

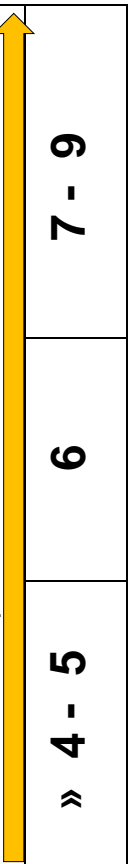
Year 11 Cycle 1

<p>Content</p> <p>Life at School</p> <ul style="list-style-type: none"> • Rules • A day in school+differences between school life in England and in French speaking countries • Ideal School <p>Post-16 Education</p> <ul style="list-style-type: none"> • Career paths • Jobs 	<p>Skills</p> <p>I can produce a complex sentence using 'Quand+ future tense'. <input type="checkbox"/></p> <p>I can produce a paragraph about my plans using the future tense. <input type="checkbox"/></p> <p>I can use modal verbs with all pronouns in the present tense. <input type="checkbox"/></p> <p>I can answer unexpected questions on Theme 2 on top of the ones covered in the booklet. <input type="checkbox"/></p> <p>I can use the future tense with key verbs. <input type="checkbox"/></p> <p>I can use adverbs such as 'trop' or 'assez' to give my opinion on school rules. <input type="checkbox"/></p> <p>I can recognise the future tense. <input type="checkbox"/></p> <p>I can use the immediate future to say what I am going to do. <input type="checkbox"/></p> <p>I can produce simple sentences about school rules and I can use the negative form. <input type="checkbox"/></p> <p>I can use modal verbs in the present tense with 'I'. <input type="checkbox"/></p> <p>I know the meaning of all the jobs seen at KS3 and the ones that are in the AQA content lists. <input type="checkbox"/></p> <p>I can answer all the questions from the conversation booklet on theme 2. <input type="checkbox"/></p> <p>I know all the key structures needed to describe a photograph. <input type="checkbox"/></p>		<p style="font-size: 24px; font-weight: bold;">7-9</p>
<p><u>Key words and structures</u></p> <p><i>Il faut (One must /We must) Il ne faut pas (We must not)</i> <i>Il est interdit de (It is forbidden to)</i> <i>On doit / Nous devons (We must)</i> <i>On a le droit de / Nous avons le droit de</i> <i>(We can/have the right to)</i></p> <p><i>J'espère (I hope to) / je compte (I plan to)/ J'ai envie de (I want to)</i> <i>Je pourrais/ On pourrait (could)</i></p> <p><u>Higher tier</u> <i>Quand j'aurai 20 ans (literally= 'When I will have 20 years of age = When I am 20)</i></p>	<p>I can use the immediate future to say what I am going to do. <input type="checkbox"/></p> <p>I can produce simple sentences about school rules and I can use the negative form. <input type="checkbox"/></p> <p>I can use modal verbs in the present tense with 'I'. <input type="checkbox"/></p> <p>I know the meaning of all the jobs seen at KS3 and the ones that are in the AQA content lists. <input type="checkbox"/></p> <p>I can answer all the questions from the conversation booklet on theme 2. <input type="checkbox"/></p> <p>I know all the key structures needed to describe a photograph. <input type="checkbox"/></p>	<p style="font-size: 24px; font-weight: bold;">6</p>	
<p><u>FA1</u> SAE AE E BE SBE</p> <p><u>FA2</u> SAE AE E BE SBE</p> <p><u>End of Cycle Assessment</u></p> <p>_____ SAE AE E BE SBE</p> <p><u>Speaking Mock</u></p> <p>_____ SAE AE E BE SBE</p>	<div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto; font-size: 24px; font-weight: bold;">TG=</div> <p><u>WWW:</u> _____</p> <p><u>NS:</u> _____</p>	<p style="font-size: 24px; font-weight: bold;">» 4 - 5</p>	

Year 11 Cycle 2

<p>Content</p> <p>Global and Social Issues</p> <ul style="list-style-type: none"> • Protecting the environment • Poverty & Homelessness • Charity & Voluntary work • Healthy/Unhealthy Living <hr/> <p>Key words and structures enant (bying / whileing) <i>Il faut (One must /We must) Il ne faut pas (We must not)</i> <i>Je devrais/On devrait/ Nous devrions (should)</i> <i>On pourrait(We could)</i> <i>Il est possible de (It is possible to)</i> <i>Il faut essayer de (We must try to)</i> <i>Il vaut mieux (It's better to)</i> <i>J'ai l'intention de (I intend to)</i></p> <p><u>Expressions of Quantity:</u> <i>plus de / moins de / assez de / pas mal de/ trop de</i> <i>(more/ less) (enough / quite a few / too much, many)</i></p> <p>Higher Tier <i>Il faut que</i> <i>Il est possible que + Subjunctive</i> <i>Bien que</i></p>	<p>Skills</p> <p>I can use key verbs in the subjunctive tense and know when to use them. <input type="checkbox"/></p> <p>I can use 'Si' + imperfect + conditional. <i>(If I had..., I would...)</i> <input type="checkbox"/></p> <p>I can use a variety of structures to say what we could or should do about global and social issues and I can also use the present participles of relevant verbs. <input type="checkbox"/></p> <p>I can use a variety of adverbs of quantity to describe environmental or social problems. <input type="checkbox"/></p> <p>I can say or write what I intend to do to in the future to be fitter or to help people in need. <input type="checkbox"/></p> <p>I can write a paragraph explaining how healthy or not I think I am. <input type="checkbox"/></p> <p>I can recognise a present participle and know what it means. <input type="checkbox"/></p> <p>I can use 'I should' and 'I could' in the context of global and social issues. <input type="checkbox"/></p> <p>I can produce simple sentences about what one should or should not do to protect the environment. <input type="checkbox"/></p> <p>I know the vocabulary related to 'Global and social Issues' and can understand the main points in a longer passage dealing with these topics. <input type="checkbox"/></p>	
7 - 9		
6		
» 4 - 5		
<p>FA1 SAE AE E BE SBE</p> <p>FA2 SAE AE E BE SBE</p> <p>Writing Mock</p> <p>_____ SAE AE E BE SBE</p>	<div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold; font-size: 1.2em;">TG=</div>	<p>WWW: _____</p> <p>NS: _____</p>

Year 11 Cycle 3

Content	Skills		
<p>Global and Social Issues</p> <ul style="list-style-type: none"> • Charity & Voluntary work • Technology in everyday life 	<p>I can use key verbs in the subjunctive tense and know when to use them. <input type="checkbox"/></p> <p>I can write a complex paragraph explaining the drawbacks and benefits of modern technology (including for example :the negative form, reflexive verbs,, comparatives or superlatives, present participles and different tenses) <input type="checkbox"/></p>		7 - 9
<p>Key words and structures enant (bying / whileing) <i>Il faut (One must /We must) Il ne faut pas (We must not)</i> <i>Je devrais / On devrait / Nous devrions (should)</i> <i>On pourrait(We could))</i> <i>Il est possible de (It is possible to)</i> <i>Il est facile de (It is easy to)</i> <i>Il faut essayer de (We must try to)</i> <i>avoir tort /raison (to be wrong/right)</i> <i>cela permet de (it allows to)</i> <i>cela risque de (it might)</i></p> <p>Higher Tier <i>Il est possible que + subjunctive</i></p>	<p>I can spontaneously use different structures to express positive and negative effects of modern technology. <input type="checkbox"/></p> <p>I can also use 'could' in the context of global and social issues. <input type="checkbox"/></p> <p>I can produce simple sentences about what one should or should not do to help people in need. <input type="checkbox"/></p> <p>I can write simple sentences about the advantages and dangers of the internet and social networks. <input type="checkbox"/></p> <p>I know a bank of phrases that I can use to speak or write about modern technologies. <input type="checkbox"/></p> <p>I know the vocabulary related to 'charity and Voluntary work' and can understand the main points in a longer passage dealing with these topics. <input type="checkbox"/></p>		6 » 4 - 5
<p>FA1 SAE AE E BE SBE</p> <p>FA2 SAE AE E BE SBE</p> <p>Mock Exam Grades</p> <p>Reading: _____ SAE AE E BE SBE</p> <p>Listening: _____ SAE AE E BE SBE</p> <div style="border: 1px solid black; border-radius: 15px; width: 80px; height: 80px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> <p>TG=</p> </div>	<p>WWW : _____</p> <p>Next Step : _____</p>		

Year 11 Cycle 4

<p>Content</p> <ul style="list-style-type: none"> • Technology in everyday life • Healthy Living • Preparation to Speaking Exam <hr/> <p><u>Key words and structures</u></p> <p>enant (bying / whileing) <i>Il faut (One must/We must) Il ne faut pas (We must not)</i> <i>Je devrais/On devrait/ Nous devrions (should)</i> <i>Il faut essayer de (We must try to)</i></p> <p><u>Expressions of Quantity:</u> <i>plus de / moins de / assez de / pas mal de/ trop de</i> <i>(more/ less) (enough / quite a few / too much,many)</i></p> <p><u>Higher Tier</u> Imperfect tense(used to/ was +ing) Jeais/ Ilait / Nousions / Ilsaient</p> <hr/> <p><u>FA1</u> SAE AE E BE SBE</p> <p><u>FA2</u> SAE AE E BE SBE</p> <div style="border: 1px solid black; border-radius: 15px; width: 80px; height: 80px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> <p style="font-size: 24px; font-weight: bold;">TG=</p> </div> <p><u>Mock Exam Grade</u></p> <p>Writing: _____ SAE AE E BE SBE</p>	<p>Skills</p> <p>I can write a longer paragraph on Technology and Healthy Living that includes 3 tenses, and different complex structures (comparatives, different negative forms ...) <input type="checkbox"/></p> <p>I can cope with 'follow up' questions that might come up in the conversation part of the speaking exam. <input type="checkbox"/></p> <p>I have a bank of sentences and phrases for the topic of Technology and healthy Living that I can use in the writing exam. <input type="checkbox"/></p> <p>I know the vocabulary related to 'Healthy Living' and can understand the main points in a longer passage dealing with this topic. <input type="checkbox"/></p> <p>I have made notes of vocabulary that I need to know for the topic of healthy Living and technology. <input type="checkbox"/></p> <p>I know the structures needed to describe a photograph. <input type="checkbox"/></p> <p>I can use different adverbs of quantity in the context of healthy living. <input type="checkbox"/></p> <p>I can produce simple sentences about what one should or should not do to be healthy <input type="checkbox"/></p> <hr/> <p><u>WWW</u> : _____</p> <p><u>Next Steps</u> in relation to the Speaking exam</p> <p>- _____</p> <p>- _____</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">7-9</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">6</div> <div style="border: 1px solid black; padding: 5px;">» 4-5</div>
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Year 11 Cycle 5

<p>Content</p> <ul style="list-style-type: none"> • Preparation for Speaking Exam • Revision of Theme 1,2 &3 (Writing/Reading/Listening) 	<p>Skills</p> <p>I am able to use the 3 main tenses with different pronouns and I can use the imperfect and conditional tense with at least 2 pronouns. <input type="checkbox"/></p> <p>I can write a longer paragraph on all the topics covered in Theme 1, 2 and 3. <input type="checkbox"/></p> <p>I can cope with 'follow up' questions that might come up in the conversation part of the speaking exam. <input type="checkbox"/></p> <p>I have a bank of sentences and phrases for every topic in Theme 1, 2 and 3 that I can use in the writing exam. <input type="checkbox"/></p> <p>I have made notes of vocabulary that I need to know for every topic in the 3 themes. <input type="checkbox"/></p> <p>I can answer all the questions from Theme 1, 2 and 3. <input type="checkbox"/></p> <p>I can produce simple sentences about what one should or should not do to be healthy</p>	7-9
<p><u>FA1</u> SAE AE E BE SBE</p> <p><u>FA2</u> SAE AE E BE SBE</p>	<div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> TG= </div>	6
<p><u>Practice papers</u></p> <p>Listening 1 Mark: _____ Grade : _____</p> <p>Listening 2 Mark: _____ Grade : _____</p> <p>Reading 1 Mark: _____ Grade : _____</p> <p>Reading 2 Mark: _____ Grade : _____</p> <p>Writing 1 Mark: _____ Grade : _____</p> <p>Writing 2 Mark: _____ Grade : _____</p>	<p><u>WWW</u> : _____</p> <p><u>Next Steps</u> : What do I need to focus on in the next 5 weeks of revision?</p> <p>_____ / _____</p> <p>_____ / _____</p>	» 4 - 5

