
		Cycle A LTP for KS3 MFL		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn 1	Key area of understanding	C'est Moi! <ul style="list-style-type: none"> To describe myself (greetings and introductions) 	C'est Moi! <ul style="list-style-type: none"> To describe myself (greetings and introductions) 	Ma journée <ul style="list-style-type: none"> To state key times and days of the week
	Knowledge & skills development	<ul style="list-style-type: none"> greetings (according to time of day) identify and begin to recall numbers to 10 understand and begin to respond to how you Begin to recognise the questions 'Quel âge as-tu?' 'Comment t'appelles-tu?' and begin to give an appropriate 1 word / short phrase response 1st person conjugation of <i>avoir, être, s'appeler,</i> 	<ul style="list-style-type: none"> greetings (according to time of day and register) identify and begin to recall numbers to 20 understand and respond to how you are Identify and respond appropriately to the questions 'Quel âge as-tu?' 'Comment t'appelles-tu?' using a full sentence response 1st, 2nd and 3rd person conjugations of <i>avoir, être, s'appeler,</i> 	<ul style="list-style-type: none"> Recall / know and use numbers in a range of contexts. Identify and state the time to the hour using the <i>il est</i> phrase e.g. <i>il est huit heures.</i> Know and use the days of the week. Recall and use <i>c'est</i> (it is). <p>AQA Unit – Numbers / Time</p>
Autumn 2	Key area of understanding	C'est Moi! <ul style="list-style-type: none"> To describe myself (how I feel and expressing illness) 	C'est Moi! <ul style="list-style-type: none"> To describe myself (how I feel and expressing illness) 	Ma journée <ul style="list-style-type: none"> To describe a typical daily routine
	Knowledge & skills development	<ul style="list-style-type: none"> identify and begin to recall a small number of key colours identify and begin to recall parts of the body and begin to describe a simple illness gender of nouns Begin to recognise contractions of <i>à + le = au ; à + la = à la ; à + les = aux</i> 	<ul style="list-style-type: none"> identify and recall an increasing range of colours identify and recall parts of the body and describe a simple illness gender of nouns, singular and plurals of nouns Recognise and begin to apply contractions of <i>à + le = au ; à + la = à la ; à + les = aux</i> 	<ul style="list-style-type: none"> Know and use a range of phrases to describe key daily activities. Begin to know and use (1st, 2nd, 3rd) person conjugations of verbs including reflexives (<i>me – te – se</i>). Know and use school subjects (<i>les cours</i>) in order to describe school timetable. Know and use a range of appropriate connectives e.g. <i>après / ensuite / puis/.</i> Past and future tense of <i>c'est – c'était / ce sera</i> and use of <i>demain (tomorrow) and hier (yesterday).</i> <p>AQA Unit – Numbers / Time</p>
Spring	Key area of understanding	En classe <ul style="list-style-type: none"> Identify and describe classroom objects 	En classe <ul style="list-style-type: none"> Identify and describe classroom objects 	L'argent de poche et le temps libre <ul style="list-style-type: none"> To describe how I earn pocket money

	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and follow a range of common classroom instructions and requests Identify a range of classroom objects Know that French nouns have genders and that 'un' denotes a masculine known and 'une' denotes a feminine noun Know and begin to use <i>il y a</i> and <i>c'est</i> phrases, Know and use possessive pronoun – 1st person singular 	<ul style="list-style-type: none"> Follow and give a range of common classroom instructions and requests Identify and recall a range of classroom objects Recognise singular and plural of objects and colours Know some noun genders and begin to use corresponding adjectival agreements with colour Know and use <i>il y a</i> and <i>c'est</i> phrases, Know and use possessive pronouns – 1st, 2nd, 3rd person singular 	<ul style="list-style-type: none"> Know that French currency is the Euro / centimes Recall and apply numbers to 10 / 20 / 100 Know and apply 1st, 2nd and 3rd person conjugations of verb <i>recevoir</i> and use the phrase <i>Je reçois xxx livres sterling (par semaine)</i> Know and use a range of phrases to state household chores Know and use the phrase <i>Pour gagner de l'argent de poche</i> Give simple descriptions of chores using <i>C'est + adjective (e.g. ennuyeux / terrible / mal)</i> Know and apply 1st, (2nd and 3rd) person conjugations of verb <i>faire</i> Use dictionaries to identify and apply a range of adjectives to describe chores <p>AQA Unit – Shopping / Toys</p>
Spring 2	Key area of understanding	En classe <ul style="list-style-type: none"> Understand and share information about birthdays 	En classe <ul style="list-style-type: none"> Understand and share information about birthdays 	L'argent de poche et le temps libre <ul style="list-style-type: none"> To describe how I spend pocket money
	Knowledge & skills development	<ul style="list-style-type: none"> Understand and recall numbers to 10. Begin to understand and recall numbers to 20. Understand and begin to recall months of the year and birthdays Know and use past tense of <i>c'est – c'était</i> 	<ul style="list-style-type: none"> Understand and recall numbers to 20 Begin to understand and recall numbers to 30. Understand and recall months of the year and birthdays Know and use past and future tense of <i>c'est – c'était / ce sera,</i> 	<ul style="list-style-type: none"> Know and use a range of toy words Use dictionaries to find toy words Identify genders of toy words and apply adjectival agreements Recall and use colour words + <i>c'est</i> phrase to describe toys 1st, 2nd and 3rd person conjugations of personal pronouns <i>mon – ton – son</i> <i>Understand how to say 'some' when expressing a quantity bought – le /la / les becomes du / de la / des.</i> 1st, 2nd and 3rd person conjugations of <i>acheter j'achète / tu achètes / il, elle achète</i> Know and use a range of hobby nouns Express likes and dislikes using <i>J'aime / Je n'aime pas + infinitive</i> <p>AQA Unit – Shopping / Toys</p>
Sum	Key area of understanding	Quel temps fait-il? <ul style="list-style-type: none"> To describe the weather 	Quel temps fait-il? <ul style="list-style-type: none"> To describe the weather 	En bonne santé <ul style="list-style-type: none"> To identify and express opinions about healthy / unhealthy foods and activities

	Knowledge & skills development	<ul style="list-style-type: none"> Identify and begin to recall some days of the week Recognise and respond to demain (tomorrow) and hier (yesterday) Identify and begin to recall weather types Recognise and locate some key areas of France Know and use present tense of <i>faire (il fait)</i> 	<ul style="list-style-type: none"> Identify and recall days of the week Past and future tense of <i>c'est – c'était / ce sera</i> and use of demain (tomorrow) and hier (yesterday) Identify and recall weather types Begin to know and use compass directions and relate to comparisons between known key areas of France. E.g. Rouen est de l'est de Paris Know and use present tense of <i>faire(il fait)</i>, begin to recognise and use past and future tense of <i>faire (il faisait, il fera)</i>, 	<ul style="list-style-type: none"> Identify and recall a range of food and drink Understand and use the terms '<i>Bon pour la santé</i>' ; '<i>Mauvais pour la santé</i>' Express simple likes, dislikes and preferences including the negative statement using <i>ne...pas, (j'aime, je n'aime pas, préféré)</i>, Justify opinions using <i>parce que c'est + adjective</i> Identify and recall a range of activities which are <i>Bon pour la santé</i> <p>AQA Unit – Food and Drink</p>
Summer 2	Key area of understanding	Quel temps fait-il? <ul style="list-style-type: none"> To describe what I am wearing 	Quel temps fait-il? <ul style="list-style-type: none"> To describe what I am wearing 	En bonne santé <ul style="list-style-type: none"> To order and complain about food in a restaurant
	Knowledge & skills development	<ul style="list-style-type: none"> Know and begin to recall some clothes names Know and begin to use 1st conjugation of <i>porter, je porte</i>, to describe what I am wearing 	<ul style="list-style-type: none"> Know and recall a range of clothes names Know and use 1st person conjugations of <i>porter</i>, and begin to use 2nd and 3rd person conjugations to describe what I and others are wearing 	<ul style="list-style-type: none"> Recognise and use 1st (2nd and 3rd) person future conditional conjugations of <i>vouloir, Je voudrais + infinitive (manger / boire)</i> to order food and drink and (<i>me plaindre de</i>) to make a complaint Justify opinions using <i>parce que c'est + adjective</i> <p>AQA Unit – Food and Drink</p>

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		Cycle B LTP for KS3 MFL		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn 1	Key area of understanding	Ma Famille <ul style="list-style-type: none"> To introduce my family 	Ma Famille <ul style="list-style-type: none"> To introduce my family 	Ma journée <ul style="list-style-type: none"> To state key times and days of the week
	Knowledge & skills development	<ul style="list-style-type: none"> Begin to recognise and use key greetings (according to the time of day and register) Recognise and use 1st person and begin to use 3rd person conjugations of <i>s'appeller</i> to introduce my name and names of family members Identify and recall numbers to 10/20 Express my age and begin to express the age of other family members using 'il a / elle a...ans' Recognise and use 1st person and begin to use 3rd person conjugations of <i>avoir</i> 	<ul style="list-style-type: none"> Recognise and use key greetings greetings (according to the time of day and register) Recognise and use 1st, 2nd and 3rd person conjugations of <i>s'appeller</i> to introduce my name and names of family members Identify and recall numbers to 10/20/ an begin to identify and recall numbers to 100 Express my age and the age of other family members 'il a / elle a...ans' Recognise and use 1st, 2nd and 3rd person conjugations of <i>avoir</i> and future simple of <i>avoir</i> – <i>j'aurai</i>, 	<ul style="list-style-type: none"> Recall / know and use numbers in a range of contexts. Identify and state the time to the hour using the <i>il est</i> phrase e.g. <i>il est huit heures</i>. Know and use the days of the week. Recall and use <i>c'est</i> (it is). <p>AQA Unit – Numbers / Time</p>
Autumn 2	Key area of understanding	Ma Famille <ul style="list-style-type: none"> To describe my family 	Ma Famille <ul style="list-style-type: none"> To describe my family 	Ma journée <ul style="list-style-type: none"> To describe a typical daily routine
	Knowledge & skills development	<ul style="list-style-type: none"> Identify and recall an increasing range of colours Begin to describe my hair and eye colour and family members' hair and eye colour Begin to recognise some adjectival colour agreements (plurals) for hair and eyes 	<ul style="list-style-type: none"> Identify and recall colours including using the terms <i>foncé(e) / clair(e)</i> Describe my hair and eye colour and family members' hair and eye colour Know some adjectival colour agreements (plurals) for hair and eyes 	<ul style="list-style-type: none"> Know and use a range of phrases to describe key daily activities. Begin to know and use (1st, 2nd, 3rd) person conjugations of verbs including reflexives (<i>me – te – se</i>). Know and use school subjects (<i>les cours</i>) in order to describe school timetable. Know and use a range of appropriate connectives e.g. <i>après / ensuite / puis/</i>. Past and future tense of <i>c'est – c'était / ce sera</i> and use of <i>demain</i> (tomorrow) and <i>hier</i> (yesterday). <p>AQA Unit – Numbers / Time</p>
Spring 1	Key area of understanding	As-tu un animal? <ul style="list-style-type: none"> To describe pets 	As-tu un animal? <ul style="list-style-type: none"> To describe pets 	L'argent de poche et le temps libre <ul style="list-style-type: none"> To describe how I earn pocket money
	Knowledge & skills	<ul style="list-style-type: none"> Know and begin to use a range of animal names With support, use dictionaries to identify new 	<ul style="list-style-type: none"> Know and use a range of animal names Using dictionaries to identify new words 	<ul style="list-style-type: none"> Know that French currency is the Euro /

	development	<p>words</p> <ul style="list-style-type: none"> identifying and beginning to describing pets, recall and apply numbers 0 – 10 to describe the number of given pets recall and begin to apply colours to describe pets (with support to identify some adjectival agreements) 	<ul style="list-style-type: none"> identifying and describing pets, recall and apply numbers 0 – 10 to describe the number of given pets, beginning to demonstrate understanding of pluralising nouns recall and apply colours to describe pets (using adjectival agreements) 	<p>centimes</p> <ul style="list-style-type: none"> Recall and apply numbers to 10 / 20 / 100 Know and apply 1st, 2nd and 3rd person conjugations of verb <i>recevoir</i> and use the phrase <i>Je reçois xxx livres sterling (par semaine)</i> Know and use a range phrases to state household chores Know and use the phrase <i>Pour gagner de l'argent de poche</i> Give simple descriptions of chores using <i>C'est + adjective (e.g. ennuyeux / terrible / mal)</i> Know and apply 1st, (2nd and 3rd) person conjugations of verb <i>faire</i> Use dictionaries to identify and apply a range of adjectives to describe chores <p>AQA Unit – Shopping / Toys</p>
Spring 2	Key area of understanding	<p>As-tu un animal?</p> <ul style="list-style-type: none"> To express likes, dislikes and preferences towards pets 	<p>As-tu un animal?</p> <ul style="list-style-type: none"> To express likes, dislikes and preferences towards pets 	<p>L'argent de poche et le temps libre</p> <ul style="list-style-type: none"> To describe how I spend pocket money
	Knowledge & skills development	<ul style="list-style-type: none"> begin to express simple likes, dislikes and preferences including the negative statement using <i>ne...pas, (j'aime, je n'aime pas, préféré)</i>, Begin to justifying opinions using <i>parce que c'est</i> Know and use 1st person conjugation of <i>acheter</i> to describe pets to be bought at a pet shop 	<ul style="list-style-type: none"> express simple likes, dislikes and preferences including the negative statement using <i>ne...pas, (j'aime, je n'aime pas, préféré)</i>, Justify opinions using <i>parce que c'est</i> Know and use 1st person conjugation of <i>acheter</i> to describe pets to be bought at a pet shop, begin to use 3 person conjugation to describe pets bought by other people 	<ul style="list-style-type: none"> Know and use a range of toy words Use dictionaries to find toy words Identify genders of toy words and apply adjectival agreements Recall and use colour words + <i>c'est</i> phrase to describe toys 1st, 2nd and 3rd person conjugations of personal pronouns <i>mon – ton – son</i> <i>Understand how to say 'some' when expressing a quantity bought – le /la / les becomes du / de la / des.</i> 1st, 2nd and 3rd person conjugations of <i>acheter j'achète / tu achètes / il, elle achète</i> Know and use a range of hobby nouns Express likes and dislikes using <i>J'aime / Je n'aime pas + infinitive</i> <p>AQA Unit – Shopping / Toys</p>
Sum	Key area of understanding	<p>MTP title – Chez moi / en vacances</p> <ul style="list-style-type: none"> To describe where I live 	<p>MTP title – Chez moi / en vacances</p> <ul style="list-style-type: none"> To describe where I live 	<p>MTP title – En bonne santé</p> <ul style="list-style-type: none"> To identify and express opinions about healthy / unhealthy foods and activities

	Knowledge & skills development	<ul style="list-style-type: none"> Begin to identify and recall different house types With support, begin to describe interior of house – rooms / floors Know and begin name some locations for houses e.g. <i>en ville</i> , <i>à la campagne</i> Know and begin to name some countries of the world With support, understand and apply the <i>dans</i> preposition and <i>il y a</i> key phrase 	<ul style="list-style-type: none"> Identify and recall different house types Know and name some locations for houses e.g. <i>en ville</i> , <i>à la campagne</i> Know and name some countries of the world including <i>les pays francophone</i> Understanding and application of <i>dans</i> preposition and <i>il y a</i> key phrase 	<ul style="list-style-type: none"> Identify and recall a range of food and drink Understand and use the terms '<i>Bon pour la santé</i>' ; '<i>Mauvais pour la santé</i>' Express simple likes, dislikes and preferences including the negative statement using <i>ne...pas</i>, (<i>j'aime</i>, <i>je n'aime pas</i>, <i>préféré</i>), Justify opinions using <i>parce que c'est + adjective</i> Identify and recall a range of activities which are <i>Bon pour la santé</i> <p>AQA Unit – Food and Drink</p>
Summer 2	Key area of understanding	Chez moi / en vacances <ul style="list-style-type: none"> To describe a holiday To write a postcard 	Chez moi / en vacances <ul style="list-style-type: none"> To describe a holiday To write a postcard 	En bonne santé <ul style="list-style-type: none"> To order and complain about food in a restaurant
	Knowledge & skills development	<ul style="list-style-type: none"> Begin to describe different a small range of key holiday locations, types of holiday and holiday activities Recall and apply weather descriptions 1st person conjugations <i>habiter, vouloir, faire, aller, être</i> including future conditional With support, recall and begin to apply some simple adjectival agreements 	<ul style="list-style-type: none"> Describe a small range of different holiday locations, types of holiday and holiday activities Recall and apply weather descriptions 1st, (2nd and 3rd) person conjugations <i>habiter, vouloir, faire, aller, être</i> including future conditional Recall and apply some simple adjectival agreements 	<ul style="list-style-type: none"> Recognise and use 1st (2nd and 3rd) person future conditional conjugations of <i>vouloir, Je voudrais + infinitive (manger / boire)</i> to order food and drink and (<i>me plaindre de</i>) to make a complaint Justify opinions using <i>parce que c'est + adjective</i> <p>AQA Unit – Food and Drink</p>

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.