

Westbourne Academy Curriculum Planning Document Subject: French Year: 9 Beginners

Updated 18 Jan: Spring 1 – switch from Dynamo to Expo from Week 4 (in red) as more resources are available to students.

Timescale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	D1M1 – La rentrée	D1M1 – En classe	My family & I D1M3 – Mon temps libre Red page numbers – Expo 1 (update 18 Jan 23)	Town & Holidays From Expo 1, Modules 4 & 6	Festivals & fun D2 vert M2 – J’adore les fêtes D2 vert – À loisir	Routine & Lifestyle D2 vert M4 – Le monde est petit D2 vert – M5 Le sport en direct
Key knowledge (5-10 points) 1 lesson per week – approx. 6 lessons per half term	<ol style="list-style-type: none"> 1. Introductions (include ‘j’habite’, not in this module of book), days of week, months & numbers 1-31 (pp6-9) 2. Birthday, brothers & sisters (<i>singular persons of ‘avoir’</i>) (p20; pp10-11) 3. Classroom objects (<i>il y a + indef art</i>) (pp12-13) 4. Likes & dislikes (<i>singular persons of ‘aimer’ + def art</i>) (pp14-15) 5. Likes & dislikes cont. (<i>‘aimer’ + infinitive</i>) (pp18-19) 6. Simple descriptions (<i>singular persons of ‘être’, adj agreement & ne ... pas</i>) (pp16-17) 	<ol style="list-style-type: none"> 1. School subjects, opinions & basic connectives (pp36-37) 2. Time & timetable (p35) 3. Description of uniform with adjectival agreement (pp38-39) 4. The school day (<i>-er verbs</i>) (pp40-41) 5. Description of school (knowledge review!: <i>il y a ... , negatives, adjectives, -er verbs</i>) (pp44-45) 6. Christmas traditions (pp50-51) 	<ol style="list-style-type: none"> 1. Sports & games (<i>‘jouer’ à + def art & negatives</i>) (p60) 2. Leisure activities (<i>‘faire’ de + def art & negatives</i>) (p62-63) 3. Sports & leisure activities in detail (<i>combining ‘jouer’ & ‘faire’</i>) (pp64-65) 4. Description of pets & higher numbers (Expo pp30 – 31 you will need to add colours for pets; Higher Numbers – check on p144 Expo 1; explain & set for homework) 5. Description of wider family (<i>possessive adjectives</i>) (knowledge review!: <i>auxiliary verbs, adjectives & agreement</i>) (pp28-29) 6. French breakfast (pp88-89) – Welcome back activity after half term 	<ol style="list-style-type: none"> 1. Places in town & opinions (<i>‘il y a ... ’ & ‘on peut + infinitive</i>) (pp62-63 & on peut (p104); weather for homework (p58) 2. Where you are and where you are going (<i>present tense of ‘aller’</i>) (pp66-67) 3. Paris and / or other tourist sites: what can you see & do? (pp74-75) 4. Visiting Paris & saying what you are going to do (<i>‘aller’ + infinitive for near future tense</i>) (pp106-108) 5. Directions (pp64-65) 6. Saying what you did on holiday, introducing perfect tense of –er verbs (GCE to plan) 	<ol style="list-style-type: none"> 1. Learn details of the main French festivals (when and what they are & typical activities) (D2 vert, pp30-33) 2. Perfect tense with ‘être’ & common irregular verbs to describe a visit to a festival (not in book!) 3. Music festival (<i>present tense of –ir & re verbs</i>) (D2 vert, pp34-35) 4. Life online (knowledge review!: <i>range of present tense verbs & negatives</i>) 5. Review perfect tense verbs studied to date and add perfect tense of –ir & -re verbs (not in book!) 6. Write or present information about a recent shopping trip (D2 vert, pp62-63) 	<ol style="list-style-type: none"> 1. Helping at home (<i>‘devoir’</i>) (D2 vert, pp82-83) 2. Daily routine (<i>reflexive verbs</i>) (D2 vert, pp84-85) 3. Comparing benefits of sports (<i>comparative</i>) (D2 vert, pp104-105; possibly add superlative – not in book) 4. Staying healthy (<i>‘il faut’ + infinitive</i>) D2 vert, pp108-109) 5. Role plays (<i>parts of body / illness & giving advice with ‘il faut’ + infinitive</i>) D2 vert, pp110-111) 6. Role plays: (‘Je voudrais’ & other transactional language in café scenario) (pp114-115)

Key skills (optional)						
Assessment (methods to assess)	Informal assessment as 2 nd language					
Assessment (teacher feedback)						