

Modern Foreign Languages French Year 7 KS3 Curriculum Map 2022-2023

Through the KS3 MFL Curriculum the faculty intent is: Using Extensive Processing Instruction (E.P.I) pupils will become **fluent** users of French and German. They will learn through **listening and reading**, and will develop **autonomy, automaticity, spontaneity and fluency**. The lessons will open their eyes and minds to the **culture of the target language's countries** as well as developing their **linguistic skills**.

Term/ Subject	Knowledge, Skills, Understanding	Key terminology	Intent and NC coverage	Wider reading or watching
Half Term 1 French	<p>Name age S'appeller / avoir Numbers 1-15 Saying when my birthday is être and avoir – 1st and 3rd person Months / Numbers 1-31 Possessive pronouns</p> <p>Target Language Culture: European day of languages, The Berlin wall and German reunification,</p>	<p>Comment t'appelles-tu? Je m'appelle Quel âge as-tu? J'ai onze ans Mon frère s'appelle Ma sœur s'appelle Mon/son anniversaire est le</p>	<p>1 1. Listen to a variety of 2 forms of spoken language 3 to obtain information and 4 respond appropriately 5 6 2. Transcribe words and 8 short sentences that they hear with increasing accuracy 3. Initiate and develop</p>	<p>www.sentencebuilders.com www.uk.language-gym.com www.pearsonactivelearn.com www.linguascope.com</p>
Half Term 2 French	<p>Describing hair and eyes être and avoir – 1st and 3rd person revisited s'appeller revisited / porter Adjectival agreement Where I live habiter/être/s'appeller Countries/cities / Types of accommodation / Gender</p> <p>Target Language Culture: French geography now</p>	<p>J'ai les cheveux + adj J'ai les yeux + adj Il a / elle a Je porte.. Il/elle porte.. j'habite dans / Je vis + type of accommodation + il/elle je suis de +il/elle</p>	<p>1 2 3 4 5 6 8</p> <p>1. Listen to a variety of unfamiliar language and unexpected responses. 4. Express and develop ideas clearly and with increasing accuracy, both orally and in writing 5. Speak coherently and</p>	<p>www.sentencebuilders.com www.uk.language-gym.com www.pearsonactivelearn.com www.linguascope.com</p>
Half Term 3 French	<p>Talking about family Il y a / s'entendre Possessive pronouns – revisited Gender – revisited avoir – 1st and 3rd person revisited Members of family Numbers 1-100 Target Language Culture: French food and drink</p>	<p>Dans ma famille, j'ai Il y a ...personnes dans ma famille Je m'entends bien avec.. ma mère/soeur etc mon père/frère etc Je ne m'entends pas bien avec.. Il a / elle a</p>	<p>1 2 3 4 5 6 8</p> <p>confidently, with increasingly accurate pronunciation and intonation 6. Read and show comprehension of original and adapted materials from a range of different sources, understanding the</p>	<p>www.sentencebuilders.com www.uk.language-gym.com www.pearsonactivelearn.com www.linguascope.com ZigZag French Culture cards</p>

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<p>Half Term 4 French</p>	<p>Talking about pets:</p> <ul style="list-style-type: none"> Say what pets I have Say what pets I would like to have Say their name and describe their appearance and personality Key question words and asking questions about name/age/appearance and personality Grammar: <i>Avoir/être</i> -full conjugation Grammar: Adjectival agreement Revisit: introductions, family members, descriptions <p>Talking about jobs:</p> <ul style="list-style-type: none"> Say what jobs people do Say why they like/dislike jobs Say where they work Use adjectives to describe jobs Grammar: <i>Travailler</i>- full conjugation Revisit: family members, full conjugation of <i>être</i>, descriptions of people <p>Target Language Culture: French school</p>	<p><i>J'ai + pet</i> <i>Je n'ai pas de + pet</i> <i>qui s'appelle + name</i> <i>Je voudrais + pet</i> <i>il/elle est + adjective</i> <i>Quel/Quelle/Comment/pourquoi/ combien</i></p> <p><i>Mon père/ma mère travaille comme + job</i> <i>Il/elle est + job</i> <i>Il/elle aime/n'aime pas cela + connective + adjective</i> <i>Il/elle travaille dans + location</i></p>	<p>1 2 3 4 5 6 8</p>	<p>purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <p>7.Read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture</p> <p>8.Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and</p>	<p>www.sentencebuilders.com www.uk.language-gym.com www.pearsonactivelearn.com www.linguascope.com ZigZag German short stories</p>
<p>Half Term 5 French</p>	<p>Comparing appearance and personality</p> <ul style="list-style-type: none"> Say more/less..than Say as...as Compare people in your family using new adjectives Revisit: Family members, pets, adjectives <p>What's in my school bag</p> <ul style="list-style-type: none"> Say what's in your schoolbag/pencil case/classroom Say what you have/don't have/need don't need Say what other people have/don't have Grammar: Gender and plurals of nouns <p>Revisit: colour and agreement of adjectives, introductions and pets</p> <p>Target Language Culture: French speaking holiday destinations – Paris</p>	<p><i>Mon/ma/mes + person noun est/sont + plus/moins/aussi + adjective que mon/ma/mes + person noun</i> <i>Il y a/Il n'y a pas de + noun + colour</i> <i>J'ai/Je n'ai pas de + noun + colour</i> <i>Il/Elle a /n'a pas de + noun + colour</i> <i>J'ai / Je n'ai pas besoin de + noun + colour</i></p>	<p>1 2 3 4 5 6 7 8</p>	<p>opinions, and translate short written text accurately into the foreign language</p>	<p>www.sentencebuilders.com www.uk.language-gym.com www.pearsonactivelearn.com www.linguascope.com</p>
<p>Half Term 6 French</p>	<p>Food</p> <ul style="list-style-type: none"> Say what food you like/dislike and how much Say why you like/dislike it Use new adjectives to describe food Grammar: adjectival agreement <i>Manger/boire</i> - full conjugation Using the partitive Revisit: time markers, justifying 	<p><i>J'aime/je n'aime pas/j'adore/je déteste + food + connective + c'est/ils sont/elles sont +adjective</i> <i>Boire/manger + partitive + time marker</i></p>	<p>1 2 3 4 5 6 7 8</p>		<p>www.sentencebuilders.com www.uk.language-gym.com www.pearsonactivelearn.com www.linguascope.com</p>