| | Year 10 Curriculum Overview [2019-2020] – Planning for Progression Subject – FRENCH | | | | | |
|-------------|---|--|---|--|--|--|
| Schedule | Term | Knowledge & Understanding | Literacy Skills Building vocabulary Developing oral skills Developing reading skills Developing writing skills | Key Skills Subject Skills Numeracy Skills 21 st Century Skills Employability Skills | Assessment Formative Interim Summative | |
| Autumn Term | Half Term 1 | Transfering devoir/pouvoir/il faut/vouloir to school rules context Problems at School | Listening and responding Listening to and understanding native speakers talking about their school life. Speaking Describing life at school. Responding to a photo task Reading and responding Understanding opinions on school life and identifying higher level language Translating from the TL into English. Writing Describing school life in detail using a range of vocabulary and grammatical features. Responding to a photo task Translating from English into the TL. Vocabulary & Grammar Revision of school subjects and facilities vocabulary quantity words beaucoup/trop/assez/pas assez + de (including with plurals) Modal verbs and the use of infinatives | NUMERACY Numbers Time Quantities EMPLOYABILITY Risk taking Initiative Decision-making Independence 21st CENTURY Collaboration Communication Critical thinking Creativity LINK TO FUTURE STUDY Current and future study and employment | Listening & Reading – Formative. | |

| | Travel & Tourism | Listening and responding | NUMERACY | Writing – Formal Linear Assessment. |
|-------------|--|--|--------------------------------|-------------------------------------|
| | | Listening to and | Numbers | |
| | Holiday preferences | understanding native | Time | |
| | | speakers talking about their | Cost | |
| | Holiday problems | holidays. | | |
| | | Speaking | EMBLOVABILITY | |
| | Developing greater complexity in spoken and | Describing Holidays. | EMPLOYABILITY | |
| | written accounts of past events or experiences | Responding to a photo task | Risk taking | |
| | | Reading and responding | Initiative | |
| | | Understanding opinions on | Research | |
| | | holidays and identifying higher level language | Decision-making | |
| | | Translating from the TL into | | |
| | | English. | 21st CENTURY | |
| | | Writing | Collaboration | |
| | | Describing holidays in detail | Communication | |
| | | using a range of vocabulary | Creativity | |
| | | and grammatical features. | , | |
| | | Responding to a photo task | LINK TO FUTURE STUDY | |
| | | Translating from English into | Local, national, international | |
| Half Term 2 | | the TL. | | |
| | | | and global areas of interest | |
| | | Vocabulary & Grammar | | |
| | | consolidation of perfect tense | | |
| | | extension of imperfect tense | | |
| | | , | | |
| | | sequencing words, | | |
| | | expressions and phrases | | |
| | | | | |
| | | avant de/après avoir | | |
| | | etc/pendant que/depuis/venir de | | |
| | | de | | |
| | | weather expressions with | | |
| | | faire | | |
| | | | | |
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| Spring Term | | Education post-16 | Listening and responding | NUMERACY | |
|-------------|-------------|---------------------------------------|---------------------------------------|--------------------------|----------------------------------|
| opg | | p | Listening to and | Numbers | Speaking Assessment – Formative. |
| | | Jobs, employment and future ambitions | understanding native | Salaries | |
| | | | speakers talking about future | | |
| | | Work experience and gap years | career aspirations. | EMPLOYABILITY | |
| | | | Speaking | Research | |
| | | | Describing work experience. | Leadership | |
| | | | Responding to a photo task | Independence | |
| | | | Reading and responding | | |
| | | | Understanding opinions on | 21st CENTURY | |
| | | | further education and/or | Collaboration | |
| | | | careers and identifying higher | Communication | |
| | | | level language | Creativity | |
| | | | Translating from the TL into | | |
| | | | English. | LINK TO FUTURE STUDY | |
| | | | Writing | Current and future study | |
| | | | Describing future plans in | and employment | |
| | | | detail using a range of | | |
| | | | vocabulary and grammatical | | |
| | | | features. | | |
| | | | Responding to a photo task | | |
| | Half Term 3 | | Translating from English into | | |
| | | | the TL. | | |
| | | | \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ | | |
| | | | Vocabulary & Grammar | | |
| | | | Revision of jobs and careers | | |
| | | | vocabulary | | |
| | | | ce qui/ce que c'est | | |
| | | | sentence pattern | | |
| | | | Jentence pattern | | |
| | | | future tense introduced for eg | | |
| | | | future study plans | | |
| | | | , . | | |
| | | | building on si clauses with | | |
| | | | present and future | | |
| | | | more complex two verb | | |
| | | | structures (avoir l'intention | | |
| | | | de/avoir envie de/avoir le | | |
| | | | droit de) | | |
| | | | | | |
| | | | | | |

| 1 | | Carialianua | Listanina and users states | NUMERACY | |
|---|---------------|---|--|--------------------------------|---------------------------------|
| | | Social issues | Listening and responding Listening to and | NUMERACY | Writing Assassment Formative |
| | | Healthy/unhealthy living and their | understanding native | Numbers | Writing Assessment – Formative. |
| | | consequences | speakers talking about their | Quantities | |
| | | | lifestyle choices. | | |
| | | Sports and keeping fit | Speaking | EMPLOYABILITY | |
| | | | Describing personal health | Decision-making | |
| | | | and fitness. | Independence | |
| | | Drugs, alcohol and smoking and their effects on | Responding to a photo task | | |
| | | health | Reading and responding | 21st CENTURY | |
| | | | Understanding opinions on | Communication | |
| | | | healthy living and identifying | Creativity | |
| | | | higher level language | Creativity | |
| | | | Translating from the TL into | | |
| | | | English. | LINK TO FUTURE STUDY | |
| | | | Writing | Local, national, international | |
| | | | Describing opinions on | and global areas of interest | |
| | | | healthy living in detail using a | | |
| | | | range of vocabulary and | | |
| | | | grammatical features. Responding to a photo task | | |
| | Half Term 4 | | Translating from English into | | |
| | naii ieiiii 4 | | the TL. | | |
| | | | the IL. | | |
| | | | Vocabulary & Grammar | | |
| | | | Revision of sports and food | | |
| | | | and drink vocabulary | | |
| | | | , | | |
| | | | partitive articles with food | | |
| | | | items | | |
| | | | | | |
| | | | recap on devoir/il faut and | | |
| | | | introduce conditional forms – | | |
| | | | affirmative and negative | | |
| | | | | | |
| | | | il vaut mieux/il vaudrait mieux | | |
| | | | negative ne jamais | | |
| | | | negative nejamais full explanation of imperfect | | |
| | | | tense to allow statements and | | |
| | | | opinions about previous | | |
| | | | health habits | | |
| | | | nealth habits | l | |

| Summer Term | | Marriage/partnership | Listening and responding | NUMERACY | |
|-------------|-------------|--|--|----------------------|----------------------------------|
| | | | Listening to and | Numbers | Year 10 Examination – Listening, |
| | | Expressing opinions on marriage and | understanding native | | Speaking, Reading & Writing. |
| | | partnership, | speakers talking about their | EMPLOYABILITY | |
| | | partnership, | relationships and opinions on | Decision-making | |
| | | | marriage. | Independence | |
| | | Describing ideal partner and future plans. | Speaking | | |
| | | | Describing ideal partners and | 21st CENTURY | |
| | | | expressing opinions on | Collaboration | |
| | | | marriage. | Communication | |
| | | | Responding to a photo task | Critical thinking | |
| | | | Reading and responding | Creativity | |
| | | | Understanding opinions on | | |
| | | | marriage and partnership and | LINK TO FUTURE STUDY | |
| | | | identifying higher level | Identity and culture | |
| | | | language Translating from the TL into | | |
| | | | English. | | |
| | | | Writing | | |
| | | | Describing future plans in | | |
| | | | detail using a range of | | |
| | | | vocabulary and grammatical | | |
| | | | features. | | |
| | Half Term 5 | | Responding to a photo task | | |
| | | | Translating from English into | | |
| | | | the TL. | | |
| | | | | | |
| | | | Vacabulary & Grammar | | |
| | | | Vocabulary & Grammar Revision of family vocabulary | | |
| | | | and personal and character | | |
| | | | descriptive adjectives. | | |
| | | | accompanse adjectives. | | |
| | | | revisiting adjectives to | | |
| | | | describe and use of qui, que, | | |
| | | | dont to describe ideal partner | | |
| | | | and enhance descriptions | | |
| | | | en + present participle | | |
| | | | revision of future tense to | | |
| | | | outline future plans | | |
| | | | and the same of the same | | |
| | | | direct and indirect object | | |
| | | | pronouns | | |

| | - | Technology in everyday life | Listening and responding | NUMERACY | Year 10 Examination – Listening, |
|------|----------|-------------------------------|---|----------------------|----------------------------------|
| | | | Listening to and | Numbers | Speaking, Reading & Writing. |
| | - | The use of Social media | understanding native | Time | |
| | | | speakers talking about their | Cost | |
| | | Opinions on mobile technology | use of social media apps. | Quantities | |
| | | opinions on mobile technology | Speaking | Quantities | |
| | | | Describing use of technology | EAADLOVA BULEV | |
| | | | and expressing opinions on | EMPLOYABILITY | |
| | | | social media. Responding to a photo task | Risk taking | |
| | | | Reading and responding | Initiative | |
| | | | Understanding opinions on | Research | |
| | | | technology and social media | Leadership | |
| | | | and identifying higher level | Decision-making | |
| | | | language | Independence | |
| | | | Translating from the TL into | | |
| | | | English. | 21st CENTURY | |
| | | | Writing | Collaboration | |
| | | | Describing use of technology | Communication | |
| | | | in detail using a range of | Critical thinking | |
| | | | vocabulary and grammatical | | |
| | | | features. | Creativity | |
| Half | f Term 6 | | Responding to a photo task | | |
| | | | Translating from English into | LINK TO FUTURE STUDY | |
| | | | the TL. | Identity & Culture. | |
| | | | | | |
| | | | Vocabulary & Grammar | | |
| | | | | | |
| | | | Revision of media and | | |
| | | | technology vocabulary. | | |
| | | | revision of past tenses to | | |
| | | | recount how social media | | |
| | | | have been used; or life before | | |
| | | | technology | | |
| | | | | | |
| | | | grâce à/sans/avec | | |
| | | | enhanced statements of | | |
| | | | possibility including permettre | | |
| | | | de | | |
| | | | | | |
| | | | il est possible que + | | |
| | | | subjunctive | | |