

Subject French	Autumn Term		Spring term		Summer term	
Year 7	1. La rentrée	2. Assessment 1 (3 weeks)/En classe	3. En classe/Mon temps libre	4. Mon temps libre/Ma vie de famille	5. Assessment 2 (3 weeks)/ Ma vie de famille	6. En ville
Topic Summary	Introducing myself and the classroom	School life in other countries	Talking about free time	Describing free time and family life	Talking about people's appearance and personality	Making plans for the future
Thinking Hard	Mastering grammar - learning definite articles as well as verb conjugation in French	How do we revise for an assessment? Conjugating regular ER verbs using the full paradigm	Linking grammar structures such as J'aime + infinitive to English (literacy)	Listening for cognates and using context to work out meaning of a text	Adapting a pre-written text by substituting words for ones learnt in class	Learning the near future tense formation
Developing Character	Self assurance - describing yourself in another language Grit - perseverance when starting to learn a new language	Mindfulness - understanding that other countries have a different school experience (timetable, uniform etc.)	Curiosity - Asking other people what their daily routine looks like Kindness - asking other people about their free time	Curiosity - What do French teenagers like doing in their free time?	Grit - Preparing for an assessment	Self-assurance - Inviting someone out using French Optimism - Making plans for a trip to Paris Curiosity - Learning about Bastille day
Understanding Diversity	Being a world citizen - starting to understand how families might look in different Francophone countries	Why might some countries have a different school day?	Why are different sports and activities popular in different Francophone countries?	What free time activities do different people enjoy?	Understanding different types of families and where people live	Learning about prices in Euros
Literacy Reading, Oracy	Do now reading: Why learn French? https://www.diplomatie.gouv.fr/en/coming-to-france/studying-in-france/learning-french/article/10-good-reasons-for-learning Learning some key grammatical structures in French. Adjectival agreement. Word order	What is a verb? How is it conjugated? Present tense. Pronouns.	Do now reading: 10 Countries and their largest French Speaking town https://www.masteryourfrench.com/france/french-speaking-cities/ Writing more extended texts and how they are structured	Making inferences using words already known to work out new words. Using possessive articles.	Learning the difference between partitive and definite articles	How to construct the near future tense. Infinitives. Using connectives and making questions.
Gatsby, Careers	Introducing yourself	Working under pressure towards a deadline	Learning the time and scheduling when to do things	Having successful conversations	Being able to count to 100 with money	What jobs are available locally?
Mental and Physical Well-being	Being confident when describing yourself in another language	Using the opportunity of an assessment to show hard work off	Expressing which school system is preferable	Describing free time activities and hobbies	Writing about home life and sharing with peers	Making future plans and thinking ahead
Cross-Curricular Links	Maths - number lesson includes some sums as a do now task	Geography - different weather types	PE - what sports do you do? How often? SMSC - Respecting other people's beliefs, values and ideologies.	English - using context to work out meaning and give extended answers	RSHE - Diverse types of families	Geography - describing the local area
Extra-Curricular Links	French club: Movies and games European day of languages	French club: Movies and games	Introducing pen-pal link to French school	Either first letter or video conference with French school	Continuing development of pen pal link	Next pen pal letter to partner school
Precise Learning Endpoints	1. Pronounce key French sounds correctly 2. Talk about brothers and sisters 3. Describe what there is in a classroom 4. Give simple opinions (j'aime, je n'aime pas) 5. Describe myself with correct adjectival agreement 6. Talk about birthdays	1. Retrieval practice based on previous module 2. Revision techniques to use at home, linking with HW 3. Assessment techniques to achieve the highest mark possible 4. Saying and recognising colours 5. Asking what time it is and answering 6. Talking about school subjects and giving opinions	1. Say what they do using -ER verbs and at what time 2. Agree and disagree with people 3. Write a short text about a school 4. Talk about seasons and weather 5. Say which games and sports they play using FAIRE 6. Say how often they do things	4. Use context to decipher meaning 5. Say what they like doing on their phone 6. Use EST-CE QUE and QU'EST-CE QUE successfully 1. Describe my pets 2. Count up to 100 3. Talk about my family members using possessive articles correctly	1. Retrieval practice based on previous module 2. Revision techniques to use at home, linking with HW 3. Assessment techniques to achieve the highest mark possible 4. Describe people's appearances 5. Use the partitive article for food and drinks 6. Learn how to use ER verbs with NOUS and ILS/ELLES	1. Say what there is/isn't in my town 2. Give my opinion of my town 3. Say where I go at the weekend 4. Invite someone out/react to an invitation 5. Say what I am going to do using the near future tense
Subject SPANISH	Autumn Term		Spring term		Summer term	
Year 8	1. Todo sobre mi vida	2. A comer	3. ¿Qué hacemos?	4. Mis vacaciones	5. De fiesta (mixed Module 2&4)	6. Operación verano
Topic Summary	Saying what you use your phone for & talking about music and TV.	Talking about food and mealtimes. Ordering a meal and buying food.	Arranging to go out. Places in town and saying the time. Clothes and colours.	Talking about a past holiday using the preterite of ir.	Saying what you did yesterday. Giving an account of a party. Daily routine.	Describing a holiday home and activities to do on holidays. Describing a town in your area. Asking for directions.
Thinking Hard	Retrieving basic knowledge from previous year.	Assessment for learning: Two revision weeks for exam preparation.	Mastery of learning: Future tense and conditional " Me gustaría". Being creative.	Mastering working in Three tenses and development of literacy.	Mastery of learning: Learning reflexive verbs to describe daily routine.	Assessment for learning: Two revision weeks for exam preparation.Mastering grammar: Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location)
Developing Character	Self assurance - learning and using new phonemes to speak in Spanish.	Optimism: Taking responsibility for your own learning. Using the knowledge organiser. Developing speaking skills when ordering food. Developing Independence: Preparing for the assessments.	Grit: Speaking in Spanish with a partner and trying hard to use an accurate Spanish accent.	Not fearing failure - producing longer pieces of writing. Grit: Working with challenging texts. Developing resiliencia.	Curiosity: Foods around the hispanic world.	Optimism: Taking responsibility for your own learning. Using the knowledge organiser. Developing Independence: Preparing for the assessments.
Understanding Diversity	Article on European day of languages and why learning languages are good for you. - Obtain resources from pack on https://edl.ecml.at/	Learning about food in other countries and understanding different habits and routines in Spanish speaking countries. Ordering food using the TL in a real context.	Awareness of where we live.	Travelling around the world/ Sharing experiences.	Acquiring cultural capital: considering Spanish lifestyle-routines (siesta).Mindfulness / curiosity - Considering other cultures and how others live.	No limits to your destination.
Literacy Reading, Oracy	Frequency words. Using comparatives, nouns, adjectives and the correct article.Cognates and near-cognates	Using negatives.Role plays.Exclamations. Direct object pronouns. The near future tense.	Adjective agreement (colour adjectives) The conditional and the future tense.	Using sequencers and three tenses. Connectives and time expressions. Using exclamations and negatives.	Reflexive verbs (present tense), – frequency expressions – sequencers	Using comparatives and superlatives. Adjectival agreement.
Gatsby, Careers	Becoming confident talking in front of peers.	Role plays of real situations- jobs: shop assistant/ waiter.				
Mental and Physical Well-being	Discussing the effects of social media on mental health.	Strategies for exams- Dealing with anxiety.				Strategies for exams- Dealing with anxiety.
Cross-Curricular Links	IT- The use of technology. RSHE: Respecting other people's opinions	Food prep lesson. Cooking a Spanish dish. SMSC - Respecting other people's beliefs, values and ideologies.	Maths/ Numbers: Telling the time.	Geography/ Holiday destinations.	Maths. measurements/ food quantity.	
Extra-Curricular Links		Pen pal links to continue for top sets.		Pen pal links to continue for top sets.		Pen pal links to continue for top sets.

	1. Practicing pronunciation and intonation 2. Present tense of regular -ar, -ir, -er verbs, full paradigm (revision) 3. Present tense of stem-changing verbs (revision) 4. Using the 'you' form in questions 5. Giving opinions and starting discussions. Me gusta+the definite article 6. Expressing ideas (speaking) 7. Adjectival agreement between the noun and the adjective. 8. Using comparatives.	1. Pronunciation of d between vowels (soft), ñ, j and ll sounds. 2. Familiar / polite 'you': tú / usted / ustedes. 3. Developing speaking & listening skills. 4. Using connectives (y, pero, tambien, sin embargo) 5. Giving opinions about food and reasons. 6. Introduction of the near future tense. 7. Role plays: Buying food at the market and ordering food at the restaurant. 8. Retrieval practice. Revision week x 2. exam technique including written translation & reading.	1. Introducing places in town. 2. The conditional tense: me/te gustaría + infinitive. 3. Using prepositions : a + el = al/ de + el = del 4. Pronunciation of h (silent). 5. Asking and answering questions in the present tense. 6. Tener vs tener que + infinitive. 7. Introducing the time. 8. Stem-changing verbs: querer, poder (present tense). 9. Describing what you are going to wear using the future tense.	1. Describing a holiday in the past using the preterite of regular -ar, -er and -ir verbs. 2. The preterite of to go using all the pronouns. 3. Giving opinions using the preterite (ser). 4. Using three tenses together. (Present, preterite and future). 5. Pronunciation of r and rr. 6. Translation into Spanish and writing creatively. 7. Using near-cognates and sounds to work out the meaning of new words.	1. Using the preterite of hacer (full paradigm). 2. Narrating events using three tenses and time phrases. 3. Using three tenses (present, preterite, near future) together. 4. Using reflexive verbs to describe daily routine. 5. Retrieval of the time and food items.	1. Ser and estar (including stress accent: esta vs está) 2. Using comparatives: más/menos + adjective + que. 3. Retrieval practice. Revision week x 2. Writing exam technique including translation, reading & listening. 4. se puede(n) + infinitive. 5. Using superlatives: el/la/los/las más + adjective + de. 6. Asking and giving directions.
Precise Learning Endpoints						
Subject SPANISH	Autumn Term		Spring term		Summer term	
Year 9	1. Hobbies, Cinema and TV	2. Cinema - A film review	3. Gastrofestival	4. La Feria de Sevilla	5. La fiesta de la música	6. Mi familia y tiempo libre
Topic Summary	Talking about hobbies and mobile technology. Films and TV vocabulary San Sebastián'S Film Festival and film streaming.	Expressing opinions about films. Doing a film review.	Cultural awareness of Spanish food and the Mediterranean diet. Inviting people for a meal and ordering food. Talking about problems in the restaurant (formal complaints)	Cultural awareness - Feria de Sevilla and other cultural festivals in Spain. A visit to the doctors - discussing physical problems when travelling abroad.	Cultural Awareness - The arts Hispanic Music and Eurovision song contest. Discussing musical preferences from traditional to pop. Making predictions on a competition / song contest.	Family and free time. Mastering about yourself and others around you. Discussing relationships (family and friends)
Thinking Hard	Mastering grammar with the present tense.	Working in two tenses - using the conditional tense to express opinions and preference. Watching a movie in Spanish.	Working using conditional - future tense. The language of formal complaints	Mastering grammatical structures	Mastering comparison and contrast techniques.	Mastering the justification of opinions to talk about yourself and others. Assessment for learning: Two revision weeks for exam preparation.
Developing Character	Watching and understanding a short / film in Spanish	Optimism and Self-assurance: Watching a movie in another language. Expressing opinions and reflecting on what you have seen, describing characters in a movie.	Developing Grit: speaking skills when ordering food or making plans to invite people for a meal. Showing Gratitude at the restaurant.	Developing Grit: Listening and Speaking skills.	Developing Speaking Skills further and strengthening listening skills. (Grit) Giving an opinion and justifying your thoughts (Mindfulness)	Mastering mindfulness and self assurance when writing and speaking about yourself. Kindness and gratitude to those around you.
Understanding Diversity	Learning about the Spanish culture , films and festivals. Cultural appreciation of Festival de San Sebastian (Curiosity)	Cultural introduction to Barcelona and locations of a movie set. How do people in Spain dress / talk.	Foods around the hispanic world. Traditions in hospitality and cultural differences. (Curiosity) Mindfulness - mindful eating.	Cultural Awareness - Learning about traditions in Spain and hispanic world - Bullfighting Curiosity: How do Spanish celebrate? do they celebrate too much? Mindful traveling experiences.	Popular genres of music in hispanic world. Understanding musical diversity (Curiosity and Mindfulness)	Talking about different types of families.
Literacy Reading, Oracy	Reading skills. Grammar - Retrieval verb conjugation in Present tense. Introduction of present continuous. Use of connectives and time phrases for a rich speech and extended writing.	Reading - Reading a transcript from a movie scene. Working on phonics and diction. Speaking skills -The language of film reviews.	Oracy skills in Spanish. The language of formal and semi-formal environment: restaurants. Working in three verb tenses (verb conjugation) Using the conditional to make predictions about the future. And revisit past tense to discuss past experiences.	Bullfighting Oracy Skills in Spanish - The language at the doctors. Writing skills - Asking and answering questions. (Reflexive verbs) Reading skills in Spanish.	Reading Skills in Spanish. music and other arts in Spain. Oracy skills - having higher level conversations to make predictions, using comparison, adjectives and provide a justification for opinions.	Oracy and written Skills -Presenting yourself-Describing your family and friends.
Gatsby, Careers	Working as an actor - Speaking more than one language	Jobs - acting and drama	Working in hospitality. Business.	Working abroad - work experience. Maps reading skills and giving directions - travelling abroad	Working in media; presenting, and organizing festival and other music events.	Introducing yourself.
Mental and Physical Well-being	Mindfulness - Free time activities	Mindfulness - dealing with bereavement and anxiety.	Reading - Article on healthy eating and mental health - https://evolvetreatment.com/blog/mediterranean-diet-teen-depression .	Mental and physical well-being when travelling. Expressing feelings in Spanish	Giving opinion about music genres and respecting other people's opinions.	Mental Health and family life. Strategies for exams- Dealing with anxiety.
Cross-Curricular Links	Media - Film festivals English - Grammar Structures	Drama and Media - film making Geography - Learning about Barcelona SMSC - Use of imagination and creativity in their learning.	Food technology Geography SMSC - Understanding the role of food in different cultural context.	SMSC - Respecting other people's believes, values and ideologies. Geography - maps reading skills	SMSC - Respecting other people's believes, values and ideologies. Music English - extended discourse, predictions and opinions	RSHE Media - creating a blog about yourself English and Business - Presenting yourself
Extra-Curricular Links	Spanish club: movies and games club	Spanish club: movies and games club	Planning the trip to Spain Spanish club: planning the trip to Spain	Trip to Spain. Immersive learning experience.	Spanish club - learning about Spanish Music	Spanish Club: Games
Precise Learning Endpoints	1- Using "suelo" and "prefiero" + infinitive to talk about routines and preferences for free time activities. 2- They use of present continuous with -ar-er-ir (Endings -ando, -iendo) 3 - Querer + infinitive constructions 4 - Language manipulation - asking and answering question 5 - Using "porque" and "¿Por qué?" - Discussion and justification of opinions 6 - Developing vocabulary about Media and films (types of films, jobs etc) 7 - Consolidating phonics (QU -) Ce/Ci vs Ca/Co/Cu	1 - Mastering physical and personality descriptions. 2 - The use of conditional to express preference about movies and give recommendations. 3 - Mastering the vocab of film industry to carry out a film review in Spanish. 4 - Mastering comparatives and superlatives in Spanish mas ...que / menos .. que / lo mejor / lo peor 5 - Developing the use of extended opinions and justifications. 6 - Mastering Phonics Ce - Ci - G and J 7 - Elaborate the use of present continuous to discuss what is happening in a film / describing a photo. 8 - Retrieval practice. Revision week x 2. exam technique including written translation & reading	1- Formal requests (Ordering food at a restaurant) - Consolidation of the conditional tense. 2 - The formal language of complaints 3 - Food and Drink vocabulary. 4 - Introducing the use of Direct Object (Lo) when talking about eating habits. 5 - Retrieval Practice - Using time expressions in the frame of healthy eating and eating routines. 6 - Phonics (Ch - Z)	1 - Planning a trip / visit abroad. 2 - Key vocab on body parts and revisiting the use of reflexive verbs (me duele) and I have to describe sickness symptoms in Spanish. 3 - Language manipulation - asking and answering questions. 4 - Oracy Skills. 5 - In depth Cultural awareness of hispanic traditions. 6 - Retrieval practice of key grammatical structures in past and future tenses. 7 - Giving directions in Target language. 8 - Phonics	1 - Using creative adjectives to talk about music genres (and literature) 2 - Adjectival agreement. 3 - Mastering the use of comparatives and superlatives (mas / menos ..que) (Lo mejor / lo peor). 4 - Recall and consolidate knowledge of the future tense in the context of planning to attend a music festival. 5 - Extended discourse - making predictions and justifying opinions. 6 - Using high level connectives and opinion phrases. 7 - Phonics	1 - Develop a range of different adjectives to describe family members (physical and personal description) 2 - Justifying opinions. The extended discourse. 3 - Key verbs for personal relations and talking about future plans 4 - Oracy Skills. 5 - Asking and answering questions - language manipulation. 6 - Phonics 7 - Retrieval practice. Revision week x 2. exam technique including written translation & reading.
Subject FRENCH	Autumn Term		Spring term		Summer term	
Year 10	1. Travel and Tourism	2. Free Time Activities	3. My Studies	4. Jobs and Careers	5. Me. my family and friends	6. Free Time and Technology
Topic Summary	Holidays and travel, TRAVEL & TOURISM: (T2.4) Global cities, holidays, hotels, role plays (link to jobs)	FREE TIME ACTIVITIES: (T1.3c) Food and eating out. Role plays at the restaurant. TV, Sport and Music	MY STUDIES: (T3.1), LIFE AT SCHOOL: (T3. 2) EDUCATION POST 16 (T3.3)	JOBS, CAREER CHOICES AND AMBITIONS (T3.4)	ME, MY FAMILY & FRIENDS: (T1.1) - Relationships and marriage and cultural family events (T1.4)	FREE TIME AND TECHNOLOGY: (T1.3a-d) Free time, (T1.2b): Mobile technology, (T1.2a) Social media .

Thinking Hard	Improving spoken skills understanding, interpreting and formulating conversations from role play scenarios. Not fearing failure: Accepting that you will make mistakes when speaking French and still having a go Acquiring cultural knowledge: Learning about tourism in French and Francophone cities. Creating independence: Improving spoken skills understanding, interpreting and formulating conversations from role play scenarios.	Creating independence: Developing learning strategies to enable students to prepare for their mock speaking.	Mastering grammar: Future tense (futur proche et futur simple) and conditional with Je voudrais Development of literacy: Verbs and patterns	Creating independence: Working in a team to prepare a presentation about school Creating ambition: Where do you see yourself in 5 years?	Creating independence: Use all prior learning to create a Theme 1 "All about me" project. Mastering learning / Development of Literacy: Identifying and using higher structures in three tenses.	Understanding the role play and how to interpret the prompts to successfully complete the speaking. Mastering grammar: reflexive verbs
Developing Character	Grit - Understanding, interpreting and formulating conversations from role play scenarios. Role plays and conversations. Grit - Understanding, interpreting and formulating conversations from role play scenarios. Self-assurance: Expressing yourself and communicating in a foreign language with good pronunciation and intonation	Grit when preparing for the mock speaking test. Role plays and conversations. Self-assurance: Expressing yourself and communicating in a foreign language with good pronunciation and intonation Curiosity: What do French people eat? What is the equivalent of a curry in France?	GRIT: understanding, forming and manipulating different tenses. Curiosity: How is The French educational system different? Is it better?	Optimism: Looking ambitiously to the future	Grit - applying all knowledge to confidently answer speaking questions.	Gratitude - Appreciating our local environment. Kindness - Understanding that people might be different from you
Understanding Diversity	No limits to your destination: Considering where languages can take you in your life France / Francophonie. Understanding environmental diversity: Learning and appreciating different Francophone countries and cultures.	Understanding and appreciating different food and eating habits, focusing on traditional French food as well as food from Francophone countries. Understanding the impact that colonisation had on French food.	Acquiring cultural capital: Learning about what school in France. Compare and contrast the French and British school systems. Being Creative: Describe your ideal school	No limits to your destination: Where can languages take you? Explore different careers and opportunities linked to language learning. Understanding democracy: Why can't muslim girls wear the Hijab in French schools? Understanding the notion of "laïcité"	Understanding mental and physical diversity: Discussing mental health issues associated to social media.	Being a world citizen - Considering the lives of young people in France and how it compares to their lives. Understanding mental and physical diversity- Consider and accept our differences
Literacy, Reading, Oracy	Identify the difference between past, present and future events in spoken passages and texts using time phrases and other high frequency clues to understand the overall message and key points relating to holidays and travel. Incidental vocabulary to make the role play sound more fluent and natural. Pronouns (y) and prepositions (en, au, aux, a)	Preparing for oracy	Third person plural of verbs (regular and irregular) & across the tenses	Third person plural of verbs (regular and irregular) & across the tenses	Regular and reflexive verbs in 3 tenses	Using interrogative language to have a natural conversation
Gatsby, Careers	Working in tourism	Working in the food industry - chef, waitress , food blogger etc Working in international sport and the importance of speaking languages (bilingual football players, etc.)	How does Education in France prepare you for different jobs?	Careers with languages. https://youtu.be/DdqZ7cfZtY4 - https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages - https://scilt.org.uk/Employment/Jobprofiles/tabid/2867/Default.aspx	All about me project - how could this link to a CV for a job interview?	What careers are available in our area which use languages?
Mental and Physical Well-being	Mindfulness :sharing holiday preferences	Eating healthily	Expressing opinions on school life	How do different careers affect mental health	Talking about family and friends	How can being responsible online help our mental health
Cross-Curricular Links	LINK TO GEOGRAPHY - Global cities module. LINK TO SCIENCE - Climate change. RSHE: Equality	LINK TO FOOD TECH - Desserts module SMSC - Understanding the role of food in different cultural context	RSHE: Higher Education and work experience	RSHE - Career options	Link to E&P - Relationships topic SMSC -Different cultural celebrations in other countries	Link to computing - Life online: are you responsible?
Extra-Curricular Links	French club: Holidays in France		Restaurant trip			French club: Holidays in France
Precise Learning Endpoints	1. Recognise and form key verbs used to talk about holidays in three tenses including irregular verbs such as aller, partir, arriver, faire, voir and boire with all pronouns. 2. Understand construction of passé composé , recognise some verbs which use ETRE 3. Recognise the conditional tense and be able to form it using Je voudrais. 4. Develop and use a wide-ranging and deepening vocabulary on the holidays and travel topic covering hotels, travel and the weather in 3 tenses. 5. Use accurate pronunciation and intonation 6. Formulate questions using tu/vous	1. Develop and use a wide-ranging and deepening vocabulary on the topic of food and quantities, food for celebrations, eating out and French delicacies. 2. Correct use of articles including some (partitive) 3. Use and manipulate the verbs JOUER and FAIRE to describe sports as well as regular verbs in four tenses 4. Use the verbs MANGER and BOIRE in 4 tenses (present, perfect, near future and conditional) 5. Use complex structures and a range of adjectives to give and justify opinions	1. Use and manipulate key opinion verbs (AIMER, ADORER, DETESTER) & a range of adjectives to express preferences about school subjects, teachers and school facilities. 2. Use comparative and superlatives to compare English and French schools. 3. Recognise the relationship between past, present and future in listening activities. 4. Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources 5. Use the imperfect tense to describe life at primary school	1. Use the future and conditional tenses to describe what you will/would like to do 2. Describe and narrate information relating to school experiences and future plans in three tenses - past, present and future. 3. Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view	1. Use and manipulate regular and irregular verbs including reflexive verbs to talk about relationships with family and friends. 2. Identify and use a wide range of tenses - present, perfect, imperfect, immediate future, simple future (H) on the topic of family, friends and relationships. 3. Focus on use of emphatic and possessive pronouns.	1 Use and manipulate present tense prepositional verbs (Jouer & Faire) in 3 tenses (Past, present, near future) to discuss free time activities. 2. Use question words in a range of sentences to have conversations expressing preferences. 3. communicate and interact effectively in speech to discuss free time activities and opinions. 4. Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view through the ALL ABOUT ME project
French	Autumn Term		Spring term		Summer term	
Year 11	1. Social Issues	2. Home town and Region	3. Global Issues	4. Exam preparation	5. Exam Preparation	
Topic Summary	SOCIAL ISSUES: (T2.2b) Healthy living - physical wellbeing Social media - mental wellbeing.	Home town, neighbourhood and region (Theme 2 Topic 1)	SOCIAL ISSUES: (T2.2a)- Charity work & GLOBAL ISSUES: (T.2.3b) poverty and homelessness.Environmental issues	Exam preparation - reading and listening tests	Exam preparation - writing test.	
Thinking Hard	Acquiring knowledge: Complex vocabulary for Healthy living topic. Development of literacy: Reading strategies to tackle complex texts	Mastering grammar: Learning the complex and often scientific vocabulary and phrases linked to the environmental topic. Changing the world: What can we do to protect the environment?	Mastering grammar: Expression necessity and obligation.	Being able to understand vocabulary and key structures from all Themes, both orally and in writing.	Writing exam technique including written translation	
Developing Character	Mindfulness: Comparing and contrasting healthy and unhealthy life choices including the effects of social media on mental health. Kindness: Physical and mental health advice Self-Control: How to stop bad habits? (lack of exercise, smoking, poor diet,etc.)	Grit - perseverance with learning challenging vocabulary for the environment topic. Mindfulness - considering social responsibility.	Mindfulness - considering social responsibility. Gratitude: Appreciating and protecting our environment Kindness: helping others through charity work	Not fearing failure - reading and listening Mastery of Learning - showing an understanding of a range of vocabulary and structures over three main themes	Not fearing failure - producing longer pieces of writing	
Understanding Diversity	Understanding mental and physical diversity: Reading about a famous French paralympic athlete	Acquiring cultural capital: Comparing and contrasting French and English social issues / environmental issues. Being a world citizen: Examining global environmental issues	Respecting human rights: learning about social problems and Francophone charitable associations (MSF)	Awareness of where you live: Describing your local area and what makes it special (WW2, History Dockyard, etc.)	Understanding environmental diversity: Being able to write about environmental issues and what to do to protect the environment.	

Literacy Reading, Oracy	prepositions with JOUER and FAIRE. Formation of adverbs. Formation of reflexive verbs. Translating HAS BEEN DOING . Knowledge of high frequency key language.	Specific, challenging vocabulary knowledge for environment topic.	Knowledge of irregular verbs in 3 tenses & DEVOIR and FALLOIR. Understanding of personal pronouns, impacting on the learning of emphatic and indirect object pronouns.			
Gatsby, Careers	Working in the health industry - as a gym instructor / Youtuber .	Working as an environmentalist / weather reporter	Pros and cons of charity work.			
Mental and Physical Well-being				Strategies for exams- Dealing with anxiety	No fear in failure- exam preparation	
Cross-Curricular Links	LINK TO HISTORY → Health of Britain - Louis Pasteur, Ambrose Pare. & LINK TO SCIENCE → Viruses and infection - pandemics - Covid.19 RSHE: Mental health and making plans for the future (optimism) SMSC- Understanding of behaviours, consequences and actions	Link to Geography - Climate change RSHE: What jobs are available in my local area?	Link to E&P - Human rights module. Black history month - February. SMSC - Deciding what people should do to deal with global issues	RSHE: Personal identity		
Extra-Curricular Links						
Precise Learning Endpoints	1. Use the imperfect tense with key verbs - je faisais, je jouais etc. 2. Demonstrate specific understanding of different types of spoken language when listening to identify who is talking (Je fais vs Il fait). 3. Follow and understand clear standard speech using familiar language across a range of contexts within the healthy living topic 4. Identify and use DEPUIS + present tense. 5. Use key verbs in four tenses (aller, faire, jouer) 6. Acquire vocabulary on the use of technology and social media 7. Using a wide range of vocabulary to describe healthy/unhealthy habits	1.Using Il y a in 3 tenses and negative + place in town 2. Using the future tense to describe what you are going to do to protect the environment 3. Using y pronoun to refer to a place 4. Questions using Quel/Quelle/Quels/Quelles 5. Describing advantages/disadvantages of where they live 6. On peut phrases using the infinitive 7. Using the simple future tense and the imperfect tense	1. Acquire key vocabulary to describe social, environmental and global issues 2. Modal verbs such as devoir, pouvoir and modal phrases such as il faut including negative form 3. Identify subjunctive phrases such as bien que 4. Know key structures such as ce qui me preoccupe, ce qui m'inquiete, ce qui est important pour moi 5. Demonstrate an understand of complex texts using the context and vocabulary the students already have 6. Acquiring a range of skills to successfully tackle complex texts	1. Develop strategies for listening questions, including working out context and predicting what vocabulary may appear during a question 2. Learn how to approach reading in French, specifically for context and using the questions to find information within a text. 3. Revise vocabulary from themes 1, 2 and 3 through retrieval practice, ensuring that a wide range of vocabulary is used to enhance written and spoken work 4. Consolidate use of tenses, ensuring that 3 tenses are used in the longer written questions	1. Develop strategies for listening questions, including working out context and predicting what vocabulary may appear during a question 2. Learn how to approach reading in French, specifically for context and using the questions to find information within a text. 3. Revise vocabulary from all themes through retrieval practice, ensuring that a wide range of vocabulary is used to enhance written and spoken work 4. Consolidate use of tenses, ensuring that a minimum of 3 tenses are used in the longer written questions	