



		<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 8 French</b>	<b>Topic</b> Big question / Overview	<p><b>Focus: Describing holidays</b></p> <ul style="list-style-type: none"> <li>• Types of holidays</li> <li>• Holiday activities</li> <li>• Holiday destinations</li> <li>• Describing a past holiday</li> <li>• Transport</li> <li>• Problems on holiday</li> </ul>	<p><b>Focus 1: Describing festivals, celebrations &amp; trips</b></p> <ul style="list-style-type: none"> <li>• French festivals</li> <li>• Reviewing larger numbers</li> <li>• Dates</li> <li>• Festival activities</li> <li>• Using the present tense</li> <li>• Food &amp; drink items</li> <li>• Quantities</li> <li>• Buying food &amp; drink</li> <li>• Future trips</li> </ul> <p><b>Focus 2: Describing the area where you live</b></p> <ul style="list-style-type: none"> <li>• Reviewing the weather</li> <li>• Justifying what you think of your local area</li> </ul>	<p><b>Focus 1: Describing your daily activities</b></p> <ul style="list-style-type: none"> <li>• What you can do where you live</li> <li>• What you have to do to help out at home</li> <li>• Daily routine</li> <li>• Expressing the time at which you do things</li> <li>• Referring to the past, present and future (recognising &amp; using 3 tenses)</li> </ul> <p><b>Focus 2: Directing people to places</b></p> <ul style="list-style-type: none"> <li>• Understanding directions</li> <li>• Giving directions using commands</li> <li>• Using formal and informal language</li> <li>• “Treasure hunt”</li> </ul>
	Disciplinary knowledge/skills	<p><b>Skills knowledge:</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Verbs ‘to have’ (avoir) &amp; ‘to be’ (être)</li> <li>• <b>The ‘perfect’ tense (past tense):</b> <ul style="list-style-type: none"> <li>- With regular -ER verbs + ‘avoir’</li> <li>- With irregular verbs + ‘avoir’</li> <li>- With verbs + être</li> </ul> </li> <li>• Negative structure “ne...pas” to say ‘not’</li> <li>• Recognising the difference between the present and perfect tenses</li> </ul> <p><b>Skills areas:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading (including translation into English)</li> <li>• Writing (including translation into French)</li> </ul>	<p><b>Skills knowledge:</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Opinions &amp; reasons</li> <li>• Conjunctions</li> <li>• <b>Present tense</b></li> <li>• Conjugation of -ER, -IR &amp; -RE verbs in the present tense</li> <li>• Transactional language</li> <li>• Asking questions</li> <li>• <b>The ‘near future’ tense</b></li> <li>• Verb ‘to go’ (‘aller’)</li> <li>• Infinitives</li> <li>• Intensifiers &amp; qualifiers (e.g. very, quite...)</li> </ul> <p><b>Skills areas:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading (including translation into English)</li> <li>• Writing (including translation into French)</li> </ul>	<p><b>Skills knowledge:</b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Using ‘il (n’) y a (pas)’ (there is/isn’t) with quantifiers (e.g. a lot, a few...)</li> <li>• Modal verbs: <ul style="list-style-type: none"> <li>- ‘pouvoir’ (can/to be able to)</li> <li>- ‘devoir’ (must/to have to)</li> </ul> </li> <li>• Infinitives</li> <li>• Reflexive verbs (e.g. je <b>me</b> reveille, je <b>me</b> lave)</li> <li>• <b>Using the present, past &amp; future tenses</b></li> <li>• The imperative (= giving commands)</li> <li>• Informal and formal register: using ‘tu’ &amp; ‘vous’</li> <li>• Preposition “à”</li> </ul> <p><b>Skills areas:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading (including translation into English)</li> <li>• Writing (including translation into French)</li> </ul>