

# LONG TERM PLANS

## Year Overview - French Y10



### MFL Faculty

### Year 10

### Autumn term

#### Theme 3: Current and future study and employment

Topic 1: My studies (revision)

Topic 2: Life at school/college (extension)

Topic 3: Education post-16 (new topic)

Topic 4: Jobs, career choices and ambitions (new topic)

#### Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
  - a) General conversation: working on spontaneity, fluency and repair strategies.
  - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
  - c) Role play: work on AQA role play exam technique, learn to ask questions using the answers as prompts.
- Conjugation:
  - a) High-level opinion verbs
  - b) Present tense verbs (all subject pronouns depending on ability) (avoir, être, faire, étudier, apprendre, travailler, porter, commencer, finir, quitter, rentrer, arriver, pouvoir, vouloir, devoir, falloir, répondre, aider, durer, taper, organiser, prendre, écrire, ranger, distribuer, accompagner, suivre, jouer, servir, surveiller, s'occuper de)
  - c) Impersonal verbs (il est interdit de..., on n'a pas le droit de..., ... n'est pas autorisé)
  - d) Imperfect tense (avoir, il y avait, être, faire, aller, étudier, aimer, détester...)
  - e) Perfect tense - (étudier, faire, décider, avoir, choisir, aller...)
  - f) Near future tense (aller, assister à, arriver, quitter, rentrer, manger...)
  - g) Future tense phrases (j'espère, j'ai l'intention de, je compte, je voudrais, j'ai hâte de, avoir envie de...)
  - h) Simple future tense (être, avoir, faire, aller, étudier, acheter, partager un appartement, continuer, prendre, travailler...)
  - i) Quand + simple future tense
  - h) Conditional & conditional perfect tenses - j'aurais voulu, j'aurais préféré + infinitive
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
- Writing:
  - a) French sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
  - b) How to develop ideas in French by justifying opinions extensively using longer strings of ideas and connectives, particularly when giving examples.
  - c) Extending ideas using justifications, relative and subordinate clauses.
  - d) Balancing an argument when discussing ideas and opinions.
  - e) Writing 4 meaningful sentences about a photo (Foundation)
  - f) A short piece of writing of 40 words and a medium piece of writing of 90 words (Foundation)
  - g) A medium piece of writing of 90 words and a longer piece of writing of 150 words (Higher)
  - h) Understanding the French instructions and bullet points, planning each of the 4 (or 2) bullet points, proofreading for mistakes).

#### Grammar

- Conjugation (see above)
- Adjectival agreement
- Varied use of more complex adjectives (depending on ability)
- High-level negatives (e.g. elle n'est jamais...)

- High-level opinion phrases (referring to other people too)
- Comparative and superlative
- Infinitive phrases (avant de, afin de, verb + infinitive), using an infinitive to start a sentence
- Exclamations
- Revision of object pronouns.
- Relative clauses (qui, que, dont, où)
- Preceding direct object (extension)
- Idioms related to the topic (avoir les dents longues, quand les poules auront les dents...)
- Quand + simple future tense
- Si clauses
- Passive (...a été fondé/construit en..., ... est respecté par...)

### **Assessment**

**Half term 1: Reading and Listening** (in the style of the GCSE exam)

**Half term 2:**

**Speaking:** general conversation, photo card and role play (in the style of the GCSE exam)

### **Writing:**

Higher – 150 words writing, translation

Foundation – picture, 90 words writing, translation

## **Spring term**

**Theme 2: Local, national, international and global areas of interest**

**Topic 4: Travel and tourism (extension)**

- Where you usually go on holiday, who you go with and how you get there
- Holiday activities and weather
- Different types of holidays and holiday preferences
- Past holidays, including holidays when you were younger
- Describing accommodation
- Booking accommodation and dealing with problems
- Awful holidays
- Future and ideal holidays

### **Skills**

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
  - a) General conversation: working on spontaneity as well as repair strategies
  - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
  - c) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.
- Conjugation:
  - a) Revision of present tense regular and irregular verbs related to holidays, particularly with activities that you can do on holiday
  - b) Revision of the perfect tense with verbs related to holidays (regular, irregular, avoir, être)
  - c) Revisit the imperfect tense for recounting holidays as a child and comparing them to now
  - d) Revision of the near and simple future tenses with verbs related to holidays
  - e) The conditional tense describing an ideal holiday
  - f) The conditional perfect tense relating to a past holiday
  - g) Pluperfect tense (extension) - talking about what you had done to refer to an action before the past
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
- Writing:
  - a) Structuring longer written answers

- b) Developing your ideas in French by justifying opinions extensively using longer strings of ideas and connectives.
- c) Justifying the activities you do by referring to wider interests
- d) Extending ideas using relative and subordinate clauses (e.g. j'aime les vacances au soleil et à la plage qui me permettent de nager et de me bronzer)
- e) Using higher structures when justifying (e.g. une autre raison pour laquelle...)
  
- f) Writing 4 meaningful sentences about a photo (Foundation)
- g) A short piece of writing of 40 words and a medium piece of writing of 90 words (Foundation)
- h) A medium piece of writing of 90 words (Foundation and Higher)
- i) A longer piece of writing of 150 words (Higher)
- j) Understanding the French instructions and bullet points, planning each of the 4 (or 2) bullet points, proofreading for mistakes.

### Grammar

- Nouns - gender, position, plural forms
- Adjectives - position, agreement
- Adverbs
- Talking about the weather in a variety of tenses
- Idioms related to weather
- Idioms related to holidays
- 'Si' and 'quand' clauses
- Comparative and superlative
- Conjugation - see above
- Using the perfect and imperfect tenses together
- Using high-level negative expressions
- High-level opinion phrases (referring to other people too)
- Exclamations
- Relative pronouns (qui, que, où, dont)
- Revision of the pronoun 'y' (j'y joue à la plage, je n'y suis jamais allé(e))
- Infinitive phrases (avoir idioms, venir de...) in all tenses
- Reported speech in the present, perfect and imperfect tenses
- Using a range of high-level connectives (all types) to develop and structure your answer
- Using time phrases to describe a narrative in the past tense
- Using après avoir/être to describe a narrative in the past tense
- Revision of using 'vous' in formal situations (e.g. booking a hotel room)
- Revision of question words

### Assessment

Half term 1: Reading and Listening (in the style of the GCSE exam, Higher to answer questions in French)

### **Theme 1: Identity and culture**

#### **Topic 4: Customs and Festivals (extension)**

- French traditions and customs: food and drink, mealtimes.
- Revisiting buying food, ordering in a restaurant, booking a table in a restaurant (role play)
- Talking about daily routine
- Comparing different festivals (Christmas...)
- How you celebrate using the past and present tenses. Describing a special day/event
- How did you used to celebrate?
- Talking about a film/music festival
  
- Phonics: T&L of good pronunciation and intonation.
  
- Speaking:
  - a) General conversation: working on spontaneity as well as repair strategies
  - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
  - c) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.

- Conjugation:
  - a) Revision of present tense regular and irregular verbs related to celebrations, food, meals, restaurant, daily routine
  - b) Reflexive verbs in the present, perfect and imperfect tenses related to daily routine and the restaurant
  - c) Perfect tense and imperfect tense to describe a celebration in the past
  - d) Future tense to describe your plans for a celebration in the future (birthday, Christmas...)
  
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
  
- Writing:
  - a) Structuring longer written answers
  - b) Develop ideas in French by justifying opinions extensively using longer strings of ideas and connectives.
  - c) Extending ideas using relative and subordinate clauses.
  - d) Balancing an argument when discussing ideas and opinions.  
  - e) Writing 4 meaningful sentences about a photo (Foundation)
  - f) A short piece of writing of 40 words and a medium piece of writing of 90 words (Foundation)
  - g) A medium piece of writing of 90 words (Foundation and Higher)
  - h) A longer piece of writing of 150 words (Higher)
  - i) Understanding the French instructions and bullet points, planning each of the 4 (or 2) bullet points, proofreading for mistakes.

### **Grammar**

- Comparative and superlative
- Conjugation - see above
- Using high-level negative expressions
- High-level opinion phrases (referring to other people too)
- Idioms related to the topic
- Si clauses
- Relative pronouns (qui, que, où, dont)
- Using a range of high-level connectives (all types) to develop and structure your answer
- Revision of using 'tu' and 'vous' in different situations (e.g. buying food, in a restaurant...)
- Revision of question words
- Using a range of interesting quantifiers/intensifiers
- Revising time phrases to describe a narrative in the past tense
- Revising the perfect infinitive (après avoir/être) to describe a narrative in the past tense

### **Assessment**

Half term 2:

**Speaking:** role play, photo card and general conversation (in the style of the GCSE exam)

**Writing:**

Higher – 90 words writing, 150 words writing, translation

Foundation – picture, 40 words writing, 90 words writing, translation

# Summer term

## Theme 2: Local, national, international and global areas of interest

### Topic 1: Home, town, neighbourhood and region (extension)

- Describing your house, your bedroom, what you do around the home, how you help at home and whether you are paid for it
- Places in town and saying what can be done in town
- Describing the features of a region
- Asking for and understanding directions
- Shops and shopping for clothes, souvenirs etc.
- Pros and cons of living in towns or cities vs the countryside
- Planning what to do tomorrow and at the weekend
- Problems in your town and you could improve them
- Describing your ideal home/bedroom

### Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
  - a) General conversation: working on spontaneity as well as repair strategies
  - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
  - c) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.
- Conjugation:
  - a) Revision of present tense regular and irregular verbs (including modal and impersonal verbs) related to the topic
  - b) The imperative for verbs of direction (prenez, tournez...)
  - c) Revise the imperfect tense comparing where you used to live to now
  - d) Revision of the near and simple future tenses with verbs related to possible activities in a town (visiter, aller, sortir, prendre, manger...)
  - e) The conditional tense or regular and irregular verbs describing how you can improve your town and describing your ideal home and bedroom
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
- Writing:
  - a) Structuring longer written answers
  - b) Develop ideas in French by justifying opinions extensively using longer strings of ideas and connectives.
  - c) Extending ideas using relative and subordinate clauses.
  - d) Balancing an argument when discussing ideas and opinions.
  - e) Writing 4 meaningful sentences about a photo (Foundation)
  - f) A short piece of writing of 40 words and a medium piece of writing of 90 words (Foundation)
  - g) A medium piece of writing of 90 words (Foundation and Higher)
  - h) A longer piece of writing of 150 words (Higher)
  - i) Understanding the French instructions and bullet points, planning each of the 4 (or 2) bullet points, proofreading for mistakes.

### Grammar

- Revision of adjectives - position, agreement
- Comparative and superlative
- Conjugation - see above
- Using high-level negative expressions
- High-level opinion phrases (referring to other people too)
- Idioms related to the topic
- Si clauses
- Relative pronouns (qui, que, où, dont)
- Using a range of high-level connectives (all types) to develop and structure your answer
- Revision of using 'tu' and 'vous' in different situations (e.g. in a clothes shop, asking for directions...)

- Revision of question words
- Revision of prepositions
- Using a range of interesting quantifiers/Intensifiers
- Demonstrative adjectives (ce, cette, cet, ces)
- So..., so much..., so many (tellement, si, tant de, tellement de...)
- Recognising possessive pronouns (le mien, le tien, le sien...)

## **Assessment**

**Half term 1: Reading and Listening** (in the style of the GCSE exam, Higher to answer questions in French)

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## **Theme 2: Local, national, international and global areas of interest**

### **Topic 2: Social issues: Healthy/unhealthy living (extension)**

- Illnesses and injuries
- Asking for help at the pharmacy (role play)
- Healthy eating
- Healthy lifestyles
- Diet-related problems
- How you could improve your diet/lifestyle

### **Skills:**

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
  - a) General conversation: working on spontaneity as well as repair strategies
  - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
  - c) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.
- Conjugation:
  - a) Revision of the present tense (avoir, manger, prendre le petit déjeuner, dormir, se coucher, se droguer, se lever, garder la forme, faire, se casser, se blesser...)
  - b) Present tense of modal verbs (devoir, vouloir, pouvoir), il faut + infinitive, and verbs of suggestion (il est possible pour moi de, il vaut mieux)
  - c) The simple future tense of verbs related to healthy eating
  - d) Using reflexive verbs in the perfect tense to describe injuries (se casser, se blesser...)
  - e) Imperfect tense to describe how your health habits used to be compared to now
  - f) Conditional tense - si clauses, il vaudrait mieux, j'aimerais...
  - g) Introduction to the present subjunctive (il est important/nécessaire/essential que...)
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
- Writing:
  - a) Revision of the French sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
  - b) Develop ideas in French by justifying opinions extensively using longer strings of ideas and connectives.
  - c) Extending ideas using relative and subordinate clauses.
  - d) Balancing an argument when discussing ideas and opinions - expressing agreement and disagreement.
  - e) Writing 4 meaningful sentences about a photo (Foundation)
  - f) A short piece of writing of 40 words and a medium piece of writing of 90 words (Foundation)
  - g) A medium piece of writing of 90 words (Foundation and Higher)
  - h) A longer piece of writing of 150 words (Higher)
  - i) Understanding the French instructions and bullet points, planning each of the 4 (or 2) bullet points, proofreading for mistakes.

## **Grammar**

- Conjugation - see above
- Using high-level negative expressions
- High-level opinion phrases (referring to other people too)
- Idioms related to the topic
- Si clauses
- Using a range of high-level connectives (all types) to develop and structure your answer
- Revision of using 'vous' in formal situations (e.g. in a pharmacy...)
- Revision of question words
- Using a range of interesting quantifiers/intensifiers
- Using argumentative phrases in speaking (je suis d'accord, je ne suis pas d'accord, tu as raison, je suis pour/contre, tu te trompes, c'est vrai que, il est certain que...)

## **Assessment**

Half term 2:

**Speaking:** role play, photo card and general conversation (in the style of the GCSE exam)

### **Writing:**

Higher – 90 words writing, 150 words writing, translation

Foundation – picture, 40 words writing, 90 words writing, translation