular er verbs. Irregular phrase <i>je suis allé(e)</i>. Using <i>c'était</i> to give opinions in the past tense.</p> <p>Money, numbers, pocket money</p> <p>Recap of numbers and money. Conjugations of irregular verb <i>venir</i>.</p>	<p>Tourism by rail, road and air</p> <p>Consolidation of the perfect past tense. Perfect past tense of irregular verbs <i>aller</i> and <i>faire</i>.</p> <p>Shops + shopkeepers</p> <p>Consolidation of numbers, quantities and money. Using <i>vouloir</i> in the conditional to say what we would like to buy.</p>	<p>School in TL countries</p> <p>Modal verb <i>devoir</i> and <i>falloir</i> followed by the infinitive. Idiomatic expression <i>il faut</i> + infinitive.</p> <p>Eating out for special occasions</p> <p>Negative structures used in different tenses. Negative structure <i>ne jamais</i> and <i>ne rien</i> introduced. Past, present and future tenses used simultaneously.</p>
9	<p>Y8 into Y9 Grammar foundation unit - recovery curriculum.</p> <p>Opinion phrases - present, future, past. Negative structures. Forming the near future tense. Forming the past tense - regular verbs. Forming the past tense - irregular 'je suis allé / j'ai fait'.</p>	<p>School in TL countries</p> <p>Modal verb <i>devoir</i> and <i>falloir</i> followed by the infinitive. Idiomatic expression <i>il faut</i> + infinitive.</p> <p>Life when younger Introducing the imperfect tense.</p>	<p>Disasterous holidays</p> <p>Introduction to reflexive verbs. Reflexive verbs in the past tense. Verb agreements taking <i>être</i> in the past tense.</p> <p>Unhealthy lifestyles</p> <p>Negative structures <i>ne pas/ne jamais/ne</i></p>	<p>School rules</p> <p>Transfer appropriate modal verbs studied school rules context. Modal verbs followed by infinitive Reinforcing of different negative structures.</p>	<p>Friends and ideal partners</p> <p>Using relative pronouns to enhance descriptions. Using the conditional tense with a range of regular and irregular verbs.</p> <p>Shopping for food, TL gastronomy</p>	<p>Problems at school</p> <p>Using adverbs, adverbs of time and place. Using the comparative of adverbs. Using emphatic pronouns.</p> <p>Pollution in town</p>

	<p>Jobs and ambitions</p> <p>Introduce conditional tense to express future desires. <i>Vouloir</i> and <i>aimer</i> in the conditional tense.</p> <p>Giving opinions in the conditional tense using <i>ce serait</i>.</p>	<p><i>Aller/faire/être/avoir</i> in the imperfect tense.</p> <p>Using '<i>quand j'étais petit(e)</i>'.</p>	<p><i>rien</i> consolidated. <i>Ne plus/ne que</i> introduced.</p> <p>Irregular verbs <i>faire/avoir/aller/être</i> in the conditional tense.</p>	<p>Tourist info, TL holiday traditions</p> <p>Revisit and consolidate time.</p> <p>Actions and opinions with selected imperfect tenses.</p>	<p>Using quantities with food.</p> <p>Using verb <i>prendre</i>.</p> <p>Revisit word order.</p>	<p><i>Si</i> clauses using present + future.</p> <p>Using the imperative in <i>vous</i> and <i>tu</i>.</p> <p>Recap of the future and conditional tense to give future solutions.</p>
10	<p>Y9 into Y10 Grammar foundation unit - recovery curriculum.</p> <p>Present/past/near future/conditional tenses all covered.</p> <p>Opinions in changes of tense.</p> <p>Complex negative structures - <i>ne_que/ne_jamais/ne_plus/ne_rien</i>.</p> <p>Healthy living and lifestyle</p> <p>Present, past and future time frames reinforced.</p> <p>Recap on the perfect tense including past participles of irregular verbs.</p> <p>Using comparatives and superlatives to describe and compare lifestyles.</p>	<p>Partnerships</p> <p>Revisiting adjectives to describe the ideal partner.</p> <p>Use of relative pronouns to enhance descriptions.</p> <p>Using <i>le futur simple</i> to outline future plans.</p> <p>Possessive adjectives.</p> <p>Pollution in town</p> <p><i>Si</i> clauses using present + future.</p> <p>Using the imperative in <i>vous</i> and <i>tu</i>.</p> <p>Recap of the future and conditional tense to give future solutions.</p>	<p>Job and school pressure</p> <p>Using two-verb structures.</p> <p>Revision of <i>le futur proche</i>.</p> <p>Introduction of <i>si</i> clauses with both forms of the future tense.</p> <p>Global and local pollution problems</p> <p>Introducing <i>permettre de + infinitive</i>.</p> <p>Using verbs of possibility.</p>	<p>Mobile technology</p> <p>Using the perfect and imperfect tenses together.</p> <p>Complexity in expressing opinions and views re life with technology.</p> <p>Protecting the environment</p> <p>Using <i>en</i> and <i>y</i>.</p> <p>Using direct and indirect object pronouns.</p> <p>Consolidating using the conditional tense with irregular verbs.</p>	<p>Future plans after school</p> <p>Using irregular verbs in <i>le futur simple</i> and <i>le futur proche</i>.</p> <p>Expressing future opinions using negative structures.</p> <p>Charity work</p> <p>Using present participles of regular verbs.</p> <p>Using <i>ce que</i>.</p> <p>Revisit relevant reflexive verbs.</p>	<p>Parent + sibling relationships</p> <p>Revisiting direct and indirect object pronouns.</p> <p>Using <i>dont</i>.</p> <p>Revision of comparative and superlatives.</p> <p>Using the imperfect tense to describe past relationships.</p> <p>Shopping for holidays</p> <p>Sequencing words, expressions and phrases.</p> <p>Connectives to develop greater complexity in extended writing.</p> <p>Consolidation of the perfect tense.</p>

11	<p>Y10 into Y11 Grammar foundation unit - recovery curriculum.</p> <p>Present/perfect/imperfect/near future/simple future/conditional tenses all covered.</p> <p>Direct and indirect object pronouns.</p> <p>Si clauses</p> <p>Opinions in changes of tense.</p> <p>Complex negative structures - ne_que/ne_jamais/ne_plus/ne_rien.</p> <p>Jobs and ambitions</p> <p>Consolidate the conditional tense to express future desires.</p> <p>Using si clauses to express future job preferences.</p>	<p>Home town and neighbourhood</p> <p>Using the expression <i>il y a</i> in a range of tenses.</p> <p>Using the pronoun <i>y</i>.</p> <p>Social issues</p> <p>Consolidate <i>il faut + the infinitive</i>.</p> <p>Using <i>il faut</i> in different tenses.</p>	<p>Global issues and the environment</p> <p>Modal verbs linked to behaviours (must do/can do/should do/could do).</p> <p>Revision of the past tense for effects of behaviour on the environment.</p> <p><i>Si</i> phrases.</p> <p>Leisure and technology</p> <p>Pluperfect tense perspective.</p> <p>Review of negative structures <i>ne pas/ne jamais/ne que/ne plus</i>.</p> <p>Idiomatic phrases.</p>	<p>Homelessness and charity</p> <p>Developing opinion phrases.</p> <p>Consolidating the use of the present participle.</p> <p>Introduction to the subjunctive.</p> <p>Ideal school</p> <p>Revisit using <i>y</i> and <i>en</i>.</p> <p>Conditional and future tenses in full conjugations with regular and irregular verbs.</p>	<p>Celebrations in life</p> <p>Asking questions using <i>quel/quelle/quels/quelles</i>.</p> <p>Using reflexive verbs in the perfect tense.</p> <p>Recognising and using the pluperfect tense.</p> <p>Travelling the world</p> <p>Using <i>avant de + the infinitive</i>.</p> <p>Using demonstrative adjectives and pronouns.</p> <p>Consolidating using the pluperfect tense.</p>	<p>Catch up and revision</p>
12	<p>Changing nature of family relationships</p> <p>Forming and using the subjunctive mood.</p> <p>Expressions that trigger the subjunctive mood.</p> <p>Local and national heritage</p> <p>Recognising irregular verbs in the subjunctive mood across conjugations.</p>	<p>Cyber society and technology</p> <p>Recognising the passive voice.</p> <p>How to form and use the passive voice in French.</p> <p>Contemporary French music</p> <p>Agreements with verbs taking <i>être</i> in complex linguistic</p>	<p>Volunteering in society</p> <p>Understanding second verb rule in French.</p> <p>Using infinitive constructions across different tenses.</p> <p>Literary dossier</p>	<p>Marginalised groups in society</p> <p>Using temporal and casual connectives.</p> <p>Using imperfect and conditional <i>si clauses</i>.</p> <p>Literary study : book</p> <p>Social context.</p>	<p>Inequality in society</p> <p>Recognising and understanding the past historic tense.</p> <p>Forming the past historic tense.</p> <p>Literary study : book</p> <p>Characters and characterisation.</p> <p>Writer's methods.</p>	<p>AS level exam preparation</p> <p>Catch up and revision.</p> <p>Cinematic dossier</p> <p>Introduction to french cinema.</p> <p>Exploration of its place in world cinema.</p>

		<p>constructions such as the subjunctive and the passive voice.</p>	<p>Introduction to essay writing in french. Essay constructs. Using idiomatic phrases <i>en train de</i>, <i>venir de + infinitive</i>.</p>	<p>Themes explored in the book.</p>		
13	<p><u>AS into A-Level Bridging Unit</u> Marginalised groups in society Responsibility for the planet Renewable energies Literary study : book <u>A diverse society</u> Using relative and interrogative pronouns. Revising the past and future tenses. Use the subjunctive in indirect speech. <u>French cinema</u> Exploration of <i>la nouvelle vague</i> in French cinema.</p>	<p><u>Politics and immigration</u> Using the present, imperfect and pluperfect tenses. Using the future perfect tense. <u>Literary study : film</u> Social context. Critical reception of the film. Themes explored in the film.</p>	<p><u>Political engagement and industrial action</u> Using combination tenses. Revision of the passive voice. <u>Literary study : film</u> Cinematic techniques. Narrative style and ideology.</p>	<p><u>Attitudes to crime and punishment</u> Relative and subject pronouns. Consolidation of the past historic tense. <u>Introduction to the IRP</u></p>	<p>IRP and revision</p>	<p>IRP and revision</p>