

Birkdale High School		Autumn Half Term 2 French Curriculum Map	
Unit: Understanding and giving the date:			Year Group: 7
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To understand and use dates in French in order to deal with a transactional situation in a French speaking context</p> <p>To be able to use high frequency questions 'Quelle....?' during a conversation in a French speaking context</p>	<p>Aujourd'hui / c'est</p> <p>Days of the week/months of the year</p> <p>Numbers 1 - 31</p> <p>Quelle est la date?</p> <p>le premier</p> <p>lundi le seize septembre (with or without le)</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zhryxyc">https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zhryxyc</a></p>	<p>I can say numbers 0 - 31</p> <p>I can say the days of the week</p> <p>I can say the months of the year</p> <p>I can ask what is the date today</p> <p>I can give today's date in French</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Recall 'c'est' introduced in Tier 2 high frequency vocabulary at the start of the unit.</p>	<p>Le premier</p> <p>Intro: c'est</p> <p>Lower case capitals when using months and days</p>	<p><b>Phonic sound: 'CH'</b> (dimanche/couche/chercher/champ/chat/chanter)</p> <p><b>Phonic sound: 'E'</b> (samedi/second/cheval/cela/devoir)</p> <p><b>Phonic sound: 'EU'</b> (jeudi/ jeu/feu/deux)</p> <p><b>Phonic sound: 'C'</b> (cinq/ cinéma/ ici/ garçon)</p> <p>Root words:</p> <p>Septembre - sept/ septennat</p> <p>Octobre - octogone</p>	
Key Vocabulary		Wider Learning	
<p><b>Tier 2: High frequency</b></p> <p>La Francophonie / Je m'appelle / C'est/ Ce n'est pas /J'ai/ Je n'ai pas/ Je suis/ Je ne suis pas / Je pense/ Il y a</p>		<p><b>Culture:</b> Latin based languages connect each day with one of the seven planets of the ancient times. Only Sunday is not linked to the planets.</p> <p><b>Numeracy:</b> numbers 1 -31.</p>	

Birkdale High School		Autumn Half Term 2 French Curriculum Map	
Unit: Avoir and age		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To talk about age and ask others their age during a conversation with friends in a french speaking context</p> <p>To develop knowledge of core verb AVOIR</p>	<p>Quel age as-tu? J'ai....ans</p> <p>Avoir – all forms Subject pronouns all (include on)</p>	<p>I can ask somebody their age</p> <p>I can say how old I am</p> <p>I can give the meaning of AVOIR and recognise parts of AVOIR in a sentence</p> <p>I can define the term subject pronoun</p> <p>I can explain how a subject pronoun replaces a noun eg. John plays football / He plays football</p> <p>I can explain the term 'register' and link this to 'Tu' and 'vous'</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Recall numbers from the previous lesson in order to give one's age.</p> <p>Recall high frequency question words such as 'Quel/ Quelle'.</p> <p>Recall 'J'ai' introduced in high frequency vocabulary at the start of the unit.</p>	<p>Avoir</p> <p>The use of avoir as "To be" with age</p> <p>Vowel rule to explain je to j' in I have</p>	<p><b>Phonic sound: 'J'</b> (j'ai/ sujet/jour/jamais/deja/genial)</p> <p><b>Phonic sound 'OU'</b> (Bonjour/douze/nous/toujours/trouver/jouer)</p> <p><b>Root words:</b> Quel/ Quelle - Quelque/ Quelqu'un/ Quelquefois</p>	
Key Vocabulary		Wider Learning	
<p><b>Tier 2: High frequency</b> La Francophonie/ Je m'appelle/ C'est / Ce n'est pas/ J'ai/ Je n'ai pas / Je suis / Je ne suis pas/ Je pense/ Il y a</p>		<p><b>Literacy:</b> Recognise verb patterns Recall conjugation of key verb avoir</p>	

Birkdale High School		Autumn Term 2 French Curriculum Map	
Unit: saying when my birthday is		Year Group: 7	
<b>INTENT:</b> Aims of the Unit	<b>IMPLEMENTATION:</b> Knowledge and delivery	<b>IMPACT:</b> Assessment	
To ask somebody when their birthday is	Quelle est la date de ton anniversaire?	I can say the days the of the week	
To give the date of their birthday	Mon anniversaire est le....	I can say the months of the year	
To develop knowledge of high frequency question 'Quelle...?'	Numbers 1 - 31	I can ask someone when their birthday is	
	Bonne anniversaire!	I can say when my birthday is	
		I can wish someone a happy birthday	
<b>Enabling Learning</b>	Grammar	Phonics / root words	
Recall numbers and months of the year from Unit 'Understanding and giving date'	le premier lower case capitals when using months and days possessive adjectives mon/ma/mes	<b>Phonic sound: 'A'</b> (Anniversaire/animal/malade/sac/table) <b>Phonic sound:'ON'</b> (mon/non/monde/au fond)  Root words: Anniversaire -année (anniversary)	
<b>Key Vocabulary</b>		<b>Wider Learning</b>	
<b>Tier 2: High frequency</b> La Francophonie Je m'appelle/ C'est / Ce n'est pas/ J'ai / Je n'ai pas/ Je suis/ Je ne suis pas/ Je pense/ Il y a		<b>Mathematical:</b> numbers 1 -31/ terms for mathematical symbols in French	

Birkdale High School		Autumn Half Term 2 French Curriculum Map	
Unit: Describing Personality - Etre & Adjectives			Year Group: 7
INTENT: Aims of the Unit		IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment
<p>To talk about personality</p> <p>To introduce pupils to high frequency verb ETRE in order to start to build sentences</p> <p>To develop knowledge of subject pronouns and what a conjugated verb looks like</p> <p>To introduce pupils to adjectives and the concept of adjectival agreement in order to apply rules when describing everyday things</p>		<p>Etre all forms</p> <p>Subject pronouns all</p> <p>Tu es comment?</p> <p>Adjectives</p> <p>grand/petit/intéressant/amusant/content/ anglais/francais/mechant/arrogant/bavard/ fort/intelligent/patient/timide</p>	<p>I can give the meaning of the verb ETRE</p> <p>I can recognise parts of the verb ETRE in a sentence.</p> <p>I can define the term subject pronoun.</p> <p>I can recognise subject pronouns in a sentence</p> <p>I can explain how a subject pronoun replaces a noun e.g my brother is tall/ he is tall.</p> <p>I can use the verb ETRE to say what I am like</p> <p>I can use the correct adjectival agreement</p> <p>I can ask someone what they are like using intonation</p>
Enabling Learning		Grammar	Phonics / root words
<p>Recalling 'je suis' and 'je ne suis pas' introduced</p> <p>In Tier 2 high frequency vocabulary at the start of the unit.</p>		<p>Intro to ETRE all forms</p> <p>Subject pronouns</p> <p>Adjectival agreement - see core resources</p> <p>Ellison</p>	<p><b>Phonic sound: SFC</b> (dans/petit/grand)</p> <p><b>Root words:</b></p> <p>Amusant - s'amuser</p> <p>Bavard - bavarder/ bavardage</p> <p>Patient - patienter/ patience</p> <p>Arrogant - arrogance</p>
Key Vocabulary			Wider Learning
<p><b>Tier 2: High frequency</b></p> <p>La Francophonie / Je m'appelle / C'est /Ce n'est pas /J'ai Je n'ai pas /Je suis /Je ne suis pas / Je pense /Il y a</p>			<p><b>Literacy:</b> recognising verb patterns/ recalling conjugation of verb 'Etre'</p> <p>Recognising cognates/ near cognates to support learning.</p>

Birkdale High School		Autumn Half Term 2 French Curriculum Map	
Unit: Describing Personality - Writing Extended Sentences		Year Group: 7	
INTENT: Aims of the Unit	IMPLEMENTATION: Knowledge and delivery	IMPACT: Assessment	
<p>To write longer sentences about personality</p> <p>To understand how connectives and intensifiers work</p> <p>To start to use connectives and intensifiers to add detail and more interest to sentences</p>	<p>Recall of ETRE all forms</p> <p>What is a connective?</p> <p>What is an intensifier?</p> <p>Je pense que</p> <p>Je peux etre...</p> <p>Mon copain est....</p> <p>Connectives: et/mais/parce que/aussi</p> <p>Intensifiers: un peu/très/assez/trop</p>	<p>I can conjugate the verb ETRE to be</p> <p>I can recognise a connective in a sentence</p> <p>I can recognise an intensifier in a sentence</p> <p>I can use opinion phrases to describe my personality</p> <p>I can use third person verb structures to describe what someone else is like</p>	
Enabling Learning	Grammar	Phonics / root words	
<p>Recall the verb 'Etre' and list adjectives from the previous lesson in order to describe the personality of someone else.</p> <p>Understand and implement correct adjective agreement.</p>	<p>Intro to connectives and intensifiers</p> <p>First person/third person singular ETRE</p> <p>Negatives ne....pas/ne.....jamais</p> <p>Vowel rule: je pense que/je pense qu'</p>	<p><b>Phonic sound: 'EU'</b> (peux/jeudi/ jeu/feu)</p> <p><b>Phonic sound: 'J'</b> (je/sujet/jour/jamais/deja)</p> <p><b>Root words:</b></p> <p>Je pense que - penser/ un penseur/ la penser/ pensif/pensive/pensant/ pensable</p>	
Key Vocabulary		Wider Learning	
<p><b>Tier 2: High frequency</b></p> <p>La Francophonie / Je m'appelle/ C'est /Ce n'est pas/ J'ai / Je n'ai pas / Je suis/ Je ne suis pas/ Je pense que/ Il y a</p>		<p><b>Moral:</b> Accepting and being tolerant of each other's differences.</p> <p><b>Literacy:</b> verbs patterns/ recalling conjugation of key verbs</p>	