



Long Term Plan - *MFL*

Vision: To develop confident and competent language learners who are able to manipulate language and communicate effectively.							
	HT1	HT2	HT3	HT4	HT5	HT6	Threshold concepts
Year 7	<p><u>Descriptions:</u> <u>C'est perso</u></p> <ul style="list-style-type: none"> - Likes/dislikes: I, he/she - Survival Kit: to have (I, he/she) - Personal characteristics: to be (I, he/she) + singular adjective endings. - Talking about other people: plural adjective endings, family & possessive adjectives. - Description of a famous person. - Assessment. 	<p><u>My school</u></p> <ul style="list-style-type: none"> - Talking about school subjects: gender, using questions. - Opinions & justifications for school subjects. - Telling the time (12 hour clock) & using a timetable. - Describing your school day: using "on" to say we. - Comparisons with France. - Talking about food at school. - Talking about our ideal school. - Christmas in France. 	<p><u>Hobbies</u></p> <ul style="list-style-type: none"> - My computer and my phone: regular -er verbs (I, you, he/she). Adverbs of frequency. - Talking about which sports you play: use of jouer à plus associated rules. - Talking about activities: using the verb faire de plus associated rules. Basic weather expressions. - Saying what you like doing: using aimer + the infinitive. - Describing what other people do: use of ils and elles. - Assessment. 	<p><u>My area</u></p> <ul style="list-style-type: none"> - Talking about your town/village: use of there is/there isn't. - Giving directions: understanding when to use tu and vous. - Talking about where you go: aller à + the definite article. - Asking someone to go somewhere. Using je veux/tu veux + infinitive. - Saying what you can do in a town. Use of "On peut" + infinitive. - Easter traditions in France. 	<p><u>Revision for exams & Holiday plans & activities</u></p> <ul style="list-style-type: none"> - Revision for and feedback from KS3 exams. - Talking about our holidays. Using "nous" to say we. - Daily routine: using reflexive verbs in the singular form. - At a holiday café : buying drinks and snacks, using higher numbers. 	<p><u>Holiday plans & activities & project work</u></p> <ul style="list-style-type: none"> - Talking about holiday plans: using the near future tense (all forms). - Saying what you would like to do and where you would like to visit: using je voudrais + infinitive. - Painters project: revision of opinions & justifications. Detailed description of a painting. - Poetry & literature: analysis of poems & creation of own. 	<ul style="list-style-type: none"> - Alphabet & phonic sounds : improving knowledge of key patterns. - Knowledge of key ER verb patterns in the present tense. - Ability to express basic opinions. - Ability to give simple reasons for opinions. - Use of to have and to be in the first and third person singular. - Knowledge of basic adjectival endings. - Being able to use at least one of "je vais" or "je voudrais" with a verb in the infinitive to form the basic future tense.



Long Term Plan - *MFL*

Year 8	<p><u>T'es branché?</u> (Latest trends)</p> <p>-Talking about TV programmes. Present tense of -er verbs (all forms).</p> <p>-Talking about films. Present tense of to have and to be (all forms).</p> <p>-Talking about reading. Present tense of -IR and -RE verbs.</p> <p>-Talking about the internet. Aller and faire present tense(all forms)</p> <p>-Talking about what you did yesterday evening. The perfect past tense: Je with -er verbs.</p>	<p><u>Paris: Je t'adore!</u></p> <p>-Assessment.</p> <p>-Saying what you did in Paris: the perfect tense of regular verbs (all forms).</p> <p>-Saying when you did things. The perfect tense of irregular verbs.</p> <p>-Understanding information about a tourist destination. Using opinions in the past tense.</p> <p>-Saying where you went & how: transport & the perfect tense with être.</p> <p>-Interviewing a suspect. Asking questions in the perfect tense.</p>	<p><u>Mon identité</u></p> <p>-Talking about personality in more detail: full adjectival agreement (s/pl).</p> <p>-Talking about relationships: use of reflexive verbs. Revision of possessive adjectives.</p> <p>-Talking about music: agreeing, disagreeing.</p> <p>-My style: clothes, adjectival agreement & the near future tense (all forms).</p> <p>-Discussing what you are passionate about. Using all 3 tenses together.</p>	<p><u>Chez moi, Chez toi.</u></p> <p>-Assessment</p> <p>-Talking about where we live: revision of adjectives. Use of the comparative.</p> <p>-Describing your home: use of prepositions, il y a.</p> <p>-Talking about meals: full conjugation of to eat and to drink.</p> <p>-Talking about what food to buy. Use of "il faut" + infinitive.</p> <p>-A special event/ festival : use of 3 tenses.</p>	<p><u>Revision & Quel Talent!</u></p> <p>-Revision for and feedback from KS3 exams.</p> <p>-Talking about talent & ambition. Infinitives & the verb vouloir.</p> <p>-Encouraging or persuading someone:pouvoir & devoir.</p> <p>-Rehearsing for a talent contest- use of the imperative.</p>	<p><u>Quel Talent & project work</u></p> <p>-Who is the best/the most/the least: superlative adjectives. Relation to celebrities/role models.</p> <p>-Manipulating structures :using a variety of infinitive constructions together.</p> <p>-Project: la nouvelle star: French talent shows.</p> <p>-Project : la révolution française.</p>	<ul style="list-style-type: none"> - Use of opinions with reasons. - Use of the future tense. - Confident use of the past tense. - Ability to use three time frames, correctly, in both speaking and writing. - Increasing use of connectives and time phrases in written and spoken work. - A greater understanding and better accuracy at using adjectival agreements. - Use of infinitive constructions such as modals. - Improved awareness of phonic sounds and patterns.
Year 9	<p><u>Ma vie sociale d'ado</u></p> <p>-Talking about facebook and other social networking sites: use of</p>	<p><u>Bien dans sa peau</u></p> <p>-Learning parts of the body: revision of gender. Using à + the definite article to say</p>	<p><u>À l'horizon</u></p> <p>-Describing jobs. Using masculine and feminine</p>	<p><u>Spécial Vacances</u></p> <p>-Discussing holidays. Asking questions using</p>	<p><u>Moi dans le monde</u></p> <p>-My rights: Discussing what you are allowed to do. Using</p>	<p><u>PPE Preparation & project work</u></p> <p>-Exam technique & tricks: avoidance of</p>	<ul style="list-style-type: none"> - Use of more sophisticated opinions with reasons. - Increased use of time phrases. - Greater repertoire of connectives. - Improved use of set opinion phrases.



Long Term Plan - *MFL*

	<p>present tense verbs.</p> <ul style="list-style-type: none"> -Giving your opinion about someone: use of direct object pronouns. -Arranging to go out: use of questions, revision of the near future tense. French text language. -Describing a date/day out. Using the perfect tense: revision of key forms. -Describing a music event: using 3 tenses together. 	<p>where something hurts.</p> <ul style="list-style-type: none"> -Talking about sport. Using Il faut + infinitive. Use of depuis. More complex opinions. -Talking about healthy eating: resolutions. Using the future tense in the Je form for regular verbs (+ai). -Making plans to get fit: practising use of the new future tense for all parts of the verb. -Describing levels of fitness: using 3 tenses together. Plus time phrases & higher-level opinions. -Assessment. 	<p>nouns. Adding variety to writing.</p> <ul style="list-style-type: none"> -Learning languages: why it is important. Use of modal verbs. -Saying what you used to do in the past: the imperfect tense (all forms). -Discussing your future and your past. Practising the future and the imperfect tenses. Use of fillers in speech. -Talking about your job. Using a variety of different tenses together in speaking & writing. -Assessment. 	<p>inversion. Use of "y".</p> <ul style="list-style-type: none"> -Imagining adventure holidays. Using the conditional tense (singular pronouns). -Talking about what you take with you on holiday: use of -Re verbs in the present. Revision of reflexive verbs. -Describing what happened on holiday. Combining a range of tenses. -Visiting a tourist attraction. Using emphatic pronouns. 	<p>expressions with avoir.</p> <ul style="list-style-type: none"> -Explaining what's important to you: using direct object pronouns. -Talking about things you buy. Using Si in complex sentences. -Describing what makes you happy. Using more complex structures with correct adjectival agreement. 	<p>false friends & distractors.</p> <ul style="list-style-type: none"> -Preparation of a speaking presentation. -Feedback and analysis of exam performance. - Project: French film. 	<ul style="list-style-type: none"> - USE of 3 tenses (across 3 time frames). - AWARENESS of 5+ tenses (imperfect, perfect, present, future, conditional) - Awareness and use of reflexive verbs. - Increased confidence in spelling tenses correctly with fewer mistakes in writing. - Remembering the second verb in a sentence (e.g. with modals, future tense) takes the infinitive form.
Year 10	<p><u>Tu as du temps à perdre</u></p> <ul style="list-style-type: none"> - Talking about what you do online; using the present tense of 	<p><u>Mon clan, ma tribu</u></p> <ul style="list-style-type: none"> - Talking about your weekend routine; using reflexive verbs in the present 	<p><u>Ma Vie Scolaire</u></p> <ul style="list-style-type: none"> - Talking about school subjects and school life; using comparative 	<p><u>En pleine forme</u></p> <ul style="list-style-type: none"> - Talking about meals and mealtimes; using the 	<p><u>PPEs/Numéro Vacances</u></p> <ul style="list-style-type: none"> -Talking about an ideal holiday; using the conditional 	<p><u>Numéros vacances/ PPE speaking</u></p> <ul style="list-style-type: none"> - Talking about festivals; using the perfect and imperfect together; using 	<ul style="list-style-type: none"> - Use of more sophisticated opinions with reasons. - Time phrases used regularly for vast majority of students. - Greater repertoire of connectives. - Regular use of set opinion phrases.



Long Term Plan - *MFL*

	<p>regular -ER verbs; Discussing pros and cons</p> <ul style="list-style-type: none"> - Saying what you do to stay active; using the present tense of irregular verbs; listening and transcribing in French - Talking about what you watch; forming and answering questions; preparing a role play - Making plans to go out; using the near future tense; responding to invitations - Saying what you did last weekend; using the perfect tense - Taking part in an interview; asking questions in the perfect tense; using perfect and 	<p>tense; extending sentences</p> <ul style="list-style-type: none"> - Discussing friends and friendship; making adjectives agree - Talking about what people look like; the position of adjectives; describing a photo - Talking about positive role models; using direct object pronouns. - Talking about celebrations; using the perfect, present and near future tenses; recognising adverbs - Assessment 	<p>adjectives; opinions with reasons</p> <ul style="list-style-type: none"> - Discussing school rules; using impersonal verb structures followed by infinitives; agreeing and disagreeing - Talking about making progress at school; using irregular verbs in the perfect tense; pronouncing "oi" and "oy" - Talking about what school used to be like when you were younger; using verbs in the imperfect tense - Talking about learning languages; using 	<p>partitive article</p> <ul style="list-style-type: none"> - Talking about good mental health; using modal verbs "devoir", "vouloir", "pouvoir" - Describing illness and accidents; using the perfect tense of reflexive verbs; booking a doctor's appointment - Saying what you will do to improve your life; using the simple future tense. - Talking about lifestyle changes; using the imperfect, present and simple future tenses - Assessment 	<p>-Discussing what you can see and do on holiday; forming questions; giving advice</p>	<p>relative pronouns</p> <ul style="list-style-type: none"> - Reviewing and booking holiday accommodation; using the perfect tense of modal verbs; identifying positive and negative opinions. - Talking about staycation activities; using a range of tenses; using Si + the present tense + the simple future tense 	<ul style="list-style-type: none"> - USE of 3 tenses at least. For higher students, use of 5 tenses. (across 3 time frames). - AWARENESS of 5+ tenses (imperfect, perfect, present, future, conditional) - Awareness and use of reflexive verbs. - Increased confidence in spelling tenses correctly with fewer mistakes in writing. - Use of "Si" clauses in students' speaking and writing.
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Long Term Plan - *MFL*

	<p>present together</p> <ul style="list-style-type: none"> - Assessment 		<p>imperfect, present and near future tenses; recognising a wider range of negatives</p> <ul style="list-style-type: none"> - Assessment - 			-Assessment.	
Year 11	<p><u>Notre planète</u></p> <ul style="list-style-type: none"> - Practising numbers and percentages -Talking about geography and the climate; using comparatives and superlatives; learning about francophone countries - Talking about environmental problems; understanding the present tense of the passive voice; pronouncing the "open o" 	<p><u>Mon petit monde à moi & PPE preparation</u></p> <ul style="list-style-type: none"> - Understanding adverts ; using demonstrative adjectives - Describing your town or village; using the pronoun y; translating phrases with depuis - Asking for and understanding directions; using à and de with the definite article; transcribing unfamiliar words - Talking about shopping for 	<p><u>Mes projets d'avenir / PPE feedback lessons</u></p> <ul style="list-style-type: none"> - PPE feedback lessons for writing, reading and listening - Talking about summer plans; using three different tenses to express the future - Talking about future plans and hopes; using <i>après avoir</i> + a past 	<p><u>Mes projets d'avenir/ Speaking preparation</u></p> <ul style="list-style-type: none"> -Talking about different jobs; using verbs followed by à or de; translating more complex structures -Improving individual answers. -Photocard, read aloud & role-play technique. -Listening, reading & writing exam preparation. 	<p><u>Revision, consolidation & exam preparation</u></p> <ul style="list-style-type: none"> -Vocabulary links and building. -Therapy and testing. - Writing exam preparation. -Reading and listening exam preparation. -Work on question types. -Work on distractors. 		<ul style="list-style-type: none"> - Consistent use of more sophisticated opinions with reasons. - Time phrases used regularly for vast majority of students. - Large repertoire of connectives. - Consistent use of set opinion phrases. - USE of 3 tenses at least. For higher students, use of 5 tenses. (across 3 time frames). - AWARENESS of 5+ tenses (imperfect, perfect, present, future, conditional) - Awareness of the subjunctive tense and use of set phrases for higher students. - Awareness and use of reflexive verbs. - Increased confidence in spelling tenses correctly with fewer mistakes in writing. - Use of "Si" clauses in students' speaking and writing.



Long Term Plan - *MFL*

	<ul style="list-style-type: none">- Discussing how we can work together to protect the environment; using the nous-form of imperative; expressing opinions in a variety of ways- Talking about day-to-day actions to protect the environment; using en + the present participle; understanding when to use the imperfect and perfect tenses- Discussing new technologies; using être en train de and venir de ; identifying correct statements about a text	<ul style="list-style-type: none">clothes; using de to indicate possession; practising shopping role plays- Describing your ideal home; using si clauses; working out the meaning of unfamiliar words- Talking about visiting another town or city; translating questions in different tenses; spotting different tenses from verb endings- Writing exam preparation lessons- Reading and listening exam strategies and preparation	<ul style="list-style-type: none">participle; expressing future plans using a range of structures- Talking about travelling and earning money; using verbs that take être in the perfect tense; buying tickets at a station- Talking about possible future career paths; using infinitives as nouns; looking up words for possible future jobs		<ul style="list-style-type: none">-.		
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Curriculum Intent

Year 7	Year 8	Year 9	Year 10	Year 11
By the end of Year 7 students are able to recognise simple language and talk about themselves, family members, school and hobbies. They will be able to use basic opinions, often with simple justifications. As well as working in the present tense, students are exposed to two types of future time frame, and many will be able to use at least one of these.	By the end of Year 8 students are able to talk about their preferences relating to trends, Paris, our identity and their local area with growing confidence. Students will have been exposed to three time frames (past, present and future) and many will feel confident at using at least two together, if not all three, in their work.	By the end of Year 9 students are able to communicate in greater depth about their own identity and culture in French. Students will have been exposed to 5 different tenses across the 3 time frames (past, present and future), and will be increasing in confidence at using these in their work. Students’ command of more sophisticated opinion phrases will be increasing.	By the end of 10 students are able to communicate more confidently across a range of topics , including hobbies, family life, food, healthy living, school and about their holiday preferences. Students confidence in speaking and writing is growing, and they will be able to use a greater variety of tenses, as well as time phrases, connectives, and a range of opinion sentence starters.	By the end of Year 11 students are able to recognise and use language across all of the 5 GCSE themes with confidence. Students are able to talk about more challenging concepts, such as the world of work and the environment. They have also been exposed to a greater range of tenses and moods, such as the subjunctive and the passive tense.