

| Birkdale High School | | Autumn Half Term 1 French Curriculum Map | |
|--|--|--|---------------|
| Unit: French Phonics /Routines for Learning/Launch SpellingProgramme | | | Year Group: 8 |
| INTENT: Aims of the Unit | IMPLEMENTATION: Knowledge and delivery | IMPACT: Assessment | |
| <p>To continue to develop knowledge of the French phonic sounds</p> <p>To develop learning strategies and promote the importance of learning new vocabulary</p> <p>To continue to develop good behaviour</p> | <p>Start from the last phonic 'un' to avoid repeating ones covered in year 7</p> | <p>I can explain what 'phonics' are</p> <p>I can give examples of sound patterns and words which contain specific sound patterns</p> <p>I can discuss several strategies to help improve my memory</p> <p>I can name several strategies to help when learning weekly spellings</p> | |
| Enabling Learning | Grammar | Phonics / root words | |
| <p>Previous study of phonics in year 8, familiar with process</p> | | | |
| Key Vocabulary | | Wider Learning | |
| <p>Tier 2: High frequency J'ai, je suis, je vais, je fais, je joue, j'aime, je déteste, je sors, j'écoute, je mange</p> | | <p>Personal Development:study skills and independent learning</p> | |

| Birkdale High School | | Autumn Half Term 1 French Curriculum Map | |
|--|---|---|--|
| Unit: Present Tense Regular Verbs | | Year Group: 8 | |
| INTENT: Aims of the Unit | IMPLEMENTATION: Knowledge and delivery | IMPACT: Assessment | |
| <p>To understand how the present tense works to promote good sentence development</p> <p>To understand verbs belong to 3 groups in French</p> <p>To understand verbs are either regular or irregular/patterns or no patterns</p> | <p>Regular er/ir/re verbs</p> <p>All subject pronouns including on</p> <p>All verb forms</p> <p>regarder</p> <p>finir</p> <p>vendre</p> | <p>I can explain the term subject pronoun</p> <p>I can explain what regular and irregular means when talking about verbs</p> <p>I can recognise an infinitive by the ending er/ir/re</p> <p>I can explain it is the starting point to the present tense and means to do something</p> <p>I can name 10 infinitives in French</p> <p>I can recognise and write the endings of regular verbs in the present tense</p> <p>I can apply the rules on how to form the present tense in a sentence</p> | |
| Enabling Learning | Grammar | Phonics / root words | |
| <p>Most common irregular verbs taught in yr7: avoir and être</p> | <p>Regular verbs</p> <p>Subject pronouns</p> <p>Regular verb endings</p> | <p>Phonic sound 'EN' eg manger</p> <p>Phonic sound 'É' eg écouter</p> <p>Root words:</p> <p>Vendre - vending</p> | |
| Key Vocabulary | | Wider Learning | |
| <p>Tier 2: High frequency</p> <p>J'ai, je suis, je vais, je fais, je joue, j'aime, je déteste, je sors, j'écoute, je mange</p> | | <p>Literacy - recognising verb patterns/recognising subject pronouns/time frames</p> | |

| Birkdale High School | | Autumn Half Term 1 French Curriculum Map | |
|--|---|---|--|
| Unit: The Present Tense Irregular Verbs | | | Year Group: 8 |
| INTENT: Aims of the Unit | IMPLEMENTATION: Knowledge and delivery | IMPACT: Assessment | |
| <p>To understand how the present tense works to promote good sentence development</p> <p>To understand verbs belong to 3 groups in French</p> <p>To understand verbs are either regular or irregular/patterns or no patterns</p> | <p>Regular er/ir/re verbs eg. regarder/finir/vendre</p> <p>Key irregular verbs</p> <p>Etre</p> <p>Avoir</p> <p>Aller</p> <p>Faire</p> <p>All forms/endings</p> <p>All subject pronouns including 'on'</p> | <p>I can explain the term subject pronoun</p> <p>I can explain what regular and irregular means when talking about verbs</p> <p>I can recognise an infinitive by the ending er/ir/re</p> <p>I can explain it is the starting point to the present tense and means to do something</p> <p>I can name 10 infinitives in French</p> <p>I can recognise and write the endings of irregular verbs in the present tense</p> <p>I can apply the rules on how to form the present tense in a sentence</p> | |
| Enabling Learning | Grammar | Phonics / root words | |
| <p>Pupils have some understanding of subject pronouns from year 7</p> <p>Pupils understand that there are irregular verbs and that verbs have patterns</p> | <p>Irregular verbs</p> <p>Subject pronouns</p> <p>Regular verb endings</p> | <p>Phonic sound 'ER' eg.aller</p> <p>Phonic sound 'OI' eg. avoir</p> | |
| Key Vocabulary | | | Wider Learning |
| <p>Tier 2: High frequency</p> <p>J'ai, je suis, je vais, je fais, je joue, j'aime, je déteste, je sors, j'écoute, je mange</p> | | | <p>Literacy - recognising verb patterns</p> |

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|--|--|---|--|
| Unit: Sport in France | | Year Group: 8 | |
| INTENT: Aims of the Unit | IMPLEMENTATION: Knowledge and delivery | IMPACT: Assessment | |
| <p>To develop cultural awareness of key sporting events in France in order to improve pupil's general knowledge and cultural capital</p> <p>Spend 20 minutes looking at clips (links below) of key sporting events in France. Ask pupils what they would like to see and what their interests are.</p> | <ol style="list-style-type: none"> Le football France 2018 Current World Cup Winners (last 2 minutes) https://www.youtube.com/watch?v=GrSEAvRerTg La voile La Route du Rhum St. Malo to Guadeloupe https://en.wikipedia.org/wiki/Route_du_Rhum La course automobile LE MANS https://www.youtube.com/watch?v=uRJWIDl8hEc Le tennis ROLAND GARROS lasts 1 minute https://www.youtube.com/watch?v=wkOjt1bz73k Le cyclisme TOUR DE FRANCE lasts 14 minutes https://www.youtube.com/watch?v=p3jIG3XBDjM | <p>I can name key sporting events in France I can discuss what each sporting event is</p> | |
| Enabling Learning | Grammar | Phonics / root words | |
| Pupils have some cultural awareness when they studied the French speaking world in year 7 | Definite articles le/la Nouns - sports above | Phonic sound 'oi' eg. voile Phonic sound 'ion' eg. natation | |
| Key Vocabulary | | Wider Learning | |
| Tier 2: High frequency J'ai, je suis, je vais, je fais, je joue, j'aime, je déteste, je sors, j'écoute, je mange | | Cultural - learning about French sporting events | |

| Birkdale High School | | Autumn Half Term 1 French Curriculum Map | |
|---|---|--|--|
| Unit: Sport likes and dislikes including definite article and comparative | | Year Group: 8 | |
| INTENT: Aims of the Unit | IMPLEMENTATION: Knowledge and delivery | IMPACT: Assessment | |
| <p>To express simple opinions and understand how verbs of opinion work to allow pupils to express opinions about everyday things</p> <p>To develop knowledge of how the definite article works</p> <p>To improve knowledge of adjectival agreement</p> <p>To use simple connectives to write extended sentences</p> <p>To use negatives to talk about dislikes</p> <p>To compare two things</p> | <p>Opinions: Je trouve le....la.....+ adjective/Je pense que, j'aime, j'aime beaucoup, j'adore, je n'aime pas, je déteste, je préfère</p> <p>Nouns: le foot/ le rugby/le sport/la gymnastique/ le badminton/ le volleyball/le tennis/ le basket/ le judo/ le skate/ le hockey/ le roller/ le cyclisme/ le golf/ le handball/ le billard/ le ping pong/ le VTT/ le foot/ le rugby/ la course/ la gymnastique/ la natation/ le footing/la musculation/l'équitation</p> <p>Comparative: plus....que</p> <p>Connectives: mais, aussi, et, parce que, surtout</p> <p>Negatives: ne...pas/ne ...jamais</p> <p>Adjectives: c'est super/cool/intéressant/nul/ennuyeux/captivant/passionnant/lent/rapide/exhilarant/fatigant/compliqué</p> | <p>I can say whether I like/dislike certain sports</p> <p>I can say why and give a simple justification</p> <p>I can use negatives to discuss dislikes</p> <p>I can compare two sports and use comparatives</p> <p>I can use connectives to extend my sentences</p> <p>I can use intensifiers to add detail to my work</p> | |
| Enabling Learning | Grammar | Phonics / root words | |
| <p>Pupils have used opinions on a range of nouns in year 7 including negatives</p> | <p>Je trouve le....la.....+ adjective</p> <p>Comparative plus....que</p> <p>definite article/gender</p> <p>NO adjectival agreement with C'EST</p> <p>Connectives</p> <p>Negatives nepas/ ne ...jamais</p> | <p>Root words: Cyclisme - cycle, équitation - equine (adj) or equus (Latin for horse), musculation - muscles</p> <p>Phonic sounds: Words ending in -tion sounds with an 's' not 'sh' like the English eg natation/ équitation</p> <p>Words ending in -ant - SFE</p> | |
| Key Vocabulary | | Wider Learning | |
| <p><i>Tier 2: High frequency</i></p> <p>J'ai, je suis, je vais, je fais, je joue, j'aime, je déteste, je sors, j'écoute, je mange</p> <p>Je suis petit</p> | | <p>Moral - giving opinions and reasons about sports</p> <p>Culture: sport</p> | |

| Birkdale High School | | Autumn Half Term 1 French Curriculum Map | |
|--|--|--|--|
| Unit: My favourite sport | | Year Group: 8 | |
| | IMPLEMENTATION: Knowledge and delivery | IMPACT: Assessment | |
| <p>To talk about a favourite sport</p> <p>To understand how word order changes when discussing favourite things</p> <p>To transfer knowledge and apply the principles of 'favourite sport' to other favourite everyday activities</p> <p>To continue to develop extended sentences</p> | <p>Mon sport préféré est + sport + connective + c'est+adjective</p> <p>Opinions: le foot me garde en forme/le foot me fait rire/le foot me relaxe/le foot me fait peur</p> <p>Connectives: et/parce que/mais/aussi</p> <p>Intensifiers: très/assez/trop/un peu</p> | <p>I can talk about my favourite sport</p> <p>I can talk about how word order changes when discussing favourite things</p> <p>I can use adjectives, intensifiers and connectives with confidence</p> | |
| Enabling Learning | Grammar | Phonics / root words | |
| <p>Pupils have given opinions and reasons on a range of nouns in year 7 using intensifiers and connectives</p> | <p>Word order 'favourite' things</p> <p>Scaffold: DOP 'me' eg. le....me fait rire (passive use)</p> <p>connectives/intensifiers/extended sentences</p> | <p>Phonic sound : SFE eg assez/ fait</p> <p>Phonic sound: SFC eg mais/fait/très</p> <p>Préfér  - favourite (prefer)</p> | |
| Key Vocabulary | | Wider Learning | |
| <p>Tier 2: High frequency</p> <p>J'ai, je suis, je vais, je fais, je joue, j'aime, je d teste, je sors, j' coute, je mange</p> | | <p>Moral - giving opinions and reasons about sports, choosing a preference</p> <p>Culture: sport</p> | |

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|--|--|--|---|
| Unit: Faire de + activities | | Year Group: 8 | |
| INTENT: Aims of the Unit | | IMPLEMENTATION: Knowledge and delivery | IMPACT: Assessment |
| To discuss sporting activities you do To develop knowledge of high frequency verb FAIRE To understand the rules of FAIRE de and how they work next to activities | | Je suis sportif/ je fais du sport/je ne fais pas de sport FAIRE all forms Faire de/du/de la/de l'/des Le weekend En ete/en hiver Faire du vélo/du cyclisme/du théâtre/du ski/du skate/du patinage/de la cuisine/de la natation/de la gymnastique/de la danse/de l'équitation/de l'athlétisme/des randonnées | I can say if I am sporty or not sporty I can recognise the present tense of all parts of the verb faire I can apply grammar rules using faire de plus an activity I can use faire de in a sentence to talk about what I do I can use time phrases to add detail to my sentences |
| Enabling Learning | | Grammar | Phonics / root words |
| Pupils have understanding of gender of nouns | | FAIRE all forms IRREGULAR Verb Faire de + le/la/l'/les Negatives: je ne fais pas de + sport (drop article) | Phonic sound: 'É' eg été/ l'athlétisme Root words: vélo - vélodrome |
| Key Vocabulary | | | Wider Learning |
| Tier 2: High frequency J'ai, je suis, je vais, je fais, je joue, j'aime, je déteste, je sors, j'écoute, je mange | | | Health - healthy living, exercise, sport |

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| Unit: Jouer à + activities | | Year Group: 8 | |
| INTENT: Aims of the Unit | IMPLEMENTATION: Knowledge and delivery | IMPACT: Assessment | |
| <p>To talk about sporting activities you play</p> <p>To develop further knowledge of how 'jouer' works in the present tense</p> <p>To understand the rules of JOUER à and how they work next to activities</p> | <p>Jouer all forms including on joue Jouer à = le/la/l'/les Jouer au/à la / à l../aux Activities (see core resources) Je joue au foot/au tennis/au rugby/au basket/au billard/à la pétanque/aux boules/aux cartes/aux échecs Je ne joue pas de + no article</p> | <p>I can recognise the present tense of all parts of the verb jouer</p> <p>I can apply grammar rules using jouer à plus an activity</p> <p>I can use jouer à in a sentence to talk about what I do</p> <p>I can use jouer à in a negative sentence</p> | |
| Enabling Learning | Grammar | Phonics / root words | |
| <p>Recognising the pattern from the previous lessons changing de + le to du, and applying it to à + le to au etc</p> | <p>Revision of jouer regular er verb Jouer all forms Jouer à Negative je ne joue pas</p> | <p>Phonic sound: 'SFC' eg Silent 'x' in aux except when it comes before a vowel e.g. aux boules (silent) Aux échecs (sound like an 's')</p> | |
| Key Vocabulary | | Wider Learning | |
| <p>Tier 2: High frequency J'ai, je suis, je vais, je fais, je joue, j'aime, je déteste, je sors, j'écoute, je mange</p> | | <p>Cultural - pétanque traditional French sport like boules Health - sport and exercise</p> | |