

Litcham School Curriculum map - FRENCH

	KS2				KS3			KS4	
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Knowledge (Structures &amp; Vocabulary)</b>	<p><b>Moi</b> Learn greetings and be able to introduce yourself.</p> <p><b>L'anniversaire et les fêtes</b> Be able to give your birthday and age. Ask others about theirs. Learn about celebrations in France.</p>	<p><b>Portraits</b> Be able to recognise colours and say what colour something is. Be able to identify parts of the body. Describe an animal.</p> <p><b>Les Quatre Amis</b> Describe other people.</p>	<p><b>Vive le sport</b> Be able to say which sports you play and do.</p> <p><b>Ça pousse</b> Learn foods and drinks, in particular fruit and veg. Be able to express likes and dislikes of these.</p>	<p><b>L'argent de poche</b> Be able to explain what we spend our pocket money on. Expressing likes and dislikes on a different topic.</p> <p><b>Quel temps fait-il?</b> Be able to describe the weather and activities we do in different types of weather.</p>	<p><b>Je me présente:</b> Be able to meet and greet people in a range of ways. Understand dates and say when your birthday is. Begin to describe your family. Discuss your likes and dislikes using both nouns and infinitives. Describe a classroom and give an opinion.</p> <p><b>En classe:</b> Be able to describe paintings and pictures by reusing colours and shape. Give information and a range of opinions about school subjects and uniform. Understand the time and use time to describe school day.</p> <p><b>Temps libre:</b></p>	<p><b>Ma vie de famille:</b> Revise and extend description of pets. Identify and use higher numbers to 100 to give ages. Give information about your family eg: name, age and physical description. Describe where you live and your home. Explain what activities you do in the home. Talk about breakfast.</p> <p><b>En ville:</b> Be able to order ice-creams politely. Be able to describe what there is and isn't in your town or village. Revisit and extend opinions about why you like living there. Recycle numbers for basic prices. Describe where you go at the weekend. Be able to invite</p>	<p><b>Paris:</b> Find out about famous landmarks in Paris and say which ones you would like to visit. Learn higher numbers to give dates (including years). Learn transactional language to have a conversation at the tourist office. Discuss plans for a future visit to Paris. Navigate the Paris metro system. Say what you did in Paris using the perfect tense. Recap methods of transport to say how you travelled.</p> <p><b>Le collège et mon avenir:</b> Revise giving opinions of school subjects and extend types of reasons for opinions. Use modal verbs to describe</p>	<p><b>Continue topics from Pre-GCSE unit as retrieval.</b></p> <p><b>Qui suis-je? (Module 1)</b> Discuss friends and qualities. Talk about what makes a good friend. Discuss family relationships. Be able to discuss and make arrangements to go out with friends. Describe a night out with friends. Describe what life used to be like when you were younger. Discuss and describe role models and use different tenses to describe their life and achievements.</p>	<p><b>Complete module 5</b></p> <p><b>Au collège (module 6)</b> Discuss school subjects (timetable &amp; opinions). Talk about school and its facilities. Discuss the pros and cons of school uniform. Discuss school day. Compare schools in the UK and French-speaking countries. Discuss school rules. Compare life at primary school with life at high school. Discuss successes at school. Talk about school trips and exchanges.</p>

Litcham School Curriculum map - FRENCH

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Litcham School Curriculum map - FRENCH

						<p>Be able to buy food at a market and use quantities.</p> <p>Understand and take part in short dialogues at the market.</p> <p>Use a couple of past tense verbs to describe a market trip.</p> <p>Learn food items and understand menus.</p> <p>Give opinions about food and extend ideas.</p> <p>Be able to understand descriptions of French dishes.</p> <p>Describe a future school trip (Ski, Christmas market etc) and use a wider range of verb forms (je, on, nous).</p> <p><b>Les vacances:</b> Be able to say where you are on holidays in short messages, using être and place phrases.</p> <p>Say what you did during the holidays, mainly in the 1<sup>st</sup> person. Describe a visit in the past to a</p>	<p>what sports you have done recently.</p> <p>Recap and extend knowledge of food and food groups.</p> <p>Give advice to others to lead a healthy lifestyle.</p> <p>Discuss your daily routine. Say how you will lead a healthier lifestyle.</p> <p><b>Planète Insta</b></p> <p>Describe use of social media and technology using present tense and modals with infinitives. Describe a perfect weekend in the past tense.</p> <p><b>Haiti</b></p> <p>Use a range of pictures of Haiti to prompt discussion.</p> <p>Read and understand longer texts which contain a range of recycled and less familiar vocabulary.</p> <p>Describe life before and after the earthquake, using 2 tenses.</p>	<p>the weekend.</p> <p>Recap shops and quantities with foods and use to take part in dialogues in shops. Discuss meals and link to special occasions.</p> <p>Describe festivals and traditions.</p> <p>Describe family celebrations across different time frames. Use polite language suitable for a stay in France.</p> <p><b>De la ville à la campagne (mod 4)</b></p> <p>Explain where you live and its location. Discuss what you can do there and in the region you live.</p> <p>Give information about the climate in different time frames and the positive and negative aspects of the area.</p>	<p>protecting the environment.</p> <p>Discuss ethical shopping. Talk about volunteering and reasons for doing voluntary work. Discuss big events, and the advantages and disadvantages of big events.</p> <p>Be able to discuss large events in three time frames.</p>
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Litcham School Curriculum map - FRENCH

						<p>theme park, using some irregular verbs. Describe where you went and how you travelled – using perfect tense. Understanding negatives when reading or listening to texts in the perfect tense. Be able to use present and perfect tenses together to describe a trip.</p>	<p>Give a more detailed description of school in Haiti. Learn expressions with avoir.  <b>Pre-GCSE</b>                  Revise, practise and extend descriptions (physical, personality, family). Revise descriptions in town. Revisit time and higher numbers.</p>	<p>Compare your region in the past and present. Understand and cope with tourist information situations, including directions. Describe community projects including future plans.  <b>Le grand large (module 5)</b>                  Talk about what you normally do on holiday and what you can do at holiday destinations. Understand information about and book holiday accommodation. Discuss the pros and cons of different types of transport and be able to book train tickets and find out information. Be able to order in a</p>	
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Litcham School Curriculum map - FRENCH

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<b>Knowledge (Grammar)</b>	<p><b>Moi</b> Je and tu forms of verbs S'appeler avoir Basic questioning / inversion.</p> <p><b>L'anniversaire et les fêtes</b></p> <p>Question words e.g. quel. Introducing le / la definite articles.</p>	<p><b>Portraits</b> Definite articles, le/la/les. Placement of adjective after noun.</p> <p><b>Les Quatre Amis</b></p> <p>Using verbs avoir, être, aimer. Using 3rd person il/elle. Adjective agreement .</p>	<p><b>Vive le sport</b> Using verbs jouer à / faire de. Understanding masc/fem – jouer au Faire du/ de la</p> <p><b>Ça pousse</b> Using opinion verbs aimer détester. Using negative ne...pas.</p>	<p><b>L'argent de poche</b> Revisit opinion verbs and use of negative. Revisit definite articles. Introduce c'est + adjective.</p> <p><b>Quel temps fait-il?</b> Sentences with a clause – using quand.</p>	<p><b>Je me présente:</b> Understand indefinite articles and gender of nouns. Use 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular form of avoir / être / aimer. Start to use basic negation. Link ideas with basic connectives. Understand adjectival agreements for m/f.</p> <p><b>En classe:</b> Use singular form (Je and now on) of ER verbs.</p>	<p><b>Ma vie de famille:</b> Revisit and extend agreement of adjectives- to include plural. Use possessive adjectives (mon, ma, mes) Use the 'Nous' form of some familiar ER verbs. Use the partitive article (some) Revisit conjugation of ER verbs and learn irregular verb 'boire'. <b>En ville:</b> Start to use à la/au appropriately with flavours. Learn the verb 'aller' full paradigm.</p>	<p><b>Paris:</b> Revisit &amp; extend near future (full paradigm). Si + weather + future tense. Full paradigm of préférer and vouloir. Perfect tense in je / on forms (regular/irregular verbs with avoir and verbs using être) Form questions and use the negative (ne ...pas) in the perfect tense. Give opinions in past tense (c'était / j'ai trouvé ça ...)</p> <p><b>Le collège et mon avenir:</b> Use more varied qualifiers. Key</p>	<p><b>Qui suis-je? (Module 1)</b> Revisit present tense including key irregular verbs in 3<sup>rd</sup> person to describe people. Use 'qui' as a relative pronoun. Learn emphatic pronouns after avec, sans and prepositions. Revisit reflexive verbs and extend to include prepositions. Revise the near future tense. Revise the perfect tense</p>	<p><b>Au collège (module 6)</b> Revise use of direct object pronouns. Revise adjectival agreement. Focus on third person plural forms of present tense verbs. Use <i>il faut</i> and <i>il est interdit de</i> to describe school rules. Recap of reflexive verbs. Recap and use past, present and future time frames together.</p>

Litcham School Curriculum map - FRENCH

				<p>Revisiting 'je' form of verbs.</p> <p>Start to look at full paradigm of an ER verb. Adapt adjectives to make agreement for m/f/pl. <b>Temps libre:</b> Revisit negation. Look further at ER verb patterns and the personal pronouns. Learn that some verbs differ from English, jouer à/au and faire du/de la. Look at an irregular verb 'faire' and understand that patterns differ.</p>	<p>Use à la/au etc to say to/at a place. Recognise parts of verb 'vouloir' and use je and tu forms with infinitives. Understand use of tu and vous and differences. Use parts of 'aller' with infinitives – le future proche. 'Si' phrases with the future proche. Reinforce present tense in 1<sup>st</sup> person and convert into infinitive to use future proche.</p> <p><b>Les fêtes</b> Reinforce longer sentence structure – verb + infinitive + reasons. Familiarise with verb patterns of ER,IR and RE verbs. Use 3<sup>rd</sup> person plural with support. Use 'de/d' to express 'of'. Introduction to the perfect tense with a small core of key</p>	<p>modal verbs + infinitive. Revisit negation and no article following negation. Revisit and extend variety of verbs to express future intent (je vais / j'espère / je voudrais / je veux etc) Masculine and feminine forms of jobs. <b>En forme:</b> Revise basic negative and extend with ne..plus and ne..jamais. Recap use of perfect tense. Use 'il faut / on doit + infinitive' to give advice. Learn about reflexive verbs. Recap varied verbs to express future intent. <b>Planète Insta</b> Consolidate all modal verbs in 1<sup>st</sup>,2<sup>nd</sup> and 3<sup>rd</sup> person singular. Use 'quand' and 'si' to produce extended sentences. Recycle and revise the perfect tense</p>	<p>with both avoir and etre. Learn the 1<sup>st</sup> person form of the imperfect tense and extend if confident.</p> <p><b>Le temps des loisirs (module 2)</b> Revise present tense and use of depuis + present to say how long/since. Learn the comparative with adjectives and extend to superlative. Further practice of the imperfect tense to describe what used to happen. Start to use the relative pronoun que and understand difference from qui. Practice direct object pronouns (le,la,les)to say 'it/them' when discussing books</p>	<p>Revision of imperfect tense. <b>Bon travail (module 7)</b> Recap adverbs Use <i>en</i> + the present participle. Use <i>dont</i> Use direct object pronouns in the perfect tense. Look at verbs followed by <i>à</i> or <i>de</i>. Say 'the best and the worst thing'. Use the simple future tense (foundation) Use more complex sentences in the simple future tense (<i>si, quand, lorsque</i>) (higher) Recap present, perfect, imperfect and conditional tenses. (Higher) Use the perfect infinitive</p>
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Litcham School Curriculum map - FRENCH

						<p>verbs. Learn c'était.. to give descriptions. Revise formation of future.</p> <p><b>Les vacances:</b> Recognise the whole paradigm of avoir with perfect tense. Learn to form past participles (ER) and some key irregulars. Begin to use past tense with être – je suis allé(e)... Look at full paradigm and concentrate on je/nous forms. Reinforce negative ne...pas.</p>	<p>with regular and key irregular verbs. Concentrate on the 1<sup>st</sup> person sing and plural. <b>Haiti:</b> Recycle use of il y a/ il n'y a pas de in descriptions. Extend with further negative expressions eg: ne....plus/ne..que Recognise the imperfect verb endings to describe life before the earthquake. Recycle time phrases as clues to indicating tense.</p> <p><b>Pre-GCSE</b> Practise the verbs 'avoir' and 'être'. Use of prepositions and use of de la/du. Revisit à la/au rule. Revisit the verb 'aller'.</p>	<p>or TV programmes.</p> <p><b>Jours de fête (module 3)</b> Revise reflexive verbs and modal verbs devoir and pouvoir. Revisit verbs to discuss mealtimes (manger,boire,prendre). Re-use the future tense to discuss celebrations and food. Expand knowledge of pronouns to include 'en'. Learn to use 'venir' de + infinitive to express what is just done. Further practise of past tense to enable practice of three time frames.</p> <p><b>De la ville à la campagne (mod 4)</b></p>	<p>(Higher) Recognise and use a small number of phrases which require the subjunctive.</p> <p><b>Un œil sur le monde (module 8)</b> Use more complex ways of expressing personal opinions- ce qui... Revise the simple future tense. Use the modal verbs <i>pouvoir</i> and <i>devoir</i> in the present (higher – conditional) tense. Learn verbs in the infinitive form. Make connections between word types (e.g. verb = polluer / noun = la pollution) Understand the passive tense (higher - use the passive</p>
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Litcham School Curriculum map - FRENCH

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Litcham School Curriculum map - FRENCH

								– recognise and use the pluperfect tense. Use the conditional tense (foundation could use <i>je voudrais</i> + infinitive) Use key expressions with ' <i>avoir</i> '. Higher – recap use of ' <i>en</i> + present participle' and ' <i>avant de</i> + infinitive')	
<b>Skills &amp; Application of Knowledge</b>	<b>Moi</b> Ask and answer key questions about yourself – mini interview style. Take part in a dialogue to introduce yourself and ask questions about others with support.	<b>Portraits</b> Identify colours correctly and begin to try and spell some colours from memory. Be able to name parts of the body and label a face and body in French.	<b>Vive le sport</b> Be able to name the sports you play and do. Label sports in French. Write a basic diary of what sports you do and when. <b>Ça pousse</b>	<b>L'argent de poche</b> Name some things you can buy with your pocket money. Complete a dialogue ordering items / asking for and giving prices (using	<b>Je me présente:</b> Recognise accents. Begin to apply understanding of key phonics to aid pronunciation. Use simple qualifiers to vary phrases. Begin to read for gist and spot cognates. Take part in a short interview (as a character). <b>En classe:</b> Adapt simple poetry and start to use dictionaries.	<b>Ma vie de famille:</b> Begin to describe photos. Plan and present a description of your family. Understand a longer description and adapt for own use. Begin to develop strategies to cope with less familiar language. <b>En ville:</b> Understand a French video about an ice-cream parlour.	<b>Paris:</b> Write a postcard from a trip to Paris. Understand tourist information produced for Paris landmarks. Use more varied time phrases and sequencers in accounts to link ideas. <b>Le collège et mon avenir:</b> Give a description of dream school using present tense. Provide a list of	<b>Qui suis-je (m1)</b> Review (ongoing) of key phonics and pronunciation. Consistently use qualifiers, key connectives and time phrases when describing people. Improving our range for phrases for giving opinions. Use of questions to help form answers.	<b>Au collège (m6)</b> Use comparisons when discussing subjects. Compare schools here and abroad and use 3 <sup>rd</sup> person plural. Join in debate type discussion and agree/disagree with speakers, to include opinions on rules.

Litcham School Curriculum map - FRENCH

<p>Write the names of others, practising 'je m'appelle..'. Begin to understand some basic phonics/sounds.</p> <p><b>L'anniversaire et les fêtes</b> Take part in a dialogue about when your birthday is. Write short sentences about people's birthdays. Use song to remember the months and how to ask for birthdays.</p>	<p><b>Les Quatre Amis</b> Be able to describe a pet / someone else. Begin to recognise adjective agreement (with colours). Spell a few animals correctly, label animals in French. Write a brief description of an animal using adjectives. Take part in a dialogue about pets.</p>	<p>Answer questions about foods you like and dislike. Label foods in French. Write short sentences about foods you like and dislike. Complete a dialogue ordering foods in a market / café. Produce a café menu.</p>	<p>numbers up to 40). Revisit giving opinions on what you like to buy. Write short sentences giving opinion on the things you like to buy. <b>Quel temps fait-il?</b> Begin to be able to describe the weather. Learn a variety of activities /hobbies. Create more complex sentences using when - 'quand'.</p>	<p>Learn about silent letters to aid pronunciation. Use simple phrases to describe a photo of a classroom. Use time phrases to complement and extend sentences. Begin to cope with longer texts through recycling of familiar language with Conti activities. <b>Temps libre:</b> Explore further key sounds and differences, ie: g/ge, ch and th. Use a range of time and weather phrases to vary phrases. Re-use key phrases to describe photos.</p>	<p>Use time of day expressions to improve sentences. Understand a longer text, use narrow questions to guide and cognates. Take part in short dialogues to invite a friend out. Use voice intonation to ask questions. Use 'vous' when addressing an adult in a café. Take part in more formal dialogues in a café. Describe a café scene photo and recycle descriptions. Read longer texts which contain two tenses. Prepare and record a blog about a future weekend. Adapt and create calligramme poetry. <b>Les fêtes</b> Refocus on phonics and silent letters. Expand opinions with personal phrases. Develop and improve strategies to</p>	<p>rules which exist in your school. Answer key questions on school and future plans. Translate texts into English. <b>En forme:</b> Revise and extend use of time phrases. Create an information sheet to provide advice on how to lead a healthy lifestyle. <b>Planète Insta:</b> Improve translation skills through a range of activities. Give a spoken presentation about use of social media and/or write a report. <b>Haiti:</b> Further description of photos. Write in the 1<sup>st</sup> person as a young French speaking person from Haiti. Reading longer texts – picking out main details, manage longer and more complex sentences</p>	<p>Identify negative and positive opinions. Translation skills and techniques. Getting the perfect tense correct. Tense combinations and switches. <b>Le temps des loisirs (m2)</b> Adding the comparative to sentences. Use the relative pronoun que to connect sentences. Rewrite texts into the 3<sup>rd</sup> person. Consolidation of imperfect and use to compare previous leisure time. Using direct object pronouns to avoid repetition. Confidence in identifying tenses and spotting clues</p>	<p><b>Bon travail (m7)</b> Remember not to include the indefinite article when talking about jobs as nouns. Understand job descriptions and adverts for jobs. Cope with longer reading passages. Recognise language in different contexts. Take part in a job interview and write a letter of application for a job.</p> <p><b>Un œil sur le monde (m8)</b> Expand knowledge of language to present arguments and be able to debate. Cope with large numbers and recap date formation.</p>
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Litcham School Curriculum map - FRENCH

				<p>Write a short paragraph about the activities you do in certain weathers.</p>		<p>understand food descriptions. Write your plans for a trip to the Nice carnival using the future. <b>Les vacances:</b> Read a range of texts and identify negatives and examples of perfect tense. Understand and use a range of sequencers in an account of a disaster holiday.</p>	<p>and cope with less familiar language. <b>Pre-GCSE</b> Give brief messages and presentations giving information about self.</p>	<p>when reading or listening. <b>Jours de fête (m3)</b> Listening for négatives. Consistently use modal verbs with infinitives. Use the pronoun en with some key phrases – j'en veux. Confident use of number, percentage and size vocabulary. Time phrases and verb phrases in the past (il y a.. / venir de.. /) Confidence with a range of time frames and tense switching. <b>De la ville à la campagne (m4)</b> Use the different ways to say 'in'. Give and ask for directions, use some imperatives. Identify negatives when reading and</p>	<p>Borrow and adapt language for self. Use logic and knowledge of linked vocabulary to work out the meanings of new vocabulary.</p>
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Litcham School Curriculum map - FRENCH

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<p><b>Cultural Knowledge &amp; Cross-Curricular opportunities</b></p>	<p>Greetings.</p> <p>Use of monsieur / madame / mademoiselle.</p>	<p>French songs e.g. Alouette</p>	<p>Talking about sports / foods in France.</p>	<p>Use of euro €.</p> <p>Weather map, learning about cities/regions</p>	<p>Become aware that French is spoken in other countries. Familiarise with some French literary characters such as TinTin, Astérix and their</p>	<p>Learn about the Fête Nationale/ Bastille Day.</p> <p>Use of euro € and prices.</p>	<p>Learn about Paris monuments. Learn to navigate the Paris métro. French school system. A typical day for a French student.</p>	<p>Read about French TV programmes depicting family life (C'est de famille)</p> <p>Sport in France.</p>	<p>Compare school life in UK and French-speaking schools. Look at variations in subjects taught.</p>

Litcham School Curriculum map - FRENCH

				<p>ns in France.</p> <p>popularity in French speaking countries.</p> <p>Learn about French cubist artists and the movement. School in France and beyond. Christmas in France.</p> <p>Learn about the francophone world and identify flags and sporting differences.</p> <p>Understand the rules and techniques of pétanque by watching a video.</p> <p><b>Watch an authentic French film 'Le petit Nicolas', link to writing character profiles.</b></p>	<p>Start to familiarise with Paris and its places of interest. French café life and typical items.</p> <p>Look at Apollinaire poetry /calligrammes.</p> <p>Look at the calendrier des fêtes and discuss.</p> <p>Typical food and celebration occasions. Christmas markets.</p> <p>Cultural references to Parc Astérix and Futuroscope.</p> <p>Understand a cultural text on Jules Verne.</p> <p><b>Watch an authentic French film 'Les choristes', recycle previous vocabulary and grammar structures to discuss plot and describe characters.</b></p>	<p>Healthy and balanced diet &amp; nutrition.</p> <p>Understand a longer text about a visit to Futuroscope.</p> <p>Learn about a French speaking country – Haiti.</p>	<p>Popular TV and music in French speaking countries. French films and cinema stars. The Cannes film festival. Festivals and celebrations in France and other countries. Learn more about the Fête Nationale and the food eaten. Weddings in France.</p> <p>la météo – watch authentic weather forecasts. Read about Provence and Montréal. Community projects – here and abroad.</p> <p>Broaden knowledge of French specialities in restaurants.</p>	
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