



Curriculum Map

Subject: French

Year group: 8

	Module 1	Module 2	Module 3
Content <i>Declarative Knowledge: 'Know What'</i>	Communicative Functions: - Daily interactions and greetings - Clothes: what I wear and when - Things I like/dislike: free time - Talking about the weather & free time Core Target Constructions & Grammar: Quand + time phrase/weather + Je/il/elle porte + items of clothing Je fais, je joue, je vais + free time activities/places + time phrases of frequency Je joue/mon ami(e) joue au/à la/à l'/aux Mon ami(e) joue, mon ami(e) fait, mon ami(e) va J'aime + infinitive construction Verb pivots in Sentence Builder booklet – faire, jouer, aller Core Vocabulary: as per Sentence Builders.	Communicative Functions: - Things I like/dislike: school subjects & teachers - Comparing people & pets - Talking about weekend Plans Core Target Constructions & Grammar: / j'étudie le/la/l'/ les + school subjects J'aime...+ subject/person + car/parce que Je suis / mon ami(e) est/ il est / elle est plus/moins...+ adjective que... Je vais/tu vas/il va/elle va/on va...+ infinitive to create the aller future Core Vocabulary: as per Sentence Builders.	Communicative Functions: - Describing my house - Describing what I do at home - Talking about holiday plans Core Target Constructions & Grammar: J'habite dans une/un (+ adjective) maison / appartement J'aime + infinitive Time phrase/Frequency phrase + activity + place in house Je vais + infinitive, nous allons + infinitive + destination/means of transport Opinion – Ce sera + adjective Core Vocabulary: as per Sentence Builders.
Skills <i>Procedural Knowledge: 'Know How'</i>	Developing all micro skills of listening, reading, speaking and writing to be able to decode and encode messages for effective communication . Developing autonomous recall and fluency skills through routinisation and fluency training. Developing learner autonomy : organising, learning and reviewing new language autonomously to enhance mastery of and fluency in the target language.		
Key Questions	Qu'est-ce que tu portes? Qu'est-ce que tu fais pendant ton temps libre? Qu'est-ce que tu fais quand...? Qu'est-ce que tu aimes / n'aime pas?	Quelles matières étudies-tu? Quelles matières est-ce que tu (n') aimes (pas)? Pourquoi? Tu aimes...+School subject? Pourquoi? Quels sont tes projets pour le weekend prochain? Où voudrais-tu aller? Quels sont les projets de ton frère / ta soeur? Comment est ton/ta meilleur(e) ami(e)?	Comment est ta maison? Qu'est-ce que tu fais + time phrase? Qu'est-ce que tu vas faire cet été? Comment vas-tu voyager? Ça va être comment?
Assessment (See SoL)	Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking	Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking	Formative and summative assessment in: Listening, Reading, Grammar, Writing and Speaking
Literacy/ Numeracy/ SMSC/ Character	Developing an understanding of the phonological and graphological systems of the target language and their sound-symbol correspondence , as well as of the key structural, morphological and syntactic patterns . Understanding and dealing with cultural barriers to prevent breakdown in communication and develop intercultural competence . Developing new perspectives through comparisons with own culture to foster positive attitudes towards the target culture .		