

Subject: MFL **Year** 7 **Ability** All

Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4
Topic				
Topic overview	Pronunciation and gender Giving opinions and reasons	Free time Giving detailed opinions and reasons on free time/hobbies.	Town & neighbourhood	Relationships and social life
Students will learn...				
Components	Students can understand and independently produce language to give opinions and justify with reasons. Students can recognise the meaning of key cognates Students can use their knowledge of the sound spelling link to understand words and sound them out correctly. Students can use their knowledge of the sound spelling link to transcribe simple sentences with opinions and reasons.	Students can independently produce (in writing and orally) language to give detailed opinions and detailed justifications on a variety of sports/hobbies. Students can use and understand adverbs of frequency and intensity. Students recognise and can accurately use preceding direct object 'it' according to gender. Students can apply knowledge of phonics to pronounce language with more accuracy. Students can compare and contrast activities. Students can use and understand negative phrases. Students can ask and respond to simple questions with verb inversion.	Students can understand and independently produce language to understand and use more complex sentences with detailed opinions about their town/facilities in town. Students use and understand subordinate clauses with infinitive phrases.	Students can understand and independently produce language to describe themselves and other people (physical appearance and personality). Students are able to speak in French from memory. Students can understand and produce 'avoir' and 'être' in the first, second and third person. Students can understand a variety of complex structures (e.g. superlative, conditional etc.). Students are exposed to the perfect tense.
What Students should already know (Prior learning components)	Key cognates of nouns Some will be aware of the use of gender in French	Simple opinions. Simple reasons Basic phonics. Gender with articles (def. /indef).	Detailed opinions. Detailed reasons. Variety of connectives. Hobbies, interests. Preceding objects Adverbs of intensity. Basic adjectival agreement.	Detailed opinions and reasons (basic and complex). A variety of connectives and adverbs. How to use 'être' in the first and third person. A variety of question structures. Reflexive structures. Negative structures. Comparative structures. Basic adjectival agreement.

<p>Key lexicogrammar pupil will know and learn</p>	<p>Know and understand key cognate nouns Opinion verbs in the first person including negative Simple connectives How to use 'c'est' + adjectives Know how to understand and phrase preference questions with verb subject pronoun conversion.</p>	<p>Know and understand vocabulary for sports and hobbies. Know and understand how to use adverbs of frequency. Know and understand how to form a negative opinion. Know and understand verbs 'faire', 'jouer' in the infinitive with preposition including the negative Know how to form the partitive with jouer 'à' and 'faire 'de' Know how to invert verb to form an opinion question. Numbers up to 20</p>	<p>Know and understand 'Il y a'/'il n'y a pas' Subordinate clauses 'où je peux' and 'pour' plus infinitive structures Third person singular with opinion verbs Possessive adjectives (mon, ma) ER verbs – first and third person Identify main towns in France Basic Directions aller à + partitive question 'est-ce qu'il y a...'</p>	<p>Know and understand how to use 'avoir' and 'être' in the first, second and third person to describe appearance and personality. Know and understand how to describe who is in your family. Know and understand how to use a variety of adjectives in the masculine, feminine and plural form (including BAGS adjectives). Know and understand the role of adjectival agreement and word order. Understand and recognise a variety of complex structures in the conditional tense, perfect tense and the superlative. Know and understand how to use reflexive structures to describe social relationships. Know and understand how to apply comparative structures to personaliy/physical descriptions.</p>
<p>Transferrable knowledge (skills)</p>	<p>The ability to apply their knowledge of phonics to pronounce new words. The ability to use and understand opinions and reasons. The ability to recognise and use the gender of nouns. The ability to recognise and use phonics coding to sound out new words/phrases. A knowledge of how to link sentence parts together using key connectives. The ability to recognise (PDOs) preceding direct objects.</p>	<p>The ability to apply their knowledge of phonics to pronounce new words with accuracy/more confidence. The ability to use opinion plus infinitive verbs. The ability to use and understand adverbs of frequency and intensity. The ability to compare and contrast two ideas. The ability to use opinions in the negative. The ability to use accurately verbs with prepositions. The ability to form simple questions with verb inversion.</p>	<p>Complex sentences Il y a Subordinate clauses with 'où' and 'pour' Third person form of ER verbs Aller + partitive Forming question with 'est-ce qu'il y a ...' Directions</p>	<p>Using 'être' and 'avoir' in the first, second and third person. Months of the year and numbers 1-30. Complex structures (conditional tense, perfect tense and the superative). Reflexive structures. BAGS adjectives. Adjectival agreements. Comparative structures.</p>
<p>Assessment activities</p>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p>	<p><u>Formative assessment:</u> Mini WB translations Correction coding Peer assessments Probing questions</p>

	<p><u>Summative assessment:</u> translation writing listening</p>	<p><u>Summative assessment:</u> listening reading speaking translation</p>	<p><u>Summative assessment:</u> Role play Translation</p>	<p><u>Summative assessment:</u></p>
Resources available	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p> <p>PowerPoints Sentence builders Worksheets FC homework Dictations Dictation support sheets</p>	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p> <p>PowerPoints Sentence builders Worksheets FC homework Dictations Dictation support sheets</p>	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p> <p>PowerPoints Sentence builders Worksheets FC homework Dictations Dictation support sheets</p>	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p> <p>PowerPoints Sentence builders Worksheets FC Homework Dictations Dictation support sheets</p>
Notes Why this topic is important...	<p>Most year 7 students arrive with little or no knowledge of French, nor French phonics given that most primary teachers are not MFL specialists. It is important that students learn the difference between pronunciation of French: English words and understand the risk of mispronouncing easily recognisable words. Word order in French is very different and a fundamental grammatical skill that is needed in order to build up more complex sentences.</p>	<p>This section enables students to build heavily on the previous module to consolidate use of opinions with justification and continues to extend knowledge of vocabulary and continued focus on nasal sounds, silent letter and liaison.</p>	<p>This enables students to extend their responses with subordinate clauses and develops their understanding of verbs with prepositions. The topic enables students to refer to other people's opinions. The topic enables students to link places in town and a variety of activities that can be done there. Students learn about the use of possessive adjectives and their formation according to the noun.</p>	<p>This topic enables students to use 'avoir' and 'être' to describe themselves and other people both in physical appearance and personality. This topic introduces students to a variety of complex structures (conditional tense, perfect tense and the superative). This topic enables students to develop confidence in speaking from memory. This topic enables students to accurately use a variety of different adjectives.</p>
Cultural capital	<p>Awareness of the concept of grammatical 'gender'. Awareness of the different sounds / phonemes in comparison to English.</p>	<p>Introduction of different sports (la pétanque / la pelota) French songs on numbers 1-20 Calculations in a different language Celebrities fact finding</p>	<p>Pictures of authentic places in the target language country Map skills (directions, coordinates) Cultural tips (chateau de Chambord) Location of key French cities.</p>	
Links to NC	<p>Links to NC: Speak: Develop accurate pronunciation & sound spelling link:</p>	<p>Links to NC: Speak: Continue to develop accurate pronunciation & sound spelling link. Focus on</p>	<p>Links to NC: Speak: Continue to develop accurate pronunciation & sound spelling link. Focus on common</p>	<p>Links to NC: Speak: Develop confidence in speaking from memory.</p>

<p>Listen: identify opinions/reasons, recognise key sounds.</p> <p>Transcribe: simple sentences with opinions/reasons.</p> <p>Speak/write: Express basic opinions and reasons with HF cognates with accurate pronunciation.</p> <p>Read/ translate sentences relating to opinions and reasons.</p> <p>Vocabulary: learn simple cognates</p> <p>Grammar: masculine/feminine/plural nouns/articles</p>	<p>nasal sounds and silent letters. Use verb inversions to ask Qs. and respond.</p> <p>Listen: identify opinions/reasons, recognise key sounds from extended sentences.</p> <p>Transcribe: simple more detailed sentences with opinions/reasons inc some complexity.</p> <p>Speak/write: Express longer responses with opinions and reasons with HF cognates with accurate pronunciation. Use wider range of opinions, inc. adverbs, adjectives, PDOs for complexity.</p> <p>Read/ translate longer, more detailed sentences relating to opinions and reasons on free time.</p> <p>Vocabulary: learn nouns/verbs relating to sports and hobbies. Numbers 1-20.</p> <p>Grammar: masculine/feminine/plural nouns/articles inc. article plus nous with vowels. Comparatives. Negatives. Verbs plus partitive (<i>jouer, faire</i>)</p> <p>Cultural capital: <i>boules</i>, Christmas, epiphany. <i>Galette</i></p>	<p>word endings and syllables. Liaison between silent letter endings plus vowel. Know how to pronounce unfamiliar words.</p> <p>Listen: identify opinions/reasons/places and activities. Recognise key questions.</p> <p>Transcribe: simple more detailed sentences with opinions/reasons/places and activities.</p> <p>Speak/write: Express opinions about where one can go in town and activities that are linked. Respond to question words.</p> <p>Read/ translate longer, more detailed sentences relating to places in town/activities.</p> <p>Vocabulary: learn nouns/verbs relating to places in town, activities. Direction phrases. Question words (où,), il y a</p> <p>Grammar: opinion verb + infinitive phrases. Subordinate clauses to link ideas. Possessive adjectives. Comparatives. Negatives. Modal verb (<i>pouvoir</i>), connective pour + infinitive.</p> <p>Cultural capital: map of France, key towns in France. Other countries in Europe.</p>	<p>Listen: identify key details in descriptions.</p> <p>Transcribe: paragraphs with descriptive information about family/friends looks/personalities.</p> <p>Speak/write: Give physical/personality descriptions, favourite person, ideal look.</p> <p>Read/ translate read descriptive information re. family/friends/looks/personalities.</p> <p>Vocabulary: height, build, facial features, colours personality. Numbers to 30. Months.</p> <p>Grammar: Irregular verbs: <i>avoir</i> and <i>être</i>, 1,2,3 person. Comparative/superlative conditional tense, adjectival agreements, (implicit: perfect tense phrases). Adjectival agreements and word order (BAGS)</p> <p>Cultural capital: famous French footballers, pop artists.</p>
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