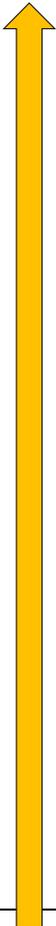# Year 10 Cycle 1

Content

Relationships

- **Description of family members and friends** (physical + personality)
- **Who I get on or argue with**

Marriage and Partnership

Key words and structures

'Avoir' and être' in the present tense

Plus/moins ….. que   Aussi ….. que
(more/less …..   than)   (As ………….. as)

Je le trouve /Je la trouve / Je les trouve
(I find him)   (I find her)   (I find them)

Le plus (the most)   Le moins (the least)

Je m'entends bien(I get on well)
Je me dispute (I argue)
Se marier   / je voudrais me marier   / je me marierai
(to get married)   (I'd like to get married)   (I will get married)

Skills

I can use reflexive verbs with different pronouns. ☐

I can use direct pronouns: le / la / les *(him / her / them)* ☐

I can produce a paragraph about my future plans using both the immediate future and the future. ☐

I can use superlatives.   ☐

I can conjugate 'avoir' and 'être' in the present tense with all pronouns. ☐

I can spontaneously say who I get on with or not in my family and justify my opinion. ☐

I can use the immediate future with 'I' to talk about my future plans. ☐

I can compare people using a variety of adjectives. ☐

I can write who I get on or argue with and why. ☐

I know the masculine and feminine endings of a variety of personalities ☐

I can describe someone using 'avoir' and 'être'. ☐

7-9

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FA1 SAE AE E BE SBE

FA2 SAE AE E BE SBE

TG=

End of Cycle Assessment

_____   SAE AE E BE SBE

WWW: _____

NS: _____

Year 10 Cycle 2

Content

Home, Town, Neighbourhood and Region

- **My house**
- **My area**
- **My ideal house**

Key words and structures

Il y a (there is/are)   *Il n'y a pas de…*(There isn't any..)
devant (in front of) / *derrière*(behind) / *à côté de*(next to)
à gauche (on the left) / *à droite* (on the right)
au milieu (in the middle)
en haut(upstairs) / *en bas* (downstairs)
Il y avait (There was)
qui / que (who /that)   *où* (where)
J'y habite depuis… (I've been living here for…)

Skills

I can use the conditional tense with different pronouns and with some irregular verbs too. ☐

I can produce sentences starting with 'If' + imperfect'. ☐

I can use 'qui', 'que' and 'où' in subordinate clauses.☐

I can spontaneously produce sentences including present and imperfect using :
'Avant il y avait ….. maintenant il y a…' ☐

I can spontaneously describe a photocard on the topic of home/area. ☐

I can use a variety of preposition to describe my house, my bedroom or my area. ☐

I am familiar with the pronoun 'y' and can use it correctly with depuis. ☐

I can describe my house and area using 'Il y a' / 'il n'y a pas de'+ adverbs
                                c'est / ce n'est pas + adjectives. ☐

I can name all the rooms in my house. ☐

I can describe the furniture in my bedroom. ☐

I can name shops and facilities in my area. ☐

7-9

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FA1 SAE   AE   E   BE   SBE

FA2 SAE   AE   E   BE   SBE

TG=

End of Cycle Assessment

_____   SAE   AE   E   BE   SBE

WWW: _____

NS: _____

Year 10 Cycle 3

Content

Free time activities

- **Music, cinema & TV**
- **Sports & Extreme sports**
- **Food preferences and eating out**

Key words and structures

J'y joue depuis… *(I've been playing for + time)*
J'en fais depuis…(I've been doing this for + time)
Si (if) / Quand - Lorsque(when)
ne..plus(not anymore) / ne…rien(not anthing)
être en train de (to be + …ing)

ce / cette / ces (this / these)

J'aimerais essayer (I'd like to try…)

manger du/ de la /des + food
aimer le / la / les + food

Skills

I can produce a paragraph about my free time that includes subordinate clauses, negatives and a variety of pronouns. ☐

I can use 'y' and 'en' correctly in different contexts: sport, place, quantity… ☐

I can use 4 different negative forms in the present tense with all pronouns. ☐

I know when to use 'ce /cette/ ces'. ☐

I know how to use 'J'y joue' and 'J'en fais' + sports and activities. ☐

I can spontaneously describe a photocard on the topic of sports and hobbies using ' en train de'. ☐

I can produce sentences about my free time with adverbs of frequency and I can use subordinate clauses starting with 'if' and 'when'. ☐

I can give my opinion about food and different types of restaurants. ☐

I can produce a simple sentence about an extreme sport I would like to try. ☐

I am familiar with the pronoun 'y' and know what it stands for. ☐

7-9

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FA1 SAE AE E BE SBE

FA2 SAE AE E BE SBE

TG=

End of Cycle Assessment

_____   SAE AE E BE SBE

WWW: _____

NS: _____

Year 10 Cycle 4

Content

Travel &Tourism

- **Holiday preferences & routine**
- **At the hotel / at the tourism office**
- **Past holidays**

Key words and structures

Est-ce qu'il y a …? (Is there…?) / *Est-ce qu'on peut…? (Can we…?)*
Vous avez …? (Have you got…?)/ *Où est/ sont ... ? (where is/ are?)*

The imperfect tense

Je ………ais   (I used to…/ was + ing)
Tu ……...ais) (You used to……/ were + ing))
Il ………ait (He used to……/ was + ing)
Ils ………aient (They used to……/ were + ing))

Higher tier

avant de + ….er / ir / re (before…ing)
après avoir+ ….é / fait / pris / bu …(after having ….)
après être + allé/arrivé/resté/rentré…(after having ….)

FA1 SAE   AE   E   BE   SBE

FA2 SAE   AE   E   BE   SBE

TG=

Mock Exam Grades

Reading:_____   SAE   AE   E   BE   SBE

Writing: _____   SAE   AE   E   BE   SBE

Skills

I can produce a paragraph about holidays using the present, perfect and imperfect tense correctly. ☐

I know the imperfect endings for all pronouns. ☐

I can use 'after + ing' /before+ ing' correctly in French. ☐

7-9

I can use 'there was', 'It was' and 'I was' to talk about a past holiday. ☐

I can produce a paragraph in the present and perfect tense on holiday using at least 2 different pronouns. ☐

I can recognise the imperfect tense and know what it stands for. ☐

6

I can spontaneously describe a photocard on the topic of holidays. ☐

I can produce simple sentences in the perfect tense about a past holiday (using 'I'). ☐

I can answer simple questions about my holiday preferences and justify my opinion. ☐

I can ask and answer simple questions in a roleplay on the topics of hotel and tourism office. ☐

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WWW: _____

NS: _____

Year 10 Cycle 5

Content

Customs and festivals in French speaking countries.

- **Perfect and imperfect**
- **Descriptive language**
- **Reflexive verbs in the past**

Key words and structures

Il y avait (There was)   *C'était(It was)*
… était/ étaient (…..was / were)
Il faisait froid / chaud (It was cold/ hot)
Il y avait du soleil / du vent / des nuages…
  (It was sunny / windy / cloudy ….)

Reflexive verbs in the perfect tense (_er verbs)
Je me suis ………é
Tu t'es ……é
Il/ Elle s'est …….é
*Nous nous sommes …..….és   (+ extra **e** when feminine)*
Vous vous êtes ……és
Ils se sont …….….és

Skills

I can produce a paragraph about a celebration in the past, using the perfect and imperfect tense correctly with different pronouns. ☐

I can spontaneously use a reflexive verb in the present or perfect tense. ☐

I can describe the weather in the present and past. ☐

7-9

I can produce a sentence starting with *'When I was young'* + *'I used'* to(imperfect tense). ☐

I know the difference between the imperfect and perfect tense. ☐

I can use reflexive verbs in the present tense. ☐

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I can spontaneously describe a photo card on the topic of Customs and festivals using topic specific vocabulary. ☐

I know a number of key structures I can use to describe places or events. ☐

I can write a short paragraph about my last celebration. ☐

I can write a short paragraph about my favourite celebration or festival. ☐

I know the dates ofr the main festivals celebrated in French speaking countries. ☐

I know all the key words related to different religions and customs. ☐

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FA1 SAE   AE   E   BE   SBE

FA2 SAE   AE   E   BE   SBE

FA3 SAE   AE   E   BE   SBE

TG=

Are you ready for your end of year assessment?

WWW: _____

NS: _____

Year 10 Cycle 6

Content

School

- **Description of the building and facilities**
- **Opinion of subjects**
- **Uniform**
- **College/University/jobs**

Key words and structures

(subject) est plus ……. que (more… than)
(subject) est moins …… que (less … than)
(subject) est aussi …… que (as ….. as)

Le prof (the teacher)   que j'aime le plus/le moins
La matière (the subject)   (that I like the most/least)

Je peux (I can)   J'aimerais (I would like) Je compte (I plan to)
Je dois (I must) Je devrais (I should)

Grade 8-9-Subjunctive
Je ne pense pas que ce **soit** (I don't think it is)
Ma mère veut que **j'aille (** My mum wants me to go)

Skills

I can use 'I don't think that' + subjunctive with 2 or 3 verbs. ☐

I know the subjunctive of 2 or 3 verbs and can use it after 'He/She wants me to'. ☐

I can spontaneously answer questions about my school, the subjects I study and my teachers. ☐

I can use 'devoir' and 'pouvoir' with all pronouns. ☐

I can use a direct pronoun to give my opinion about different aspects of school. ☐
(canteen, uniform, teachers…)

I can spontaneously describe a photo card on the topic of school. ☐

I can say why I like a subject or not using a variety of structures. ☐
(because it is/ I find it/I think it is…)

I can compare 2 subjects. ☐

I can describe my school and give my opinion about it. ☐

I can use modal verbs to talk about my future plans (college/Uni / jobs). ☐

I can name the rooms and facilities in my school. ☐

I can describe my uniform and spell colours correctly according to gender. ☐

7-9

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FA SAE AE E BE SBE

End of Year Assessment

TG=

Grade : _____   SAE AE E BE SBE

What went well this year? Next step for next year?

WWW: _____

_____

NS: _____