

## Year 7 MFL Sequence

YEAR 7					
	Content Taught	NC Ref	Essential knowledge	Assessment	Rationale
<b>TERM 1:</b> <b>Moi!</b>	Students will be taught a sequence of lessons in this unit focusing on the following topics:  <b>Introduce Yourself</b>  <b>Give &amp; Justify Opinions</b>  <b>Develop Ideas</b>	A1, A2, A4, B1, B2, B3  A1, A2, A3, A4, B1, B2, B3, B4, B5, B6, B8  B6, B7	The essential knowledge developed includes:  Greetings and asking key questions Phonics Numbers Age (avoir) Birthdays Schoolbag items (il y a/il n'y a pas de, j'ai/je n'ai pas de)  Likes and dislikes Extending with reasons  Opinion openers and intensifiers  <b>Literary text:</b> Jacques Prévert – l'hiver	<b>FORMATIVE:</b> <b>Fortnightly knowledge tests</b> -ensures regular opportunities for recall of essential knowledge  <b>FORMATIVE/CUMULATIVE:</b> <b>Speaking</b> – students will bring together learning to respond to written stimulus in the target language  <b>Translation</b> – students develop translation skills FRE-ENG and ENG-FRE showcasing the application of essential knowledge from the cumulative sequence of lessons  <b>SUMMATIVE/CUMULATIVE:</b> <b>Speaking</b> – students will respond to questions and develop ideas using a variety of essential structures & from this unit  <b>Translation</b> – students are assessed on the structured application of specific essential knowledge to show they remember essential knowledge clearly, understand it and can use it	Students join us having studied a variety of languages at KS2 and have been taught the KS2 National Curriculum.  We start Year 7 with the topic 'Moi!' This is a logical starting point for students to express essential information about themselves, which provides knowledge for future learning when students study 3 <sup>rd</sup> person application, and also start to develop opinions with reasons, whilst building student confidence and engagement.  Students develop the skills to engage in dialogue from the first lesson and this provides a foundation and confidence in speaking and listening.  This unit provides students with essential structures to provide a foundation for future learning and development of ideas.

			<p><b>Phonics Mapping:</b>  <b>e/eu/eux = 'uh'</b>  (le, jeux, deux, neuf, gomme, trousse, que, je, ce, ennuyeux)</p> <p><b>silent letters - 's' at the end of words:</b>  (ans, appelle, as, aimes, très, mais, avis, habites, pas, trois)</p> <p><b>An/en/on = 'on'</b>  (comment, mon, ton, bonjour, janvier, en plus, fantastique, crayon, danse, fantastique, français, pense, vraiment, trente)</p> <p><b>É/ai/ais/et = 'eh'</b>  (très, dirais, mais, n'ai, j'ai, et, déteste, français, génial, jamais, vraiment)</p> <p><b>oi = 'wah'</b>  (trois, au revoir, pourquoi)</p>	<p><b>Writing</b> – Students will develop their writing skills by responding to bullet points in the target language. This assesses application of essential knowledge from the unit, development of ideas and the focus is on content (what they communicate) and quality (how this is done)</p>	<p>The <i>Give and Justify Opinions</i> sequence of lessons enables students to build on their essential knowledge through expressing their opinions and using a wider range of justifications.</p> <p>The <i>Develop Ideas</i> sequence builds on giving and justifying opinions and provides students with the knowledge of further extending their reasoning using intensifiers and opinion opening phrases which is essential for all future topics.</p> <p>Literary text: <i>Jacques Prévert – l'hiver</i>. This links with Christmas and exposes students to an authentic text in the target language. It reviews use of negatives (ne...pas), focuses on key phonemes and encourages application of linguistic skills to ascertain vocabulary from context</p>
<p><b>TERM 2:</b></p> <p><b>C'est Perso</b></p>	<p>Students will be taught a sequence of lessons in this unit focusing on the following topics:</p> <p><b>Family members &amp; Friends</b></p> <p><b>Describing Self</b></p> <p><b>Describing Others</b></p>	<p>A1, A2, A3, A4, B1, B2, B3, B4, B5, B6, B8</p>	<p>The essential knowledge developed includes:</p> <p>Family members  Mon/ma/mes</p> <p>1<sup>st</sup> person detail (être &amp; avoir)  Physical Descriptions</p>	<p>FORMATIVE:  <b>Fortnightly knowledge tests</b> -ensures regular opportunities for recall of essential knowledge</p> <p>FORMATIVE/CUMULATIVE:  <b>Writing</b> - Students will develop their writing skills by responding to bullet points in the target language. This assesses application of essential knowledge from the unit so far and use of 3<sup>rd</sup> person. The focus is on content (what</p>	<p>Develops key skills of personal pronouns and using 3<sup>rd</sup> person.</p> <p>Enables students to be creative in descriptions and reinforces adjectival agreement.</p> <p>Recycles use of key structures from U1 (opinion openers, opinions, intensifiers, time phrases).</p>

		B6, B7	<p>Personality</p> <p>Opinions 3<sup>rd</sup> person detail Physical Descriptions Personality Pets</p> <p><b>Literary text:</b> Maurice Carême - Mon petit chat</p> <p><b>Phonics Mapping:</b> <u>Review:</u> <b>silent letters - 's' at the end of words</b> (n'aime pas, longs, courts, mi-longs, noirs, bleus, gros, crois, blonds, raides, frisés)</p> <p><b>e/eu/eux = 'uh'</b> (le, yeux, cheveux, paresseux, travailleur)</p> <p><b>é/ai/ais/et = 'ay'</b> (très, dirais, mais, n'ai, j'ai, et, déteste, jamais, vraiment, voudrais)</p> <p><b>oi = 'wah'</b> (parfois, quelquefois)</p> <p><u>New:</u> <b>silent letters - 't' &amp; 'x' at the end of words:</b> (est, petit) (cheveux, yeux)</p> <p><b>è/ê = 'eh'</b></p>	<p>they communicate) and quality (how this is done)</p> <p>SUMMATIVE/CUMULATIVE: <b>Speaking</b> – students will respond to questions and develop ideas using a variety of structures from this unit</p> <p><b>Listening</b> – students demonstrate their understanding and comprehension of spoken French in the listening assessment which covers content from Units 1 &amp; 2</p> <p><b>Reading</b> – students demonstrate their understanding and comprehension of written French, as well as their ability to infer, in the reading assessment which covers content from Units 1&amp;2, including translation from FRE to ENG</p>	Exposes students to literary texts in context of current vocab learning
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<p><b>TERM 3:</b></p> <p><b>Mon Collège</b></p>	<p>Students will be taught a sequence of lessons in this unit focusing on the following topics:</p> <p><b>Opinions about school</b></p> <p><b>School day</b></p> <p><b>After school &amp; weekend activities</b></p> <p><b>Future references</b></p>	<p>A1, A2, A3, A4, B1, B2, B3, B4, B5, B6, B8</p> <p>B6, B7</p>	<p>The essential knowledge developed includes:</p> <p>School subjects Opinions and reasons Higher level reasons including idioms and subjunctive set phrase Opinions of teachers</p> <p>Timetable description Sequencers</p> <p>Free time and after school activities Infinitives Reasons to justify opinions on free time</p> <p>Future tense introducing <i>aller</i></p> <p><b>Literary text:</b> Corinne Albaut - Les Crayons</p> <p><b>Phonics Mapping:</b> <u>Review:</u> <b>silent letters - at the end of words</b> (français, allemand, accord, soit, temps, chinois)</p>	<p>FORMATIVE: <b>Fortnightly knowledge tests</b> -ensures regular opportunities for recall of essential knowledge</p> <p>FORMATIVE/CUMULATIVE: <b>Photocard &amp; Translation</b> – students practice writing skills in using an image as a stimulus and are assessed on the structured application of specific essential knowledge to show they remember essential knowledge clearly, understand it and can use it to translate a larger passage of text into French.</p> <p>SUMMATIVE/CUMULATIVE: <b>Translation</b> – students are assessed on the structured application of specific essential knowledge from Units 1 to 3 to show they remember essential knowledge clearly, understand it and can use it in sentences with a focus on key messages communicated and grammar.</p> <p><b>Writing</b> – Students will develop their writing skills by responding to bullet points in the target language. This assesses application of essential knowledge from Units 1-3 and ensures students bring together their learning with a focus is on content (what they communicate) and quality (how this is done)</p>	<p>Recalls skills of opinions with reasons in a different context, whilst extending reasons with new, more complex language.</p> <p>Recalls and consolidates use of 3<sup>rd</sup> person from U2</p> <p>Free time and hobbies is a unit of the curriculum, which is adaptable to multiple contexts, the earlier we can expose students to using what they know in a variety of contexts, the more confident they become in spontaneously producing language.</p> <p>Assessments across year groups show that ‘simple future’ can be a barrier, to avoid mistakes in future use and to ensure challenge, another tense is introduced in this unit. This builds on infinitives used in free time and provides knowledge for future learning when students study Town in Year 8.</p>

			<p>è/ê = 'eh' (collège, matières)</p> <p>é/ai/ais/et/er = 'ay' (très, dirais, mais, n'ai, j'ai, et, déteste, jamais, vraiment, manger, étudier, écouter, regarder, aller)</p> <p>oi = 'wah' (parfois, ce soit, chinois, quoi)</p> <p><u>New:</u> i = 'ee' (génial, facile, difficile, technologie, avis, il, dix, informatique, étudier, dit, musique, fiche)</p> <p>th = 't' (théâtre, maths)</p>	<p><b>Reading</b> – students demonstrate their understanding and comprehension of written French, as well as their ability to infer, in the reading assessment which covers content from Units 1-3, including translation from FRE to ENG</p>	
<p><b>Un projet de film: Le Petit Nicolas</b></p>	<p>Students will be taught a sequence of lessons in this unit focusing on the following topics:</p> <p><b>The importance of cinema in France</b></p> <p><b>Narration of events</b></p> <p><b>Give &amp; justify opinions</b></p> <p><b>3rd Person Description</b></p>	<p>A1, A2, A3, A4, B1, B2, B3, B4, B5, B6, B7, B8</p>	<p>The essential knowledge developed includes:</p> <p>Family members Opinions &amp; Reasons (U1-3 plus additional ones to describe the film/characters) Use of il y a/n'y a pas from U1 Opinion openers Adjectives for Personality &amp; Physical descriptions Etre &amp; avoir in 3<sup>rd</sup> person Film vocabulary (genre, characters, setting etc.)</p>	<p>FORMATIVE/CUMULATIVE: <b>Bring It Together Task</b> – students use sequencers to narrate the story and give opinions of the film, justifying with reasons. They will develop their writing skills and demonstrate their use of essential knowledge from the unit.</p> <p>SUMMATIVE/CUMULATIVE: <b>Writing</b> – students develop their writing skills using essential knowledge from this unit and prior essential knowledge from U1-3 to give and justify their opinions on the film and characters, and develop their use of 3<sup>rd</sup> person</p>	

Sequencers to sequence &  
narrate events  
Importance of cinema in  
France (le cinquième art)

description by selecting a character from  
Le Petit Nicolas to describe