

This term in FRENCH we will be learning about free time and technology

		Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E		<p>All content in Grades 1-6 plus:</p> <ul style="list-style-type: none"> - Recognising the subjunctive mood - Using imperfect tense 	<p>All content in Grades 1-4 plus:</p> <ul style="list-style-type: none"> - Giving reasons for opinions - Using <i>depuis</i> + present tense - Using 3 tenses together - Changing from 1st person to 3rd person - Using comparative adjectives - Using superlative adjectives - Using relative pronoun <i>que</i> - Using direct object pronouns (<i>le, la, l', les</i>) 	<p>All content in Grades 1-3 plus:</p> <ul style="list-style-type: none"> - Expressing opinions - Using adverbs of frequency and sequencers - Using structures <i>grâce à, sans, avec</i> - Using <i>faire</i> in present tense 	<ul style="list-style-type: none"> - Discussing leisure activities: - Sport - Music - Film and TV - Technology & life online - Books and reading - Using different tenses - Position of adjectives
	S K I L L S & A P P L I C A T I O N	Listening	<ol style="list-style-type: none"> 1. respond to/understand spoken language including more complex and extended passages. 2. extract information, identify opinions, draw conclusions, infer meaning. 3. respond to a range of passages including authentic material. 4. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> 5. respond to/understand spoken language including some more extended passages. 6. identify overall messages, key points, details and opinions with reasons. 7. respond to a range of passages in familiar contexts and some less familiar contexts. 8. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> 9. respond to/understand longer passages of spoken language. 10. identify key points, some details and opinions. 11. respond to a range of passages in familiar contexts.
Reading and translation		<ol style="list-style-type: none"> 1. respond to/understand written language including more complex and extended texts. 2. extract information identify opinions, draw conclusions, and infer meaning. 3. Be able to identify different time frames accurately. 4. respond to texts which include more complex language and less familiar vocabulary. 5. translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies. 	<ol style="list-style-type: none"> 6. respond to/understand written language including some more extended texts. 7. identify overall messages, key points, details, and opinions with reasons. 8. respond to a range of texts in familiar contexts and some less-familiar contexts. 9. Be able to identify different time frames accurately when reading. 10. respond to texts which include some complex language and some less familiar vocabulary. 12. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies. 	<ol style="list-style-type: none"> 13. respond to/understand longer texts. 14. identify key points, some details, and opinions. 15. respond to a range of texts in familiar contexts. 16. respond to texts which include common language structures and familiar vocabulary. 17. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies 	<ol style="list-style-type: none"> 18. identify key points and simple opinions in short written phrases/sentences. 19. pick out some details.& respond to texts in very familiar contexts. 20. respond to texts of straightforward, basic language structures and familiar vocabulary. 21. translate into English a passage containing a range of common language structures, but with limited success

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	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3	
KNOWLEDGE	<p>All content in Grades 1-6 plus:</p> <ul style="list-style-type: none"> - Recognising the subjunctive mood - Using imperfect tense 	<p>All content in Grades 1-4 plus:</p> <ul style="list-style-type: none"> - Giving reasons for opinions - Using depuis + present tense - Using 3 tenses together - Changing from 1st person to 3rd person - Using comparative adjectives - Using superlative adjectives - Using relative pronoun <i>que</i> - Using direct object pronouns (<i>le, la, l', les</i>) 	<p>All content in Grades 1-3 plus:</p> <ul style="list-style-type: none"> - Expressing opinions - Using adverbs of frequency and sequencers - Using structures <i>grâce à, sans, avec</i> - Using <i>faire</i> in present tense 	<ul style="list-style-type: none"> - Discussing leisure activities – nouns and gender. - Sport - Music - Film and TV - Technology & life online - Books and reading - Using different tenses - Position of adjectives 	
SKILLS & APPLICATION	Writing and translation	<ol style="list-style-type: none"> write extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view Include a range of time frames regularly use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	Speaking	<ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little rephrasing. Successful communication which would be understood by a native speaker with some clarification. 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously. 	<ol style="list-style-type: none"> Asks and answers a range of simple questions. Takes part in a range of brief dialogues, using short phrases referring to the present. Exchanges opinions. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures. Communication is sometimes limited or by restricted range of vocabulary

This term in FRENCH we will be learning about: Freetime and customs & festivals					
	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3	
K N O W L E D G E	<p>All content in Grades 1-6 plus:</p> <ul style="list-style-type: none"> Apply perfect and imperfect tenses accurately to describe past events Use <i>qui</i> and <i>que</i> accurately Use a broad range of infinitive structures from prior learning 	<p>All content in Grades 1-4 plus:</p> <ul style="list-style-type: none"> Use the imperfect tense Use direct object pronouns Use superlative adjectives Use the pronoun <i>en</i> Use a combination of tenses; present, past & future Use perfect tense of <i>être</i> verbs Use <i>venir de</i> + infinitive 	<p>All content in Grades 1-3 plus:</p> <ul style="list-style-type: none"> Use a range of negative structures Use comparatives Use infinitive structures; modal verbs & <i>il faut</i> Use <i>tu</i> & <i>vous</i> appropriately Use present and future tenses 	<ul style="list-style-type: none"> Discuss reading habits Describe TV & film viewing habits Talk about food & meals Discuss shopping for clothes Describe daily life Describe festivals & traditions 	
S K I L L S & A P P L I C A T I O N	Listening	<ol style="list-style-type: none"> respond to/understand spoken language including more complex and extended passages. extract information, identify opinions, draw conclusions, infer meaning. respond to a range of passages including authentic material. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand spoken language including some more extended passages. identify overall messages, key points, details and opinions with reasons. respond to a range of passages in familiar contexts and some less familiar contexts. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand longer passages of spoken language. identify key points, some details and opinions. respond to a range of passages in familiar contexts. 	<ol style="list-style-type: none"> identify key points and simple opinions in short spoken phrases/sentences. pick out some details. respond to passages in very familiar contexts. respond to passages of straightforward, basic, familiar language.
	Reading and translation	<ol style="list-style-type: none"> respond to/understand written language including more complex and extended texts. extract information identify opinions, draw conclusions, and infer meaning. Be able to identify different time frames accurately. respond to texts which include more complex language and less familiar vocabulary. translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies. 	<ol style="list-style-type: none"> respond to/understand written language including some more extended texts. identify overall messages, key points, details, and opinions with reasons. respond to a range of texts in familiar contexts and some less-familiar contexts. Be able to identify different time frames accurately when reading. respond to texts which include some complex language and some less familiar vocabulary. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies. 	<ol style="list-style-type: none"> respond to/understand longer texts. identify key points, some details, and opinions. respond to a range of texts in familiar contexts. respond to texts which include common language structures and familiar vocabulary. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies 	<ol style="list-style-type: none"> identify key points and simple opinions in short written phrases/sentences. pick out some details.& respond to texts in very familiar contexts. respond to texts of straightforward, basic language structures and familiar vocabulary. translate into English a passage containing a range of common language structures, but with limited success

Assessments: Listening & Reading – Theme 1.

Speaking – preparation for assessment (peer-assessment) Role play, photo card and short general conversation

Vocabulary: prêt, seul / seulement, tôt / bientôt, propre, même, au moins, malgré

This term in FRENCH we will be learning about: Freetime and customs & festivals

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SKILLS & APPLICATION	<p>Writing and translation</p> <ol style="list-style-type: none"> write extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view Include a range of time frames regularly use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	<p>Speaking</p> <ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little rephrasing. Successful communication which would be understood by a native speaker with some clarification. 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously. 	<ol style="list-style-type: none"> Asks and answers a range of simple questions. Takes part in a range of brief dialogues, using short phrases referring to the present. Exchanges opinions. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical structures. Communication is sometimes limited or by restricted range of vocabulary

This term in FRENCH we will be learning about festivals and celebrations and describing where you live

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E	<p>All content in Grades 1-6 plus:</p> <ul style="list-style-type: none"> Use the perfect and imperfect when talking about the past. Use future and conditional tenses accurately, Include a range of more complex structures. Je dirais que..., bien qu'il soit, pour+infinitive, en+present participle Give opinions in a range of different tenses. 	<p>All content in Grades 1-4 plus:</p> <ul style="list-style-type: none"> use the pronoun 'en' Use venir de+infinitive Using a combination of tenses Use a range of prepositions 	<p>All content in Grades 1-3 plus:</p> <ul style="list-style-type: none"> Use regular perfect tense avoir verbs-choisir, décider de Use devoir and pouvoir Asking questions using 'tu' and 'vous' Use two different tenses Use perfect tense verbs with être Include opinions and reasons 	<ul style="list-style-type: none"> Talking about food for special celebrations Using the informal and formal register Talking about family celebrations and festivals. Describing a past/event festival Revising places in town and activities Talking about where you live
S K I L L S & A P P L I C A T I O N	<p>Listening</p> <ol style="list-style-type: none"> respond to/understand spoken language including more complex and extended passages. extract information, identify opinions, draw conclusions, infer meaning. respond to a range of passages including authentic material. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand spoken language including some more extended passages. identify overall messages, key points, details and opinions with reasons. respond to a range of passages in familiar contexts and some less familiar contexts. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand longer passages of spoken language. identify key points, some details and opinions. respond to a range of passages in familiar contexts. 	<ol style="list-style-type: none"> identify key points and simple opinions in short spoken phrases/sentences. pick out some details. respond to passages in very familiar contexts. respond to passages of straightforward, basic, familiar language.
	<p>Reading and translation</p> <ol style="list-style-type: none"> respond to/understand written language including more complex and extended texts. extract information identify opinions, draw conclusions, and infer meaning. Be able to identify different time frames accurately. respond to texts which include more complex language and less familiar vocabulary. translate into English a passage containing a range of more complex language structures with very few omissions 	<ol style="list-style-type: none"> respond to/understand written language including some more extended texts. identify overall messages, key points, details, and opinions with reasons. respond to a range of texts in familiar contexts and some less-familiar contexts. Be able to identify different time frames accurately when reading. respond to texts which include some complex language and some less familiar vocabulary. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies. 	<ol style="list-style-type: none"> respond to/understand longer texts. identify key points, some details, and opinions. respond to a range of texts in familiar contexts. respond to texts which include common language structures and familiar vocabulary. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies 	<ol style="list-style-type: none"> identify key points and simple opinions in short written phrases/sentences. pick out some details.& respond to texts in very familiar contexts. respond to texts of straightforward, basic language structures and familiar vocabulary. translate into English a passage containing a range of common language structures, but with

Assessments: Reading, Listening and Writing – Theme 1

Speaking – preparation for speaking exam (teacher assessed)

Vocabulary: au moins, malgré, en retard, en train de

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KNOWLEDGE	<p>All content in Grades 1-6 plus:</p> <ul style="list-style-type: none"> Use the perfect and imperfect when talking about the past. Use future and conditional tenses accurately, Include a range of more complex structures. Je dirais que..., bien qu'il soit, pour+infinitive, en+present participle Give opinions in a range of different tenses. 	<p>All content in Grades 1-4 plus:</p> <ul style="list-style-type: none"> use the pronoun 'en' Use venir de+infinitive Using a combination of tenses Use a range of prepositions 	<p>All content in Grades 1-3 plus:</p> <ul style="list-style-type: none"> Use regular perfect tense avoir verbs-choisir, décider de Use devoir and pouvoir Asking questions using 'tu' and 'vous' Use two different tenses Use perfect tense verbs with être Include opinions and reasons 	<ul style="list-style-type: none"> Talking about food for special celebrations Using the informal and formal register Talking about family celebrations and festivals. Describing a past/ event festival Revising places in town and activities Talking about where you live 	
SKILLS & APPLICATION	Writing and translation	<ol style="list-style-type: none"> write extended texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view Include a range of time frames regularly use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	Speaking	<ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak 	<ol style="list-style-type: none"> Asks and answers a range of simple questions. Takes part in a range of brief dialogues, using short phrases referring to the present. Exchanges opinions. Describes and gives information in short dialogues using repetitive, familiar vocabulary and common, high frequency grammatical

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	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E	All content in Grades 1-6 plus: <ul style="list-style-type: none"> - Using the pluperfect tense - Using the simple future tense - Recognising the conditional perfect tense - Using reflexive verbs in the perfect tense 	All content in Grades 1-4 plus: <ul style="list-style-type: none"> - Using <i>aller</i> in the present tense. - Discussing holiday experiences. - Using present, past and future tenses - Using the conditional tense - Using reflexive verbs - Using the pronoun <i>y</i> - Using <i>qui/que/dont</i> to extend sentences 	All content in Grades 1-3 plus: <ul style="list-style-type: none"> - Using infinitive structures <i>avant de</i> and <i>on peut</i> - Using prepositions <i>en/au/aux/à</i> accurately - Using negatives - Discussing the advantages and disadvantages of where you live. 	<ul style="list-style-type: none"> - Talking about holiday destinations - Talking about the weather - Talking about travelling - Discussing different types of holiday destinations - Describing places people live
	S K I L L S & A P P L I C A T I O N	Listening <ol style="list-style-type: none"> 1. respond to/understand spoken language including more complex and extended passages. 2. extract information, identify opinions, draw conclusions, infer meaning. 3. respond to a range of passages including authentic material. 4. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> 5. respond to/understand spoken language including some more extended passages. 6. identify overall messages, key points, details and opinions with reasons. 7. respond to a range of passages in familiar contexts and some less familiar contexts. 8. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> 9. respond to/understand longer passages of spoken language. 10. identify key points, some details and opinions. 11. respond to a range of passages in familiar contexts.
Reading and translation <ol style="list-style-type: none"> 1. respond to/understand written language including more complex and extended texts. 2. extract information 3. identify opinions, draw conclusions, and infer meaning. 4. Be able to identify different time frames accurately. 5. respond to texts which include more complex language and less familiar vocabulary. 6. translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies. 		<ol style="list-style-type: none"> 6. respond to/understand written language including some more extended texts. 7. identify overall messages, key points, details, and opinions with reasons. 8. respond to a range of texts in familiar contexts and some less-familiar contexts. 9. Be able to identify different time frames accurately when reading. 10. respond to texts which include some complex language and some less familiar vocabulary. 11. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies. 	<ol style="list-style-type: none"> 13. respond to/understand longer texts. 14. identify key points, some details, and opinions. 15. respond to a range of texts in familiar contexts. 16. respond to texts which include common language structures and familiar vocabulary. 17. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies 	<ol style="list-style-type: none"> 18. identify key points and simple opinions in short written phrases/sentences. 19. pick out some details.& respond to texts in very familiar contexts. 20. respond to texts of straightforward, basic language structures and familiar vocabulary. 21. translate into English a passage containing a range of common language structures, but with limited success

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	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	All content in Grades 1-6 plus: <ul style="list-style-type: none"> - Using the pluperfect tense - Using the simple future tense - Recognising the conditional perfect tense - Using reflexive verbs in the perfect tense 	All content in Grades 1-4 plus: <ul style="list-style-type: none"> - Using <i>aller</i> in the present tense. - Discussing holiday experiences. - Using present, past and future tenses - Using the conditional tense - Using reflexive verbs - Using the pronoun <i>y</i> - Using <i>qui/que/dont</i> to extend sentences 	All content in Grades 1-3 plus: <ul style="list-style-type: none"> - Using infinitive structures <i>avant de</i> and <i>on peut</i> - Using prepositions <i>en/au/aux/à</i> accurately - Using negatives - Discussing the advantages and disadvantages of where you live. 	<ul style="list-style-type: none"> - Talking about holiday destinations - Talking about the weather - Talking about travelling - Discussing different types of holiday destinations - Describing places people live
	SKILLS & APPLICATION	<ol style="list-style-type: none"> 1. write extended texts on a range of topics. 2. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view 3. Include a range of time frames 4. regularly use a range of less common vocabulary and complex linguistic structures. 5. translate a passage containing a range of more complex linguistic structures with very few lapses in clarity. 6. produce writing which is mostly accurate even when using more complex linguistic structures. 	<ol style="list-style-type: none"> 7. write longer texts on a range of topics. 8. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. 9. Include present, past and future tenses accurately. 10. occasionally use a range of less common vocabulary and complex linguistic structures. 11. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. 12. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> 13. write short texts on a range of familiar topics. 14. use common, familiar language to narrate events, present facts and express ideas and opinions. 15. translate sentences containing a range of common linguistic structures with some lapses in clarity. 16. produce writing which is normally accurate when using familiar language
Speaking		<ol style="list-style-type: none"> 1. Uses language creatively to exchange and justify a range of thoughts and opinions. 2. Initiates, develops and sustains conversations and discussions. 3. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures 4. Uses a range of tenses including less common tenses such as the conditional. 5. Interacts naturally, with little hesitation and little rephrasing. 6. Successful communication which would be understood by a native speaker with some clarification. 	<ol style="list-style-type: none"> 7. Initiates and develops conversations on a variety of topics. 8. Uses and adapts language for new purposes and narrates events. 9. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). 10. Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> 11. Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary 12. Uses present and past/future tense successfully.. 13. Exchanges opinions and gives simple reasons. 14. Begins to speak spontaneously.

This term in FRENCH we will be learning about: Holidays and School				
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K N O W L E D G E	All content in Grades 1-6 plus: <ul style="list-style-type: none"> Use the pluperfect tense Use the conditional tense of modal verbs with all pronouns 	All content in Grades 1-4 plus: <ul style="list-style-type: none"> Use present participle with <i>en</i> Use <i>avant de/d' + infinitive</i> Use reflexive verbs in the perfect tense Use demonstrative adjectives and pronouns Use 3 time frames; present, past & future Use superlative adjectives Express advantages & disadvantages Use infinitive structures 	All content in Grades 1-3 plus: <ul style="list-style-type: none"> Book and review accommodation Use comparative adjectives Use present and perfect tenses Use expressions with <i>avoir</i> Understand direct object pronouns 	<ul style="list-style-type: none"> Describe holiday accommodation Order in a restaurant Talk about travelling Buy souvenirs Talk about a holiday disaster Discuss school subjects, timetable, school rules, uniform Describe school
	S K I L L S & A P P L I C A T I O N	Listening <ol style="list-style-type: none"> respond to/understand spoken language including more complex and extended passages. extract information, identify opinions, draw conclusions, infer meaning. respond to a range of passages including authentic material. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand spoken language including some more extended passages. identify overall messages, key points, details and opinions with reasons. respond to a range of passages in familiar contexts and some less familiar contexts. Be able to identify different time frames accurately when listening. 	<ol style="list-style-type: none"> respond to/understand longer passages of spoken language. identify key points, some details and opinions. respond to a range of passages in familiar contexts.
Reading and translation <ol style="list-style-type: none"> respond to/understand written language including more complex and extended texts. extract information identify opinions, draw conclusions, and infer meaning. Be able to identify different time frames accurately. respond to texts which include more complex language and less familiar vocabulary. translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies. 		<ol style="list-style-type: none"> respond to/understand written language including some more extended texts. identify overall messages, key points, details, and opinions with reasons. respond to a range of texts in familiar contexts and some less-familiar contexts. Be able to identify different time frames accurately when reading. respond to texts which include some complex language and some less familiar vocabulary. translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies. 	<ol style="list-style-type: none"> respond to/understand longer texts. identify key points, some details, and opinions. respond to a range of texts in familiar contexts. respond to texts which include common language structures and familiar vocabulary. translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies 	<ol style="list-style-type: none"> identify key points and simple opinions in short written phrases/sentences. pick out some details.& respond to texts in very familiar contexts. respond to texts of straightforward, basic language structures and familiar vocabulary. translate into English a passage containing a range of common language structures, but with limited success

Assessments: Mock Exam – Reading, Listening Writing.

Speaking – w/b 28th February – Final mock speaking exam

Vocabulary: pas mal de, peu, un peu de, plutôt, surtout, près, presque, sans, sauf

This term in FRENCH we will be learning about: Holidays and School

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<p>All content in Grades 1-6 plus:</p> <ul style="list-style-type: none"> Use the pluperfect tense Use the conditional tense of modal verbs with all pronouns 	<p>All content in Grades 1-4 plus:</p> <ul style="list-style-type: none"> Use present participle with <i>en</i> Use <i>avant de/d'</i> + infinitive Use reflexive verbs in the perfect tense Use demonstrative adjectives and pronouns Use 3 time frames; present, past & future Use superlative adjectives Express advantages & disadvantages Use infinitive structures 	<p>All content in Grades 1-3 plus:</p> <ul style="list-style-type: none"> Book and review accommodation Use comparative adjectives Use present and perfect tenses Use expressions with <i>avoir</i> Understand direct object pronouns 	<ul style="list-style-type: none"> Describe holiday accommodation Order in a restaurant Talk about travelling Buy souvenirs Talk about a holiday disaster Discuss school subjects, timetable, school rules, uniform Describe school
SKILLS & APPLICATION	Writing and translation	<ol style="list-style-type: none"> write longer texts on a range of topics. manipulate language to narrate, inform, interest or convince a reader of your own ideas and points of view. Include present, past and future tenses accurately. occasionally use a range of less common vocabulary and complex linguistic structures. translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity. produce writing which is mostly accurate with lapses when using more complex linguistic structures. 	<ol style="list-style-type: none"> write short texts on a range of familiar topics. use common, familiar language to narrate events, present facts and express ideas and opinions. translate sentences containing a range of common linguistic structures with some lapses in clarity. produce writing which is normally accurate when using familiar language 	<ol style="list-style-type: none"> write short sentences on a range of familiar topics. use a limited range of common, familiar language to present simple facts, ideas, and points of view. translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. produce writing which is sometimes accurate when using familiar language
	Speaking	<ol style="list-style-type: none"> Uses language creatively to exchange and justify a range of thoughts and opinions. Initiates, develops and sustains conversations and discussions. Narrates events and expresses own opinions and thoughts on a wide range of topics. Uses a range of less common vocabulary and more complex grammatical structures Uses a range of tenses including less common tenses such as the conditional. Interacts naturally, with little hesitation and little rephrasing. Successful communication which would be understood by a native speaker with some clarification. 	<ol style="list-style-type: none"> Initiates and develops conversations on a variety of topics. Uses and adapts language for new purposes and narrates events. Uses some less common vocabulary and more complex grammatical structures (including past, present and future tenses). Demonstrates spontaneity by asking questions, responding to unexpected questions and expanding answers where appropriate. 	<ol style="list-style-type: none"> Takes part in simple conversations relevant to the topic and questions, seeking and giving information, using familiar vocabulary Uses present and past/future tense successfully.. Exchanges opinions and gives simple reasons. Begins to speak spontaneously.

This term in FRENCH we will be learning about Me and my world

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
K N O W L E D G E	<p>Everything in working beyond and:</p> <ul style="list-style-type: none"> - Recognise a range of question words and their meaning - the present tense – using il/elle form (e.g. <i>aimer, s'appeler, être, avoir</i>) - Giving reasons using <i>parce que/car</i> - Use of TEN CARROTS to improve writing 	<p>Everything in working at and:</p> <ul style="list-style-type: none"> - Using the verbs <i>avoir</i> (to have) & <i>être</i> (to be) - <i>Using opinion verbs</i> e.g. <i>aimer</i> (to like) with <i>je/tu</i> - <i>Describing others</i> - Using <i>Mon, ma, mes</i> (my) with family members - Using adjectives with more accuracy – adjectival agreement 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> - Saying Hello and Goodbye in different ways. - Use basic qualifiers – <i>très /assez/un peu</i> - Asking basic questions e.g. <i>Tu as quel âge?</i> - Saying 'the' in French - Giving dates accurately - Using "<i>il y a</i>" to say what there is and be able to describe a scene 	<ul style="list-style-type: none"> - Saying Hello and Goodbye. - Asking how someone is feeling. - Saying what you are called and how old you are. - French phonics and the alphabet - Counting to 31 - Saying when your birthday is. - Saying what you like and dislike - Describing yourself. 	
	S K I L L S & A P P L I C A T I O N	Listening	3. Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense.	4. Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly.	5. Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary.
		Reading & Translation	1. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present. 2. Translate simple sentences containing familiar vocabulary and grammar into English	3. Demonstrate understanding of main points and opinions in short texts using familiar language. 4. Translate familiar words and short phrases into English.	7. Demonstrate understanding of familiar words and phrases. 8. Read familiar words and phrases aloud.
		Writing & Translation	1. Write short texts for different purposes using mainly memorised language, referring to the present. 2. Express opinions and give simple reasons. 3. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs. 4. Translate into the target language simple sentences containing familiar words and structures.	5. Write several short sentences with support to give information and express simple opinions. 6. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs. 7. Translate familiar words and short phrases into the target language.	8. Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. 9. Write some familiar words from memory. 10. Spelling and accents may not be accurate, but the meaning is clear. 11. Translate familiar words and short phrases into the target language.
Speaking	1. Take part in simple conversations, referring to the present. 2. Exchange opinions and give simple reasons. 3. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures.	4. Ask and answer simple questions. 5. Take part in brief dialogues, using short phrases referring to the present. 6. Exchange simple opinions.	7. Answer simple questions. 8. Give basic information and opinions, using familiar vocabulary. 9. Begin to show awareness of sound patterns.	10. Say single words and short phrases with support. 11. Imitate correct pronunciation and intonation.	

This term in FRENCH we will be learning about: My family & free time

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
K N O W L E D G E	<p>Everything in working beyond and:</p> <ul style="list-style-type: none"> Use qualifiers/intensifiers before adjectives Give other people's opinions Use plural verb forms with <i>ils/elles</i> of regular -er verbs 	<p>Everything in working at and:</p> <ul style="list-style-type: none"> Use masculine and feminine singular adjective forms Use plural adjective forms Use <i>jouer à</i> to talk about sports you play/don't play Use <i>faire de</i> with free time activities Give opinions with a verb Describe what other people do 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> Recognise & use some masculine, feminine & plural adjective forms Use <i>être</i> in the present tense (with <i>je, tu & il/elle</i>) Use possessive adjectives (<i>mon/ton</i> etc) Use present tense verb forms (regular -er verbs) 	<ul style="list-style-type: none"> Describe myself Describe others Say who is in my family Say what my family members are like Colours in French Talk about pets Give basic opinions Talk about computers and mobile phones Talk about sports and free time activities 	
	S K I L L S & A P P L I C A T I O N	Listening	<ol style="list-style-type: none"> Demonstrate understanding of main points and opinions from short and some longer passages using familiar vocabulary, and common verbs in the present tense. Transcribe familiar and some unfamiliar words. 	<ol style="list-style-type: none"> Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense. Transcribe familiar words. 	<ol style="list-style-type: none"> Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense.
		Reading & Translation	<ol style="list-style-type: none"> Demonstrate understanding of main points, opinions, overall message and detail in short written texts, referring to the present. Translate simple sentences containing familiar and some less familiar vocabulary and grammar into English 	<ol style="list-style-type: none"> Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present. Translate simple sentences containing familiar vocabulary and grammar into English 	<ol style="list-style-type: none"> Demonstrate understanding of main points and opinions in short texts using familiar language. Translate familiar words and short phrases into English..
		Writing & Translation	<ol style="list-style-type: none"> Write short texts for different purposes using mainly memorised language, referring to the present. Express opinions and give simple reasons. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs. Translate into the target language simple sentences containing familiar words and structures. 	<ol style="list-style-type: none"> Write short texts for different purposes using some memorised language, referring to the present. Express opinions and give simple reasons. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs. Translate into the target language simple sentences containing familiar words and structures. 	<ol style="list-style-type: none"> Write several short sentences with support to give information and express simple opinions. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs. Translate familiar words and short phrases into the target language.
Speaking	<ol style="list-style-type: none"> Describe and give information in short dialogues using familiar vocabulary and common grammatical structures. Exchange opinions and give simple reasons. 	<ol style="list-style-type: none"> Take part in simple conversations, referring to the present. Exchange opinions and give simple reasons. 	<ol style="list-style-type: none"> Ask and answer simple questions. Take part in brief dialogues, using short phrases referring to the present. Exchange simple opinions. 	<ol style="list-style-type: none"> Answer simple questions. Give basic information and opinions, using familiar vocabulary. Begin to show awareness of sound patterns. 	

Assessments: Spring Listening, Reading, Writing – w/b 7th Feb.

Speaking – formative assessment in class

Vocabulary: aimer, adorer, détester, préférer, voyager, lire, regarder

This term in GERMAN we will be learning about: My family and pets

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
K N O W L E D G E	<p>Everything in working beyond and:</p> <ul style="list-style-type: none"> Use plural verb forms with ils/elles of regular -er verbs Give preferences Confidently use the present tense and the near future tense to say what you are going to do 	<p>Everything in working at and:</p> <ul style="list-style-type: none"> Use <i>jouer à</i> to talk about sports you play/don't play Use <i>faire de</i> with free time activities Use the near future tense to say what you are going to do 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> Start to use present tense verb forms (regular -er verbs) accurately Use <i>je fais</i> (I do) with some other activities Give opinions with a verb Describe what other people do 	<ul style="list-style-type: none"> Talk about computers and mobile phones Talk about sports and free time activities
S K I L L S & A P P L I C A T I O N	<p>Listening</p> <p>Demonstrate understanding of a range of passages, which include opinions and reasons and details relating to the present and the future.</p> <p>Transcribe short sentences</p>	<p>Demonstrate understanding of main points and opinions from short and some longer passages using familiar vocabulary, and common verbs in the present or future tense.</p> <p>Transcribe familiar and some unfamiliar words.</p>	<p>Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense.</p> <p>Recognise the future tense in listening.</p> <p>Transcribe familiar and some unfamiliar words.</p>	<p>Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense.</p> <p>Transcribe familiar words.</p>
	<p>Reading & Translation</p> <p>Demonstrate understanding of main points, opinions, overall message and detail in short written texts, referring to the present and future.</p> <p>Translate longer sentences containing familiar and some less familiar vocabulary and grammar into English</p>	<p>Demonstrate understanding of main points, opinions, overall message and detail in short written texts, referring to the present or future.</p> <p>Translate simple sentences containing familiar and some less familiar vocabulary and grammar into English</p>	<p>Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present.</p> <p>Translate simple sentences containing familiar vocabulary and grammar into English</p>	<p>Demonstrate understanding of main points and opinions in short texts using familiar language.</p> <p>Translate familiar words and short phrases into English</p>
	<p>Writing & Translation</p> <p>Write short texts for different purposes using mainly memorised language, referring to the present and future.</p> <p>Express opinions and give simple reasons.</p> <p>Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.</p> <p>Translate into the target language longer sentences containing familiar and some less familiar words and structures.</p>	<p>Write short texts for different purposes using mainly memorised language, referring to the present or future.</p> <p>Express opinions and give simple reasons.</p> <p>Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.</p> <p>Translate into the target language simple sentences containing familiar words and structures.</p>	<p>Write short texts for different purposes using some memorised language, referring to the present.</p> <p>Express opinions and give simple reasons.</p> <p>Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.</p> <p>Translate into the target language simple sentences containing familiar words and structures.</p>	<p>Write several short sentences with support to give information and express simple opinions.</p> <p>Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.</p> <p>Translate familiar words and short phrases into the target language.</p>
	<p>Speaking</p> <p>Take part in short conversations on a range of topics, expressing opinions and giving reasons. Refer to present and future when speaking, Use increasingly accurate pronunciation and demonstrate</p>	<p>Describe and give information in short dialogues using familiar vocabulary and common grammatical structures in the present or future.</p> <p>Exchange opinions and give</p>	<p>Take part in simple conversations, referring to the present.</p> <p>Exchange opinions and give simple reasons.</p>	<p>Ask and answer simple questions.</p> <p>Take part in brief dialogues, using short phrases referring to the present.</p> <p>Exchange simple opinions.</p>

Assessments:

Vocabulary:

This term in FRENCH we will be learning about: Holidays

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
KNOWLEDGE	<p>Everything in working beyond and:</p> <ul style="list-style-type: none"> • Use three tenses together • Understand and translate longer texts • Use irregular verbs successfully in the perfect tense 	<p>Everything in working at and:</p> <ul style="list-style-type: none"> • Use infinitive constructions e.g. j'aime/ je déteste/ je voudrais+the infinitive • Use the perfect and the near future tense 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> • Use a range of opinions • Use the perfect tense or the near future tense • Understand higher numbers 	<ul style="list-style-type: none"> • Talk about what your holidays and future holiday plans • Buy drinks and snacks • Talk about your free-time and give opinion • Say what you did on a trip • Understanding information on an attraction 	
	SKILLS & APPLICATION				
SKILLS & APPLICATION	Listening	<ol style="list-style-type: none"> 1. Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present and the future, Transcribe sentences. 2. 	<ol style="list-style-type: none"> 3. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present and the future. 4. Transcribe short sentences. 	<ol style="list-style-type: none"> 5. Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future. 6. Transcribe short phrases. 	<ol style="list-style-type: none"> 7. Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases in the present tense, Transcribe familiar words. 8.
	Reading & Translation	<ol style="list-style-type: none"> 1. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present and the future. 2. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). 3. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English. 	<ol style="list-style-type: none"> 3. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the future as well as the present. 4. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). 5. Translate longer sentences into English, showing awareness of familiar grammar ie. tenses 	<ol style="list-style-type: none"> 6. Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. 7. Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). 8. Use a bilingual dictionary or glossary to look up unfamiliar words. 9. Translate simple sentences containing familiar vocabulary and into English. 	<ol style="list-style-type: none"> 10. Demonstrate understanding of main points and opinions in short texts using familiar language. 11. Translate familiar words and short phrases into English..
	Writing & Translation	<ol style="list-style-type: none"> 1. Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present and the future. 2. Translate longer sentences containing linked ideas into the target language. 3. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> 4. Write short texts giving and seeking information and opinions, referring to the future as well as the present. 5. Translate longer sentences into the target language. 6. Mostly accurate and meaning is clear but with some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> 7. Write short texts for different purposes using mainly memorised language, referring to the present or the future. 8. Express opinions and give simple reasons. 9. Translate simple sentences containing familiar words and structures into the target language. 10. Generally accurate in using straightforward language and meaning is clear, but there may be serious errors. 	<ol style="list-style-type: none"> 11. Write several short sentences with support to give information and express simple opinions. 12. Translate familiar words and short phrases into the target language. 13. Generally accurate in using straightforward language.
	Speaking	<ol style="list-style-type: none"> 1. Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present and the future. 2. Use a range of common vocabulary and grammatical structures 3. Demonstrate spontaneity by asking questions, and expand answers. 	<ol style="list-style-type: none"> 4. Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. 5. Demonstrate spontaneity by asking some questions. 6. Refer to future, as well as the present. 7. Use increasingly accurate pronunciation. 	<ol style="list-style-type: none"> 7. Take part in simple conversations, referring to the present or the future. 8. Exchange opinions and give simple reasons. 9. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures 10. Begin to speak spontaneously (e.g. by giving an opinion). 	<ol style="list-style-type: none"> 11. Ask and answer simple questions. 12. Exchange simple opinions. 13. Take part in brief dialogues, using short phrases referring to the present.

This term in FRENCH we will be learning about Paris and holidays

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
KNOWLEDGE	Everything in working beyond and: <ul style="list-style-type: none"> Use three tenses together confidently Understand and translate longer texts Use irregular verbs successfully in the perfect tense Developing past tense accuracy Asking questions in the perfect tense 	Everything in working at and: <ul style="list-style-type: none"> Using the perfect tense with être with some confidence Saying what you did on a trip, what you normally do AND what you are going to do in a trip in the future Using a range of opinions and reasons 	Everything in working below and: <ul style="list-style-type: none"> Saying what you did on a trip and what you normally do or what you are going to do in a trip in the future Use a range of opinions with basic reasons (car c'était) Use irregular verbs the perfect tense 	<ul style="list-style-type: none"> Talking about what you did in Paris Say when you did things Saying where you went and how e.g. je suis allé en... And how it was Understanding information on an attraction 	
SKILLS & APPLICATION	Listening	<ol style="list-style-type: none"> Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present the future and the past Transcribe longer sentences. 	<ol style="list-style-type: none"> Demonstrate understanding of short passages which include opinions with reasons, a range of basic grammatical structures and reference to the present the future and the past Transcribe sentences. 	<ol style="list-style-type: none"> Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, the future and/or the past. Transcribe short sentences. 	<ol style="list-style-type: none"> Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present, the past or the future. Transcribe short phrases.
	Reading & Translation	<ol style="list-style-type: none"> Demonstrate understanding of longer texts which include opinions and refer to the present, the future and the past. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing at least two tenses, and familiar vocabulary and grammatical structures into English. 	<ol style="list-style-type: none"> Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present and/ the future and the past. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing more than one tense, and familiar vocabulary and grammatical structures into English. 	<ol style="list-style-type: none"> Demonstrate understanding of a range of short and longer texts which include opinions and refer to the future or past as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). Translate longer sentences into English, showing awareness of familiar grammar. 	<ol style="list-style-type: none"> Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future or past. Understand short texts (e.g. menus, short adverts, songs, simple poems). Translate simple sentences into English.
	Writing & Translation	<ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the future and the past. Demonstrate improving accuracy in using different tense structures. Translate longer sentences containing linked ideas into the target language. 	<ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present and/or the future and the past. Show an improving understanding of different tense structures. Translate longer sentences containing linked ideas into the target language. 	<ol style="list-style-type: none"> Write short texts giving and seeking information and opinions, referring to the past as well as the present or future. Show an emerging understanding of the formation of different tense structures. Translate longer sentences into the target language with increasing accuracy. 	<ol style="list-style-type: none"> Write short texts for different purposes using some memorised language, referring to the present or the future or the past. Express opinions and give simple reasons. Translate simple sentences into the target language.
	Speaking	<ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the future and the past Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. 	<ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present and/ or the future and the past Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. 	<ol style="list-style-type: none"> Describe and give information in short dialogues using familiar vocabulary and common grammatical structures referring to the past as well as the present or future. Speak with increasingly accurate pronunciation. 	<ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future or the past. Exchange opinions and give simple reasons. Begin to speak spontaneously (e.g. by giving an opinion).

Vocabulary: grand(e), petit(e), case-pieds, marrant, rigolo(té), difficile, facile

Assessments: Spring Listening, Reading, Writing - w/b
7th March Speaking - formative assessment in class

This term in French we will be learning about: TV/Film/Reading

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
K N O W L E D G E	<p>Everything in working beyond and:</p> <p>Use verbs ending in -ir/-re in the third person</p> <p>Use multiple tenses together confidently</p> <p>Understand and translate longer chunks of information in an authentic format</p>	<p>Everything in working at and:</p> <p>Use of negative forms such as 'ne jamais'</p> <p>Using the perfect tense with avoir/être in the third person</p> <p>Use of avoir and être in more complex forms (nous/ils/elles)</p> <p>Use of avoir and être in 3rd person</p> <p>Use of aller and faire in 3rd person</p> <p>Confidently add justification to all opinions given</p>	<p>Everything in working below and:</p> <p>Use the present tense of regular -er verbs (je / on / il / elle)</p> <p>Use of negative forms such as 'ne pas'</p> <p>Use of avoir and être in 1st person</p> <p>Use of aller and faire in 1st person</p> <p>Use of the perfect tense in the first person</p> <p>Use of opinion phrases + justification</p>	<p>Talking about television</p> <p>Talking about films</p> <p>Talking about what I read</p> <p>Talking about my use of internet</p> <p>Talking about what I did yesterday evening</p> <p>Develop cultural awareness by discussing an authentic French Film</p>	
S K I L L S & A P P L I C A T I O N	Listening	<p>Demonstrate understanding of a range of short and longer passages which include opinions with reasons, a range of grammatical structures and reference to the present, the future and the past</p> <p>Transcribe sentences.</p>	<p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present the future and the past</p> <p>Transcribe sentences,</p>	<p>Demonstrate understanding of short passages and longer passages, which include opinions with reasons, a range of basic grammatical structures and reference to the present, the future and the past</p> <p>Transcribe longer sentences with increasing accuracy.</p>	<p>Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, and either the future or the past.</p> <p>Transcribe short sentences.</p>
	Reading & Translation	<p>Demonstrate understanding of longer texts which include opinions and refer to the present, the future and the past.</p> <p>Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>Translate longer passages containing a variety of tenses, and familiar vocabulary and grammatical structures into English.</p>	<p>Demonstrate understanding of longer texts which include opinions and refer to the present, the future and the past.</p> <p>Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>Translate longer passages containing at least two tenses, and familiar vocabulary and grammatical structures into English.</p>	<p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the future and the past.</p> <p>Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>Translate short passages containing more than one tense, and familiar vocabulary and grammatical structures into English.</p>	<p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the future or past as well as the present.</p> <p>Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs).</p> <p>Translate longer sentences into English, showing awareness of familiar grammar.</p>
	Writing & Translation	<p>Write longer texts in a range of contexts, giving and seeking information and opinions and referring to the present, the future and the past.</p> <p>Demonstrate good accuracy in using different tense structures.</p> <p>Translate longer sentences containing linked ideas into the target language.</p>	<p>Write short and longer texts in a range of contexts, giving and seeking information and opinions and referring to the present, the future and the past.</p> <p>Demonstrate improving accuracy in using different tense structures.</p> <p>Translate longer sentences containing linked ideas into the target language.</p>	<p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present and/or the future and/or the past.</p> <p>Show an improving understanding of different tense structures.</p> <p>Translate longer sentences containing linked ideas into the target language</p>	<p>Write short texts giving and seeking information and opinions, referring to the past as well as the present or future. Show an emerging understanding of the formation of different tenses.</p> <p>Translate longer sentences into the target language with increasing accuracy.</p>
	Speaking	<p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the future and the past with accuracy.</p> <p>Demonstrate spontaneity by asking questions, and expanding answers.</p>	<p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the future and the past</p> <p>Demonstrate spontaneity by asking questions, and expand answers.</p>	<p>Take part in short conversations, expressing and justifying opinions, giving detail and referring to the present and/ or the future and/or the past</p> <p>Demonstrate spontaneity by asking questions, and expand answers.</p>	<p>Describe and give information in short dialogues using familiar vocabulary and common grammatical structures referring to the past as well as the present or future.</p> <p>Speak with increasingly accurate pronunciation.</p>

Assessments: W/B 16th May

Vocabulary: barbant(e), ennuyeux/euse, moderne, culturel(le), historique, débrouillard(e), content(e).

This term in FRENCH we will be learning about Health and lifestyle

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards	
KNOWLEDGE	<p>Everything in working beyond and:</p> <ul style="list-style-type: none"> Using three tenses to talk about your levels of fitness Use irregular verbs in the future tense Ask and talk about resolutions for staying healthy 	<p>Everything in working at and:</p> <ul style="list-style-type: none"> Using two tenses together Using <i>depuis</i> to talk about how long you have been ill/injured/done something Using the future tense and the near future tense 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> Using <i>il faut</i> Using the future tense Using a range of negative expressions. 	<ul style="list-style-type: none"> Name parts of the body Talking about sport Talking about healthy eating Making plans to get fit Describing levels of fitness Using a range of opinions. 	
SKILLS & APPLICATION	Listening	<ol style="list-style-type: none"> Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future Transcribe sentences. 	<ol style="list-style-type: none"> Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, past and future. Transcribe short sentences. 	<ol style="list-style-type: none"> Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present and the past or future. Transcribe short sentences. 	<ol style="list-style-type: none"> Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future. Transcribe short phrases.
	Reading & Translation	<ol style="list-style-type: none"> Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English. 	<ol style="list-style-type: none"> Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, past and future. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English. 	<ol style="list-style-type: none"> Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present, past or future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.) Translate simple sentences containing familiar vocabulary into English. 	<ol style="list-style-type: none"> Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. Understand short texts written for target-language learners (e.g. menus, short adverts, songs etc.) Translate simple sentences containing familiar vocabulary and into English

This term in FRENCH we will be learning about Health and lifestyle

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	Everything in working beyond and: <ul style="list-style-type: none"> Using three tenses to talk about your levels of fitness Use irregular verbs in the future tense Ask and talk about resolutions for staying healthy 	Everything in working at and: <ul style="list-style-type: none"> Using two tenses together Using <i>depuis</i> to talk about how long you have been ill/injured/done something Using the future tense and the near future tense 	Everything in working below and: <ul style="list-style-type: none"> Using <i>il faut</i> Using the future tense Using a range of negative expressions. 	<ul style="list-style-type: none"> Name parts of the body Talking about sport Talking about healthy eating Making plans to get fit Describing levels of fitness Using a range of opinions.
	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing & Translation</div> <ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present past and future. Translate longer sentences containing linked ideas into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Write short texts giving and seeking information and opinions, referring to the future or past as well as the present. Translate longer sentences into the target language. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures Begin to speak spontaneously (e.g. by giving an opinion).
<div style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking</div> <ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. Use increasingly accurate pronunciation and intonation. 	<ol style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, past and the future. Use a range of common vocabulary and grammatical structures Demonstrate spontaneity by asking questions, and expand answers. 	<ol style="list-style-type: none"> Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some questions. Refer to past or future, as well as the present. Use increasingly accurate pronunciation. 	<ol style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures Begin to speak spontaneously (e.g. by giving an opinion). 	

This term in FRENCH we will be learning about: Job choices and future ambitions

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Everything in working beyond and: Use the conditional to say 'that would be' in reference to possible future jobs -Use two/ three pronouns in the imperfect tense with a range of verbs. -Use/ understand a wide range of topic vocabulary -Use the simple future with a variety of pronouns to discuss your and others' future career plans. -Use three time frames confidently in your speaking -Respond to unprepared questions</p>	<p>Everything in working at and: Give more detailed reasons for wanting to/ not wanting to do different jobs -Use a variety of modal verbs to talk about jobs/ benefits of languages learning in careers -Use a range of verbs in the je form in the imperfect tense -Use the simple future in the 'je' form to discuss future career plans. -Be able to form questions in a conversation</p>	<p>Everything in working below and: --Say why you want/ don't want to do different jobs -Recognise all modal verbs and use some modal verbs -Use and understand some verbs in the imperfect tense in the je form -Use three time frames -give reasons for opinions</p>	<ul style="list-style-type: none"> - Name different jobs. - Give your opinions on different jobs - Recognise and use some modal verbs - Use some verbs in the simple future - Use two time frames - Translate longer sentences
SKILLS & APPLICATION	Listening	<p>3. Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future 4. Transcribe short and some longer sentences made up of familiar vocabulary.</p>	<p>5. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, past and future. 6. Transcribe short sentences.</p>	<p>7. Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present and the past or future. 8. Transcribe short sentences.</p>
	Reading & Translation	<p>1. Deduce meaning and demonstrate understanding of overall message and key points in a range of passages, including a range of different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures 2. Transcribe longer sentences.</p>	<p>4. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. 5. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). 6. Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.</p>	<p>7. Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, past and future. 8. Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). 9. Translate short passages containing a different tenses, vocabulary and grammatical structures into English.</p>

Assessments: Summer Listening, Reading and Writing – w/b 28th March.
Speaking – formative assessment in class

Vocabulary: *possiblement, actuellement, évidemment, ne...jamais, ne...que. heureusement*

This term in FRENCH we will be learning about: Job choices and future ambitions

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Everything in working beyond and:</p> <ul style="list-style-type: none"> -Use the conditional to say 'that would be' in reference to possible future jobs -Use two/ three pronouns in the imperfect tense with a range of verbs. -Use/ understand a wide range of topic vocabulary -Use the simple future with a variety of pronouns to discuss your and others' future career plans. -Use three time frames confidently in your speaking -Respond to unprepared questions 	<p>Everything in working at and:</p> <ul style="list-style-type: none"> -Give more detailed reasons for wanting to/ not wanting to do different jobs -Use a variety of modal verbs to talk about jobs/ benefits of languages learning in careers -Use a range of verbs in the je form in the imperfect tense -Use the simple future in the 'je' form to discuss future career plans. -Be able to form questions in a conversation 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> .-Say why you want/ don't want to do different jobs -Recognise all modal verbs and use some modal verbs -Use and understand some verbs in the imperfect tense in the je form -Use three time frames -give reasons for opinions 	<ul style="list-style-type: none"> - .Name different jobs. - Give your opinions on different jobs - Recognise and use some modal verbs - Use some verbs in the simple future - Use two time frames - Translate longer sentences
SKILLS & APPLICATION	Writing & Translation	<ol style="list-style-type: none"> 1. Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. 2. Translate longer sentences containing linked ideas into the target language. 3. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<ol style="list-style-type: none"> 1. Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present past and future. 2. Translate longer sentences containing linked ideas into the target language. 3. Mostly accurate and meaning is clear, but with some minor errors and some more major errors (eg. With verb tense forms) 	<ol style="list-style-type: none"> 4. Write short texts giving and seeking information and opinions, referring to the future or past as well as the present. 5. Translate longer sentences into the target language. 6. Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).
	Speaking	<ol style="list-style-type: none"> 1. Begin to initiate and develop conversations and narrate events. 2. Use a wide range of common vocabulary and grammatical structures,, referring to the past, present and future. 3. Demonstrate spontaneity by asking follow up questions, responding to unexpected questions and expanding answers where appropriate. 4. Use increasingly accurate pronunciation and intonation. 	<ol style="list-style-type: none"> 5. Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. 6. Use a range of common vocabulary and grammatical structures 7. Demonstrate spontaneity by asking questions, and expand answers. 8. Use increasingly accurate pronunciation and intonation. 	<ol style="list-style-type: none"> 9. Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, past and the future. 10. Use a range of common vocabulary and grammatical structures 11. Demonstrate spontaneity by asking basic questions,

This term in FRENCH we will be learning about: Holidays

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Everything in working beyond and</p> <ul style="list-style-type: none"> Agree and disagree with other people's ideas and opinions. Express ideas more fully using longer and more complex sentences. To know a range of information about Bastille day. 	<p>Everything in working at and:</p> <ul style="list-style-type: none"> Use the conditional tense with a range of verbs Use reflexive verbs with a range of pronouns use emphatic pronouns Give opinions with justification about Bastille day 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> .using inversion when asking questions Using je voudrais plus infinitive Use reflexive verbs in the first person Use different time frames Give opinions on Bastille day 	<ul style="list-style-type: none"> Talking about French holiday customs Using question words Discussing holiday activities Describing an adventure holiday Talking about what you'd take on holiday and what happened on holiday Cultural knowledge-Bastille day
SKILLS & APPLICATION	<p>Listening</p> <p>Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures.</p> <p>Transcribe sentences containing some unknown vocabulary using knowledge of sound-spelling links and phonics.</p>	<p>Deduce meaning and demonstrate understanding of overall message and key points in a range of passages, including a range of different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures</p> <p>Transcribe longer sentences.</p>	<p>. Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future</p> <p>Transcribe short and some longer sentences made up of familiar vocabulary.</p>	<p>Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to the present, past and future.</p> <p>Transcribe short sentences.</p>
	<p>Reading & Translation</p> <p>Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures</p> <p>Understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles).</p> <p>Translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.</p>	<p>Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses. Use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories).</p> <p>Translate with increasing accuracy, into English, short passages containing occasional more complex grammatical structures and less common vocabulary.</p>	<p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.</p> <p>Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English</p>	<p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, past and future.</p> <p>Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).</p> <p>Translate short passages containing a different tenses, vocabulary and grammatical structures into English.</p>

Assessments: Summer Listening, Reading and translation
- w/b 25th April

Speaking - formative assessment in class

Vocabulary: *tranquille*ment, *forte*ment, *soudain*ement, *facile*ment, *non plus*, *ne ni...ni*

This term in GERMAN we will be learning about: Holidays

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
K N O W L E D G E	<p>Everything in working beyond and:</p> <ul style="list-style-type: none"> Agree and disagree with other people's ideas and opinions. Express ideas more fully using longer and more complex sentences. To know a range of information about Bastille day. 	<p>Everything in working at and:</p> <ul style="list-style-type: none"> Use the conditional tense with a range of verbs Use reflexive verbs with a range of pronouns use emphatic pronouns Give opinions with justification about Bastille day 	<p>Everything in working below and:</p> <ul style="list-style-type: none"> using inversion when asking questions Using je voudrais plus infinitive Use reflexive verbs in the first person Use different time frames Give opinions on Bastille day 	<ul style="list-style-type: none"> Talking about French holiday customs and cultural knowledge Using question words Discussing holiday activities Describing an adventure holiday Talking about what you'd take on holiday Describing what happened on holiday Cultural knowledge- Bastille day
S K I L L S & A P P L I C A T I O N	<p>Writing & Translation</p> <p>Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas.</p> <p>Translate a short passage containing linked longer sentences with more complex language structures into the target language.</p> <p>Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and a few errors with complex structures.</p>	<p>Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.</p> <p>Translate into the target language longer sentences containing linked ideas and a variety of vocabulary and grammatical structures.</p> <p>Translate longer passages containing a variety of tenses, vocabulary and grammatical structures into the target language.</p>	<p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future.</p> <p>Translate longer sentences containing linked ideas into the target language with accuracy..</p> <p>Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).</p>	<p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to the future or past as well as the present.</p> <p>Translate longer sentences containing linked ideas into the target language.</p> <p>Mostly accurate and meaning is clear, but with some minor errors and some more major errors (eg. With verb tense forms)</p>
	<p>Speaking</p> <p>Initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures referring to the past, present and future.</p> <p>Demonstrate spontaneity by, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words.</p>	<p>Begin to initiate and develop conversations and narrate events.</p> <p>Use a wide range of common vocabulary and grammatical structures,, referring to the past, present and future.</p> <p>Demonstrate spontaneity by asking follow up questions, responding to unexpected questions and expanding answers.</p>	<p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future.</p> <p>Use a range of common vocabulary and grammatical structures</p> <p>Demonstrate spontaneity by asking questions, and expand answers.</p>	<p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, past and the future.</p> <p>Use a range of common vocabulary and grammatical structures</p> <p>Demonstrate spontaneity by asking basic questions,</p>