

Year 9 Cycle 1

<p>Content</p> <ul style="list-style-type: none"> Eating habits and preferences (food + adverbs of frequency) How to ask questions the formal and informal way (tu / vous + the 3 different ways of asking questions) At the market(quantities) /At the restaurant (How to order food) At the tourism Office (How to ask questions) 	<p>Skills</p> <p>I can write a paragraph describing my family's eating habits and show I can use the present tense with different pronouns, the negative form and I can write about other people's opinion. <input type="checkbox"/></p> <p>I can write about food in 3 different tenses. <input type="checkbox"/></p> <p>I know how to ask questions in 3 different ways using the formal and informal 'you'. <input type="checkbox"/></p>	 <p>7-9</p>
<p><u>The Culture corner (+SMSC)</u></p> <ul style="list-style-type: none"> In lessons: French recipes on You tube Menus at the canteen in French schools Tasting session: pupils give their opinion on French cheese Independent Learning: Test your knowledge of food on <i>Drops</i> (free app) Visit the <i>TV5 Mondes</i> website for videos and music from the French speaking world 	<p>I can use the 'tu' and 'vous' form with key verbs when asking questions. <input type="checkbox"/></p> <p>I know the position of adverbs of frequency in French. <input type="checkbox"/></p> <p>I can take part in a simple dialogue set in a market or a restaurant. <input type="checkbox"/></p> <p>I can recognise a verb in the present, past and immediate future (BUYK/ FA2). <input type="checkbox"/></p> <p>I can ask tourism related questions using 'Is there?/ 'Can I' / Where is' <input type="checkbox"/></p> <p>I know how to name quantities of food. <input type="checkbox"/></p> <p>I can write about my eating habits and give my opinion on food using 'the' and 'some' when appropriate. <input type="checkbox"/></p>	
<p><u>Key words and structures</u></p> <p><i>J'aime/Je n'aime pas + 'the' + food</i> <i>Je mange/Je bois + 'some' + food</i> <i>Tu aimes ? / Vous aimez ? (do you like ?)</i> <i>cinq cent grammes de .../ un kilo de /une bouteille de</i> <i>une canette de / un paquet de ...</i> <i>Vous avez... ?/Avez-vous... ?/Est-ce que vous avez... ?(Have you got... ?)</i></p>	<p>I can ask tourism related questions using 'Is there?/ 'Can I' / Where is' <input type="checkbox"/></p> <p>I know how to name quantities of food. <input type="checkbox"/></p> <p>I can write about my eating habits and give my opinion on food using 'the' and 'some' when appropriate. <input type="checkbox"/></p> <p>I can name at least 5 fruit, 5 vegetables and 5 other types of food <input type="checkbox"/></p>	<p>4 - 5</p> <p>»</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> <div data-bbox="622 1136 824 1295" style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block; margin-left: 20px;"> <p>TG=</p> </div>	<p><u>WWW:</u> _____</p> <p><u>NS:</u> _____</p>	

Year 9 Cycle 2

<p>Content</p> <ul style="list-style-type: none"> • Countries and languages • Holiday routine (<i>present tense</i>) <ul style="list-style-type: none"> - Where/ How? / Who with / How long? - Activities • Last holiday (<i>past tense</i>) <hr/> <p><u>The Culture Corner (+SMSC)</u> <u>In lessons:</u> French Idioms related to food Victor Hugo quotes</p> <p><u>Independent Learning:</u> Test your knowledge of the past tense on BBC Bitesize-French KS3-grammar section-Perfect Tense: Video + quiz. Borrow the comic version of 'Les Misérables' or 'Notre dame de Paris' by Victor Hugo from the library.</p> <p><u>Key words and structures</u></p> <p><i>en + fem. country au + masc. country aux+ pl.country à + city</i></p> <p><i>Où (where) / Avec qui (Who with) /Comment (How) combien de temps (How long) /Quand (When)/Pourquoi (Why)</i></p> <p><u>Past tense</u> <i>J'ai voyagé /J'ai joué / j'ai bu / j'ai fait /Je suis allé/Je suis resté (I travelled / I played / I drank / I did / I went / I stayed)</i></p> <hr/> <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>Skills</p> <p>I know the pronoun 'y' and can use it with 'go' as in 'to go there' (Challenge Worksheet). <input type="checkbox"/></p> <p>I can narrate holiday events in both tenses and use different pronouns. <input type="checkbox"/></p> <p>I know a variety of connectives and time phrases I can use when writing on the topic of holidays. <input type="checkbox"/></p> <p>I can understand the key points and some details in longer spoken or written passages (including authentic material). <input type="checkbox"/></p> <p>I can use the possessive adjective 'our' correctly (BUYK Worksheet). <input type="checkbox"/></p> <p>I can take part in a short conversation about holidays. <input type="checkbox"/></p> <p>I know what preposition to use when talking about places (à / en / au / aux). <input type="checkbox"/></p> <p>I remember when to use 'some' and 'the' with food (FA2). <input type="checkbox"/></p> <p>I know which 2 European countries are masculine. <input type="checkbox"/></p> <p>I can produce simple sentences on holidays starting with 'I' in the present and past tense <input type="checkbox"/></p> <p>I know the meaning of 6 questions words. <input type="checkbox"/></p> <p>I can name the 5 main means of transport and know what preposition to use in front of them. <input type="checkbox"/></p> <p>I can name at least 5 European countries and 5 European languages. I know how to spell them correctly. <input type="checkbox"/></p> <hr/> <p><u>WWW:</u> _____</p> <p><u>NS:</u> _____</p>	
		7-9
		6
		» 4 - 5

Year 9 Cycle 3

<p>Content</p> <ul style="list-style-type: none"> • Description of photographs (on the topics of food and holidays) • Past and Present tense Recap • Revision of vocabulary learnt in cycle 1 & 2 for mini GCSE exam <hr/> <p><u>The Culture Corner (+SMSC)</u> <u>In lessons:</u> Song by a Belgian artist- Stromae</p> <p><u>Independent Learning:</u> Watch the video for the song called 'Carmen' by Stromae (about the negative effects of social media). Log onto Seneca Learning (French KS3) and revise the present and the past tense online. Complete the Food section to refresh your memory on cycle 1 vocabulary.</p> <hr/> <p><u>Key words and structures</u> <i>Sur la photo, il y a (in the photo there is)</i> <i>Il sont (they are) / Ils ont l'air (they look...)</i> <i>Ils sont en train de (They're in the middle of)</i></p> <p><i>Cycle 1-2 keywords : food, countries and languages</i> <i>Present and past tense of key verbs from cycle 1& 2</i></p>	<p>Skills</p> <p>I can narrate events and justify my opinion on topics studied in cycle 1&2. <input type="checkbox"/></p> <p>I know how to express my opinion and someone else's opinion in the present and past tense. <input type="checkbox"/></p> <p>I can use the negative form in the past tense. <input type="checkbox"/></p> <p>I can use the present, past and immediate future with different pronouns in a familiar context. <input type="checkbox"/></p> <p>I can identify events in the past, present and immediate future in longer spoken or written passages (including authentic material). <input type="checkbox"/></p> <p>I can use correct time phrases for the 3 time frames. <input type="checkbox"/></p> <p>I know a bank of structures that allow me to answer simple questions on familiar topics. <input type="checkbox"/></p> <p>I can use 'parler'/'habiter'/'manger'/'boire' / 'aimer'/' détester' in the present tense and immediate future with 'I', 'He' and 'She'. <input type="checkbox"/></p> <p>I know the key structures needed to be able to write 4 sentences to describe a photograph. <input type="checkbox"/></p> <p>I remember the rule on 'some & the' when using food items in French. <input type="checkbox"/></p> <p>I can produce simple sentences in 2 different tenses with appropriate time phrases. <input type="checkbox"/></p> <p>I can translate short sentences in the present and past tense. <input type="checkbox"/></p> <p>I can ask simple questions on topics studied in cycle 1,2 and 3. <input type="checkbox"/></p>	
		7-9
		6
		» 4 - 5
<p><u>FA1</u> SAE AE E BE SBE</p> <p><u>FA2</u> SAE AE E BE SBE</p> <p><u>Mini GCSE Grade</u></p>	<div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin: 0 auto; text-align: center; line-height: 60px; font-weight: bold; font-size: 1.5em;">TG=</div>	<p><u>WWW:</u> _____</p> <p><u>NS:</u> _____</p>

Year 9 Cycle 4

<p>Content</p> <ul style="list-style-type: none"> • Pocket Money and the Negative Form • Future plans (Modal verbs): College / Uni / jobs / family plans / travelling/ charity work <hr/> <p><u>The Culture Corner (+SMSC)</u> <u>In lessons:</u> Video of French teenagers talking about pocket money. 'Non au Racisme' U.N. Campaign</p> <p><u>Independent Learning:</u> Log onto Seneca Learning and complete the pocket money section. To extend your knowledge of the negative form: http://youlearnfrench.blogspot.com lesson 46</p> <hr/> <p><u>Key words and structures</u></p> <p><i>Je reçois (I receive) J'économise (I save up) par semaine (per week) / par mois (per month) ne plus (not anymore) ne ... rien (not anything) ne ... jamais (never)</i></p> <p><i>Je peux / Je veux / Je dois / Je vais (I can) (I want) (I must) (I'm going to)</i></p> <hr/> <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 style="text-align: center;">_____ SAE AE E BE SBE</p>	<p>Skills</p> <p>I can use modal verbs with different pronouns. <input type="checkbox"/></p> <p>I can use 'by + ING' (present participle) with simple verbs(Challenge Worksheet). <input type="checkbox"/></p> <p>I can produce a paragraph on my future plans using the structures and vocabulary learnt so far in Year 9. <input type="checkbox"/></p> <p>I can use the 4 negative forms confidently and in different contexts. <input type="checkbox"/></p> <p>I know when to use 'de/d" (any) with the negative form. <input type="checkbox"/></p> <p>I can spontaneously answer simple questions about my future plans using modal verbs. <input type="checkbox"/></p> <p>I remember the prepositions(cycle 2) that should be used in front of cities and countries (FA2). <input type="checkbox"/></p> <p>I can produce simple sentences about pocket money including negative ones. <input type="checkbox"/></p> <p>I know the vocabulary related to Pocket Money and Future Plans and can answer more precise questions on longer paragraphs dealing with these 2 topics. <input type="checkbox"/></p> <p>I can produce simple sentences about my future plans using 'I'm going to'. <input type="checkbox"/></p> <p>I can use 3 modal verbs with 'I'. <input type="checkbox"/></p> <hr/> <p><u>WWW:</u> _____</p> <p><u>NS:</u> _____</p>		<p>7-9</p> <hr/> <p>6</p> <hr/> <p>4 - 5</p> <hr/> <p>»</p>
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Year 9 Cycle 5

<p>Content</p> <ul style="list-style-type: none"> • In the Future Future tense with regular and 4 irregular verbs • Healthy living Eating habits + lifestyle • Revision for end of year exam <hr/> <p><u>The Culture Corner (+SMSC)</u> <u>In lessons:</u> 'Tu verras' Song by Nougaro. Video of French teenagers talking about their future plans.</p> <p><u>Independent Learning:</u> Time to start revising for your end of year exam. Use all your end of cycle revision sheets and the tense helpsheets at the back of your book.</p> <hr/> <p><u>Key words and structures</u></p> <p><u>Regular verbs in the future tense</u> <i>Je jouerai (I will play) / Je mangerai (I will eat) / J'achèterai (I will buy)</i></p> <p><u>Irregular verbs in the future tense</u> <i>J'irai (I will go) Je ferai (I will do)</i> <i>Je serai (I will be) J'aurai (I will have)</i></p> <p><i>assez de (enough) / trop de (too much) / beaucoup de (a lot of)</i></p>	<p>Skills</p> <p>I can use the 4 negative forms in the future tense. <input type="checkbox"/></p> <p>I can narrate events in the future tense using a variety of pronouns. <input type="checkbox"/></p> <p>I can narrate events in the past tense and use irregular verbs (went/stayed/arrived...) <input type="checkbox"/></p> <p>I can use 'to have', 'to be', 'to go' and 'to do' in the future tense. <input type="checkbox"/></p> <p>I can use a variety of adverbs (<i>a lot of / too much / enough...</i>) to describe my lifestyle. <input type="checkbox"/></p> <p>I can produce sentences on healthy living using must and should.</p> <p>I can use 'more' and 'less' correctly.</p> <p>I can use the future tense with regular verbs and 'I'. <input type="checkbox"/></p> <p>I can use the past tense with 'I'. <input type="checkbox"/></p> <p>I understand the main points in a text or passage on healthy living. <input type="checkbox"/></p> <p>I remember the 3 modal verbs learnt in cycle 4 (FA2). <input type="checkbox"/></p>		<p style="font-size: 24px; font-weight: bold;">7 - 9</p>		
<p><u>FA1</u> SAE AE E BE SBE</p> <p><u>FA2</u> SAE AE E BE SBE</p> <p><u>FA3</u> SAE AE E BE SBE</p> <div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin: 10px auto; text-align: center; line-height: 60px; font-weight: bold; font-size: 24px;">TG=</div>	<p><u>Are you ready for your end of year assessment?</u></p> <p><u>WWW:</u> _____</p> <p><u>NS:</u> _____</p>			<p style="font-size: 24px; font-weight: bold;">6</p>	<p style="font-size: 24px; font-weight: bold;">» 4 - 5</p>

Year 9 Cycle 6

<p>Content</p> <ul style="list-style-type: none"> • Revision for end of year exam • Body parts • Aches • Not feeling well (to have and to be + feelings/states) <hr/> <p><u>The Culture Corner (+SMSC)</u></p> <p><u>In lessons:</u> French idioms to do with body parts. 'Arrache moi' song by Louise Attaque.</p> <p><u>Independent Learning:</u> Keep up with your French over the summer Holidays by using one of the free language apps . (Duolingo/Memrise/Drops)</p> <hr/> <p><u>Key words and structures</u></p> <p><i>J'ai mal au / à la / à l' / aux + body part</i> <i>Il/Elle a mal</i></p> <p><i>avoir chaud (to be hot) avoir froid (to be cold)</i> <i>avoir faim (to be hungry) avoir soif (to be thirsty)</i> <i>être fatigué (to be tired)</i></p>	<p>Skills</p> <p>I can produce a paragraph in any of the 3 tenses studied this year using different pronouns and complex structures such as negatives , a variety of connectives and adverbs. <input type="checkbox"/></p> <p>I can use the structures learnt in cycle 6 in a different tense and in the negative form. <input type="checkbox"/></p> <p>I can produce a short paragraph using 2 different tenses and modal verbs with at least 2 different subject pronouns (I/ he/ she). <input type="checkbox"/></p> <p>I can use the structures learnt in Cycle 6 with different pronouns. <input type="checkbox"/></p> <p>I know when to use 'to be' or 'to have' when talking about mind states or feelings <input type="checkbox"/></p> <p>I can translate simple sentences on familiar topics using at least 2 different tenses. <input type="checkbox"/></p> <p>I know how to develop sentences by adding extra detail(who with/where/when...). <input type="checkbox"/></p> <p>I can use 'J'ai mal' + a variety of body parts and I know when to use 'au/à la/aux'. <input type="checkbox"/></p> <p>I can name at least 10 body parts and I know their gender. <input type="checkbox"/></p> <p>I can use the present, past and future tense with key verbs with 'I'. <input type="checkbox"/> (For ex : <i>I eat / I ate / I will eat</i>)</p>		<p style="font-size: 24px; font-weight: bold;">7-9</p> <hr/> <p style="font-size: 24px; font-weight: bold;">6</p> <hr/> <p style="font-size: 24px; font-weight: bold;">4 - 5</p> <hr/> <p style="font-size: 24px; font-weight: bold;">»</p>
<p><u>FA</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; font-weight: bold; font-size: 18px;"> TG= </div>	<p><u>What went well this year? Next step for next year?</u></p>	

End of Year Assessment

Grade : _____ SAE AE E BE SBE

WWW: _____

NS: _____
