



Curriculum Map

Subject: French

Year group: 8

	Module 1	Module 2	Module 3
<p>Content</p> <p><i>Declarative Knowledge: 'Know What'</i></p>	<p>Communicative Functions:</p> <ul style="list-style-type: none"> - Clothes: what I wear and when - Things I like/dislike: free time - Talking about the weather & free time <p>Core Target Constructions & Grammar:</p> <p>Quand + time phrase/weather + Je/il/elle porte + items of clothing</p> <p>Je fais, je joue, je vais + free time activities/places + time phrases of frequency</p> <p>Je joue/mon ami(e) joue au/à la/à l'/aux</p> <p>Mon ami(e) joue, mon ami(e) fait, mon ami(e) va</p> <p>J'aime + infinitive construction</p> <p>Verb pivots in Sentence Builder booklet – faire, jouer, aller</p> <p>Core Vocabulary: as per Sentence Builders.</p>	<p>Communicative Functions:</p> <ul style="list-style-type: none"> - Things I like/dislike: school subjects & teachers - Comparing people & pets - Talking about weekend Plans <p>Core Target Constructions & Grammar:</p> <p>/ j'étudie le/la/l'/ les + school subjects</p> <p>J'aime...+ subject/person + car/parce que</p> <p>Je suis / mon ami(e) est/ il est / elle est</p> <p>plus/moins...+ adjective que...</p> <p>Je vais/tu vas/il va/elle va/on va...+ infinitive to create the aller future</p> <p>Core Vocabulary: as per Sentence Builders.</p>	<p>Communicative Functions:</p> <ul style="list-style-type: none"> - Describing my house - Describing what I do at home - Talking about holiday plans <p>Core Target Constructions & Grammar:</p> <p>J'habite dans une/un (+ adjective) maison / appartement</p> <p>J'aime + infinitive</p> <p>Time phrase/Frequency phrase + activity + place in house</p> <p>Je vais + infinitive, nous allons + infinitive + destination/means of transport</p> <p>Opinion – Ce sera + adjective</p> <p>Core Vocabulary: as per Sentence Builders.</p>
<p>Skills</p> <p><i>Procedural Knowledge: 'Know How'</i></p>	<p>Developing all micro skills of listening, reading, speaking and writing to be able to decode and encode messages for effective communication.</p> <p>Developing autonomous recall and fluency skills through routinisation and fluency training. Developing learner autonomy: organising, learning and reviewing new language autonomously to enhance mastery of and fluency in the target language.</p>		
<p>Key Questions</p>	<p>Qu'est-ce que tu portes?</p> <p>Qu'est-ce que tu fais pendant ton temps libre?</p> <p>Qu'est-ce que tu fais quand...?</p> <p>Qu'est-ce que tu aimes / n'aime pas?</p>	<p>Quelles matières étudies-tu?</p> <p>Quelles matières est-ce que tu (n') aimes (pas)?</p> <p>Pourquoi?</p> <p>Tu aimes...+School subject? Pourquoi?</p> <p>Quels sont tes projets pour le weekend prochain? Où voudrais-tu aller?</p> <p>Quels sont les projets de ton frère / ta soeur?</p> <p>Comment est ton/ta meilleur(e) ami(e)?</p>	<p>Comment est ta maison?</p> <p>Qu'est-ce que tu fais + time phrase?</p> <p>Qu'est-ce que tu vas faire cet été?</p> <p>Comment vas-tu voyager?</p> <p>Ça va être comment?</p>
<p>Assessment</p> <p>(See SoL)</p>	<p>Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking</p>	<p>Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking</p>	<p>Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking</p>
<p>Literacy/ Numeracy/ SMSC/ Character</p>	<p>Developing an understanding of the phonological and graphological systems of the target language and their sound-symbol correspondence, as well as of the key structural, morphological and syntactic patterns. Understanding and dealing with cultural barriers to prevent breakdown in communication and develop intercultural competence. Developing new perspectives through comparisons with own culture to foster positive attitudes towards the target culture.</p>		