



**[OAT]**  
Ormiston Academies Trust  
ACHIEVING MORE TOGETHER

2023-  
2024

## French Curriculum map



# Brownhills Ormiston Academy French Curriculum map



## Year 7 French

| Autumn term 1  | Autumn term  | Spring term  | Spring term  | Summer term 1   | Summer term 2  |
|--|--|--|--|---|--|
| <b>On fait connaissance</b> <ul style="list-style-type: none"> <li>Greetings, the alphabet</li> <li>Introducing yourself</li> <li>Describing your personality and that of others</li> </ul>                  | <b>Tout sur moi</b> <ul style="list-style-type: none"> <li>Describing your physical appearance</li> <li>Introducing and describing your family</li> </ul>  | <b>Mes loisirs et ceux de mes fans</b> <ul style="list-style-type: none"> <li>Weather phrases</li> <li>Your activities &amp; your favourite star's hobbies</li> <li>Talking about 'le tour de France'</li> </ul> | <b>Venez rendre visite à mon collègue</b> <ul style="list-style-type: none"> <li>Describing your school</li> <li>Opinions on school subjects &amp; teachers</li> <li>French &amp; British schools</li> <li>Writing a card to your pen pal</li> </ul> | <b>Mon style au bahut</b> <ul style="list-style-type: none"> <li>Weather &amp; clothing</li> <li>Opinion on school uniforms</li> <li>Designing a new uniform</li> <li>Describing a photo</li> <li>French culture</li> </ul> | <b>Ce que je porte pour une fête</b> <ul style="list-style-type: none"> <li>Clothes for special occasions</li> <li>Describing models &amp; cultural outfits</li> <li>Revisiting past topics</li> </ul> |
| <b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>Review of numbers 1 to 31</li> <li>The importance of learning French phonics</li> <li>Asking and answering simple</li> </ul> | <b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>Avoir and être</li> <li>Numbers 1 to 100</li> <li>Adjective agreements</li> <li>Question words</li> <li>Simple connectives,</li> </ul> | <b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>Using A.C.T.I.O.N</li> <li>The infinitive</li> <li>Jouer + au/à la</li> <li>Faire + du/de la/des</li> </ul>                      | <b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>Aller (1<sup>st</sup>, 3<sup>rd</sup> pers sing/1<sup>st</sup> pers plur)</li> <li>Using comparisons</li> </ul>  | <b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>Irregular adjectives agreements</li> <li>Devoir + infinitive (1<sup>st</sup> person sing)</li> </ul>  | <b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>Near future tense</li> <li>Using A.C.T.I.O.N</li> <li>Describing a photo</li> </ul>                                    |

# Brownhills Ormiston Academy French Curriculum map



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|---|---|--|---|--|---|
| <p>questions-raising intonation</p> <ul style="list-style-type: none"> <li><b>Phonics:</b><br/>Sound 'a', SFE<br/>[e] [é/er/ez] [è/ê/ai],<br/>open [o] [closed<br/>o/ô] [au/eau], [u]<br/>[ou]</li> </ul> | <p>opinions &amp; intensifiers</p> <ul style="list-style-type: none"> <li>The imperfect tense (implicitly)</li> <li>Literary extracts</li> <li><b>Phonics:</b><br/>[closed eu] [open eu/œu], silent final [e], [i/y], è / ê / [u] [ou], silent final consonant(SFC), Ca ReFuL consonants</li> </ul> | <ul style="list-style-type: none"> <li>Negatives 'ne...pas./ni...ni/</li> <li>Comparisons 'plus...que'</li> <li>The imperfect tense (implicitly)</li> <li><b>Phonics:</b><br/>words ending with –ent, [h muet] [h aspiré] [C], [j / soft g] [hard g] [gn], [ss / soft s] [hard s/z]</li> </ul> | <p>'plus...que'/moins que'</p> <ul style="list-style-type: none"> <li>Possessive adjectives</li> <li>Inversion questions</li> <li>Irregular –re verbs 'apprendre, comprendre'</li> <li>Describing a photo using P.A.L.M.</li> <li><b>Phonics:</b><br/>[r] [ch] [qu] [th], Liaisons, [oi] [oy], [ain/in/aim/im], [en/an/em/am], [on/om]</li> </ul> | <ul style="list-style-type: none"> <li>Using A.C.T.I.O.N</li> <li>Question words</li> <li>Using P.A.L.M.O.J</li> <li>“aller”/the whole paradigm</li> <li>Present &amp; past tense (1<sup>st</sup>/3<sup>rd</sup> pers sing)</li> <li><b>Phonics:</b><br/>[un/um],[ien],[tion] [-aill-/ail],[-ill/-ille],[-eill-/eil],[-euill-/euil/-ueill/-ueil/-œill/-œil]</li> </ul> | <p>with P.A.L.M.O.J</p> <ul style="list-style-type: none"> <li>➤ Savoir (1<sup>st</sup>/3<sup>rd</sup> pers sing)</li> <li>Using the present &amp; the past tense (1<sup>st</sup> pers sing/plur)</li> <li>Question words</li> <li><b>Phonics:</b><br/>Reviewing SFC, SFE<br/>au/eau, [th], [oi], words ending with -ent</li> </ul> |
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Year 8 French

# Brownhills Ormiston Academy French Curriculum map



| Autumn term 1   | Autumn term 2  | Spring term 1  | Spring term 2  | Summer term 1   | Summer term 2   |
|---|--|--|--|---|---|
| <b>Raconte moi tes vacances</b> <ul style="list-style-type: none"> <li>• Revisions</li> <li>• Activities on holidays</li> <li>• <i>A virtual tour to Disney Land</i></li> <li>• A visit to the Parc Asterix &amp; futuroscope</li> </ul><br><b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>• Revision of the verb 'avoir' and 'être'</li> <li>➤ Perfect tense with 'avoir' (1<sup>st</sup> pers sing and plur)</li> <li>➤ Using A.C.T.I.O.N.s</li> </ul> | <b>Je me débrouille en vacances</b> <ul style="list-style-type: none"> <li>• Ordering food</li> <li>• Asking information</li> <li>• Booking a room</li> <li>• Identifying key information on tourism ads</li> <li>• Planning an activity according to the weather</li> </ul><br><b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>• Present tense of regular –ir and –re verbs</li> <li>• Question words</li> <li>• Boire (1<sup>st</sup>, 3<sup>rd</sup> pers sing)</li> <li>• Adverbs</li> </ul> | <b>Mes loisirs et ma vie numérique</b> <ul style="list-style-type: none"> <li>➤ Spare time activities</li> <li>➤ A past visit to the shopping centre</li> <li>➤ Digital activities</li> </ul><br><b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>• Adjective agreement (irregular)</li> <li>• Revisit present tense of ER, IR, RE verbs</li> <li>• Conditional tense (1<sup>st</sup> pers sing)</li> </ul> | <b>Plongez dans la vie des grands athlètes</b> <ul style="list-style-type: none"> <li>➤ Opinions on sports</li> <li>➤ Your favourite athlete</li> <li>➤ Healthy choices</li> <li>➤ Asking and answering questions</li> </ul><br><b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>• Jouer à/faire de</li> <li>• Comparative &amp; superlative</li> <li>• Il faut + infinitive</li> </ul> | <b>Vivre ici ou ailleurs</b> <ul style="list-style-type: none"> <li>• Describing your town &amp; the weather</li> <li>• Talking about what you can do in town &amp; inviting someone out</li> <li>• Inviting someone in town</li> <li>• Recent activities in your town</li> <li>• Bastille day in Paris</li> </ul><br><b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>• Pouvoir /vouloir + infinitive</li> <li>• Using P.A.L.M.O.J</li> </ul> | <b>Si seulement tu étais ici!</b> <ul style="list-style-type: none"> <li>• Destination to a French speaking country</li> <li>• A past visit to Nice carnival/design a mask for the carnival</li> <li>• Planned activities</li> <li>• Planning a dream holiday</li> </ul><br><b>Key skills/grammar/phonics taught</b> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• The conditional tense (implicitly)</li> </ul> |

# Brownhills Ormiston Academy French Curriculum map



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| <ul style="list-style-type: none"> <li>➤ Perfect tense with 'aller' (first pers sing/plural)</li> <li>➤ Negatives in the perfect tense</li> <li>➤ Superlative</li> </ul> <p>• <b>Phonics:</b></p> <p>'a', SFE,[e] [é/er/ez]<br/>[è/ê/ai], open o]<br/>[closed o/ô]<br/>[au/eau]<br/>[u] [ou]</p> | <ul style="list-style-type: none"> <li>• Perfect tense with 'être' (1st sing/plural)</li> <li>• Using P.A.L.M.O.J</li> <li>• Near future</li> </ul> <p>• <b>Phonics:</b></p> <p>[u] [ou]<br/>[closed eu] [open eu/œu], silent final<br/>[e], [i/y], è / ê / [u]<br/>[ou]silent final consonant (SFC),<br/>CaReFuL consonants</p> | <ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• 'faire' and 'suivre' (1<sup>st</sup>, 3<sup>rd</sup> person sing)</li> <li>• Negatives (jamais/ ni...ni...)</li> <li>• Perfect tense with être and avoir</li> </ul> <p>• <b>Phonics</b></p> <p>Words ending with –ent,<br/>[h muet] [h aspiré]<br/>C, [j / soft g] [hard g] [gn], [ss / soft s]<br/>[hard s/z]</p> | <ul style="list-style-type: none"> <li>• Revision of the near future</li> <li>• The verb 'pouvoir, vouloir- 1<sup>st</sup>/3<sup>rd</sup> person narrative</li> <li>• Perfect tense with avoir (whole paradigm)</li> <li>• Using A.C.T.I.O.N</li> </ul> <p>• <b>Phonics:</b></p> <p>[r] [ch] [qu]<br/>[th], Liaisons<br/>[oi] [oy]<br/>[ain/in/aim/im]<br/>[en/an/em/am]<br/>[on/om]</p> | <ul style="list-style-type: none"> <li>• Relative clauses (où, quand)</li> <li>• Perfect tense with 'être' (whole paradigm)</li> <li>• Using A.C.T.I.O.N</li> <li>• Reflexive verbs (1<sup>st</sup> pers sing)</li> <li>• The imperfect tense (1st person narrative (implicit teaching)</li> <li>• Combining 2 &amp; 3 tenses</li> </ul> <p>• <b>Phonics:</b></p> <p>[un/um],[ien],[tion]<br/>[-aill/-ail],[-ill/-ille]<br/>[-eill/-eil],[-euill/-euil/-ueill/-ueil/-œill/-œil]</p> | <ul style="list-style-type: none"> <li>• Combining three tenses</li> <li>• Imperfect tense (1<sup>st</sup> pers sing/plur)</li> <li>• Extensive piece of writing with A.C.T.I.O.N</li> <li>• Superlative</li> <li>• Reading with the correct pronunciation &amp; applying knowledge of SSCs</li> </ul> <p>• <b>Phonics:</b></p> <p>[-ouill/-ouil]<br/>Reviewing SFC, SFE<br/>au/eau, [th], [oi], words ending with -ent</p> |
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Year 9 French

# Brownhills Ormiston Academy French Curriculum map



| Autumn term 1   | Autumn term 2  | Spring term 1   | Spring term 2  | Summer term 1   | Summer term 2   |
|---|--|---|--|---|---|
| <b>Le monde francophone</b> <ul style="list-style-type: none"> <li>Your personality and that of others</li> <li>Discovering French countries around the world</li> <li>Holiday activities</li> <li>Planning an excursion</li> </ul> | <b>Ma vie en musique</b> <ul style="list-style-type: none"> <li>Musical preferences</li> <li>Future plans.</li> <li>A trip to a concert</li> </ul>   | <b>Ce que tu veux faire plus tard</b> <ul style="list-style-type: none"> <li>Future careers</li> <li>School subjects</li> <li>Ways to earn money</li> <li>Learning a language is an asset for your future</li> </ul>                | <b>Je suis responsable: je fais attention à ma santé et à mon environnement</b> <ul style="list-style-type: none"> <li>Foods and drinks</li> <li>Healthy living &amp; resolutions</li> <li>Getting to know French charities- Inventing your own charity</li> </ul> | <b>Mon monde à moi</b> <ul style="list-style-type: none"> <li>Activities with your friends</li> <li>Describing friends and talking about relationships</li> <li>Past birthday celebrations</li> <li>French culture</li> </ul>               | <b>On découvre des artistes francophones</b> <ul style="list-style-type: none"> <li>Quiz on a French artist</li> <li>Your favourite French artist</li> <li>Revisiting learning</li> </ul>                                 |
| <b>Key skills/grammar/ phonics taught</b> <ul style="list-style-type: none"> <li>Opinion + infinitive</li> <li>Reviewing present/perfect tense 1st, 3rd pers sing</li> </ul>  | <b>Key skills/grammar/ phonics taught</b> <ul style="list-style-type: none"> <li>Direct object pronouns</li> <li>Imperfect tense (1st pers sing/plural)</li> <li>Comparative</li> <li>Perfect and imperfect tenses</li> <li>Opinion in the reflexive form</li> <li>Dictations</li> </ul> | <b>Key skills/grammar/ phonics taught</b> <ul style="list-style-type: none"> <li>Simple future with high frequency verbs (1st pers sing/plural)</li> <li>Near future</li> <li>Ce sera/il y aura</li> <li>Vouloir/pouvoir</li> </ul> | <b>Key skills/grammar/ phonics taught</b> <ul style="list-style-type: none"> <li>Range of negatives</li> <li>Range of adverbs</li> <li>Superlative</li> </ul>  | <b>Key skills/grammar/ phonics taught</b> <ul style="list-style-type: none"> <li>Irregular adjectives</li> <li>Phrases with the infinitive</li> <li>Near future</li> <li>Simple future</li> <li>Perfect tense vs imperfect tense</li> </ul> | <b>Key skills/grammar/ phonics taught</b> <ul style="list-style-type: none"> <li>Present tense (ER, IR, RE verbs)</li> <li>A.C.T.I.O.N</li> <li>Superlative</li> <li>Devoir + infinitive, il faut + infinitive</li> </ul> |



# Brownhills Ormiston Academy French Curriculum map



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|---|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>Reviewing the use of A.C.T.I.O.N.S</li> <li>Negative perfect and near future tense)</li> <li>Asking questions &amp; answering – subject verb inversion</li> </ul> <p><b>Phonics:</b><br/>[a], SFE<br/>[e] [é/er/ez]<br/>[è/ê/ai], open [o]<br/>[closed o/ô]<br/>[au/eau], [u] [ou]</p> | <ul style="list-style-type: none"> <li>Photo card with P.A.L.M.O.J</li> <li>Writing with A.C.T.I.O.N</li> </ul> <p><b>Phonics:</b><br/>[u] [ou], [closed eu]<br/>[open eu/œu], silent final [e], [i/y], [è / ê]<br/>/[u] [ou], silent final consonant(SFC), CaReFuL consonants</p> | <ul style="list-style-type: none"> <li>Present participle After 'en'</li> <li>Questions in different tenses</li> <li>Photo card with P.A.L.M.O.J</li> <li>Writing with A.C.T.I.O.N</li> <li>Role play</li> </ul> <p><b>Phonics:</b><br/>words ending with – ent,<br/>[h muet] [h aspiré]<br/>[C], [j / soft g] [hard g] [gn], [ss / soft s]<br/>[hard s/z]</p> | <ul style="list-style-type: none"> <li>Choisir, venir, sortir</li> <li>Justifying opinions</li> <li>Partitive articles</li> <li>Il faut + infinitive</li> <li>Perfect tense with être</li> <li>Photo card with P.A.L.M.O.J</li> </ul> <p><b>Phonics:</b><br/>[r] [ch] [qu] [th]<br/>Liaisons, [oi] [oy]<br/>[ain/in/aim/im]<br/>[en/an/em/am]<br/>[on/om]</p> | <ul style="list-style-type: none"> <li>Photo card with P.A.L.M.O.J</li> </ul> <p><b>Phonics:</b><br/>[un/um],[ien],[tion]<br/>[-aill-/ail],[-ill-/ille],[-eill-/eil],[-euill-/euil/-ueill-/ueil/-œill-/œil]</p> | <ul style="list-style-type: none"> <li>Using 5 tenses together</li> <li>Complex structures</li> </ul> <p><b>Phonics:</b><br/>[-ouill-/ouil]<br/>Reviewing SFC, SFE<br/>au/eau, [th], [oi], words ending with -ent</p> |
|---|--|--|---|---|---|

# Brownhills Ormiston Academy French Curriculum map



## Year 10 French

| Autumn term 1  | Autumn term 2  | Spring term 1  | Spring term 2  | Summer term 1  | Summer term 2   |
|--|--|--|--|--|---|
| <b>Moi, ma famille, mes amis et quand je fais la fête!</b> <ul style="list-style-type: none"> <li>Describing relationships</li> <li>Qualities of a best friend</li> <li>Food and festivals</li> </ul>  | <b>Le temps des loisirs</b> <ul style="list-style-type: none"> <li>Talking about sports</li> <li>Opinions on TV programs</li> <li>Activities online</li> </ul>   | <b>Ce qui m'intéresse quand je suis en vacances</b> <ul style="list-style-type: none"> <li>Holiday preferences</li> <li>accommodation</li> <li>Holiday activities, buying souvenirs and means of transport</li> <li>Big events on holiday</li> </ul> | <b>Des vacances de rêves ou cauchemar?</b> <ul style="list-style-type: none"> <li>A dreadful town</li> <li>Holiday disasters</li> <li>Weather phrases</li> <li>Eating out</li> <li>A dream holiday</li> </ul>  | <b>Mon bahut et ce qui me préoccupe</b> <ul style="list-style-type: none"> <li>Your school and schools in France</li> <li>School rules (for &amp; against)</li> <li>School activities and successes</li> <li>A recent outing with your school</li> <li>A cultural event</li> </ul> | <b>Mon destin, mes plans pour mon avenir</b> <ul style="list-style-type: none"> <li>Career choices and orientation</li> <li>Studying languages is an asset</li> <li>Future employment and community projects</li> </ul>                                     |
| <b>Grammar, skills and phonics</b> <ul style="list-style-type: none"> <li>Comparison and superlative</li> <li>Exam skills</li> <li>Si clause</li> <li>Study of literary texts</li> <li>Idioms</li> <li>Listening for gist</li> <li>Photo card with P.A.L.M.O.J</li> <li>Reflexive verbs</li> </ul> | <b>Grammar, skills and phonics</b> <ul style="list-style-type: none"> <li>Simple future tense with high frequency verbs (most common)</li> <li>Imperfect tense (whole paradigm)</li> <li>Literary texts</li> <li>Photo card with P.A.L.M.O.J</li> <li>Writing with A.C.T.I.O.N. J.A.C</li> <li>Depuis + present tense</li> <li>Idioms</li> </ul> | <b>Grammar, skills and phonics</b> <ul style="list-style-type: none"> <li>Conditional tense (1<sup>st</sup> pers sing &amp; plur)</li> <li>Reflexive in perfect tense (implicit)</li> <li>Combining all tenses</li> <li>Literary texts</li> </ul>    | <b>Grammar, skills and phonics</b> <ul style="list-style-type: none"> <li>Avant de + infinitive</li> <li>après avoir/être + pp</li> <li>Expressions with avoir</li> <li>Pluperfect tense</li> <li>Literary texts</li> <li>Translating &amp; identifying 5 tenses</li> <li>Role plays GCSE style</li> </ul> | <b>Grammar, skills and phonics</b> <ul style="list-style-type: none"> <li>Direct object pronouns</li> <li>imperative</li> <li>Il faut/il est interdit + infinitive</li> <li>The conditional tense (whole paradigm)</li> <li>Photo card with P.A.L.M.O.J</li> </ul>                 | <b>Grammar, skills and phonics</b> <ul style="list-style-type: none"> <li>Using the subjunctive (implicitly)</li> <li>The conditional tense (whole paradigm)</li> <li>Combining all tenses</li> <li>Exam skills</li> <li>Literary texts analysis</li> </ul> |



# Brownhills Ormiston Academy French Curriculum map



| Autumn term 1  | Autumn term 2  | Spring term 1  | Spring term 2   | Summer term 1   | Summer term 2   |
|--|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>Writing with A.C.T.I.O.N. J.A.C</li> <li><b>Phonics:</b></li> </ul> <p>Review on how to pronounce simple vowels<br/>[a], SFE<br/>[e] [é/er/ez]<br/>[è/ê/ai], open [o]<br/>[closed o/ô] [au/eau],<br/>[u] [ou]</p> | <ul style="list-style-type: none"> <li>Exam skills</li> <li>Use of après avoir + past participle</li> <li>Use of impersonal structures</li> <li>Listening for gist</li> <li><b>Phonics:</b></li> </ul> <p>Review [u] [ou]<br/>[Closed eu] [open eu/œu], silent final [e], [i/y], è / ê / [u] [ou], silent final<br/>consonant(SFC),<br/>CaReFuL consonants</p> | <ul style="list-style-type: none"> <li>'en' + present participle</li> <li>Use of triple verbs</li> <li>Using comparisons</li> <li>Photo card with P.A.L.M.O.J</li> <li>Writing with A.C.T.I.O.N. J.A.C</li> <li>Using idioms</li> <li>Listening for gist</li> <li><b>Phonics:</b></li> </ul> <p>words ending with – ent,<br/>[h muet] [h aspiré]<br/>C, [j / soft g] [hard g]<br/>[gn], [ss / soft s] [hard s/z]</p> | <ul style="list-style-type: none"> <li>Photo card with P.A.L.M.O.J</li> <li>Writing with A.C.T.I.O.N. J.A.C</li> <li>Simple future (common verbs)</li> <li><b>Phonics:</b></li> </ul> <p>[r] [ch] [qu]<br/>[th], Liaisons<br/>[oi] [oy], [ain/in/aim/im]<br/>[en/an/em/am],<br/>[on/om]</p> | <ul style="list-style-type: none"> <li>Dictations</li> <li>Writing with A.C.T.I.O.N. J.A.C</li> <li>Role play skills</li> <li>Literary texts analysis</li> <li>Giving detailed justifications &amp; using idioms</li> <li><b>Phonics:</b></li> </ul> <p>[un/um],[ien],[tion]<br/>[-aill-/ail],[-ill-/ille],[-eill-/eil],[-euill-/euil/-ueill-/ueil/-œill-/œil]<br/>Elision with [h]</p> | <ul style="list-style-type: none"> <li>Using idioms and higher structures</li> <li>Photo card with P.A.L.M.O.J</li> <li>Writing with A.C.T.I.O.N. J.A.C</li> <li><b>Phonics:</b></li> </ul> <p>[-ouill-/ouil]<br/>Reviewing SFC, SFE<br/>au/eau, [th], [oi],<br/>words ending with – ent<br/>Syllables and stress</p> |

# Brownhills Ormiston Academy French Curriculum map



## Year 11 French

| Autumn term 1  | Autumn term   | Spring term   | Spring term   | Summer term 2  | Summer term 1   |
|--|---|---|---|--|---|
| <b>Mon expérience</b> <ul style="list-style-type: none"> <li>Career choices</li> <li>Best subjects at school and future projects</li> <li>Earning money</li> <li>Work experience &amp; qualities necessary for certain types of jobs</li> <li>Extra curricular activities</li> </ul><br><b>Grammar, skills and phonics</b> <ul style="list-style-type: none"> <li>Superlative</li> <li>Subjunctive (implicite)</li> <li>Direct object pronouns in perfect tense</li> <li>Verbs followed by 'de' and 'à'</li> </ul> | <b>Ce que je fais pour améliorer ma ville</b> <ul style="list-style-type: none"> <li>Role plays</li> <li>Your town: advantages &amp; disadvantages</li> <li>Projects for your town</li> <li>Big events in my country &amp; in the world</li> </ul><br><b>Grammar, skills and phonics</b> <ul style="list-style-type: none"> <li>Indirect object pronouns</li> <li>Relative clauses</li> <li>Combining time frames</li> <li>Analysing literary texts</li> <li>Listening for details</li> </ul> | <b>Un oeil sur le monde</b> <ul style="list-style-type: none"> <li>Ethical shopping</li> <li>What you do to protect the environment</li> <li>Volunteering</li> <li>Big events</li> </ul><br><b>Grammar, skills and phonics</b> <ul style="list-style-type: none"> <li>Modal verbs in present and conditional tense</li> <li>The passive voice</li> <li>Indirect object pronouns</li> <li>Combining time frames</li> <li>Analysing literary texts</li> <li>Reviewing of phonics</li> <li>Answering questions with the</li> </ul> | <b>Tu te souviens de ce que tu as appris?</b> <ul style="list-style-type: none"> <li>Exam skills /mixed themes</li> </ul><br><b>Grammar, skills and phonics</b> <ul style="list-style-type: none"> <li>Using all tenses and referring to 3 time frames (foundation), referring to 6 time frames (higher)</li> <li>Higher level expressions revisions</li> <li>Listening for details</li> <li>Literary texts</li> <li>Use of (Teachit booklets) to review essential</li> </ul> | <b>Tu es prêt(e)?</b><br><b>Speaking exams (Foundation and higher tiers)</b><br><b>Revision Exam techniques</b><br><b>Revision with W.A.G.O.L.Ls &amp; sentence builders</b><br><b>Review of A.C.T.I.O.N J.A.C</b> <ul style="list-style-type: none"> <li>Use of Exampro resources for final exam practise in listening and reading</li> <li>Literary extracts reading practise</li> <li>GCSE past papers to consolidate learning</li> </ul> | <b>Public Examinations</b> <p><u>All</u> papers are either taken at Foundation or Higher Tier</p><br><b>Speaking Exam (25%)</b><br><b>Listening (25%) and Reading Exam (25%)</b><br><b>Writing Exam (25%)</b> |

# Brownhills Ormiston Academy French Curriculum map



| Autumn term 1  | Autumn term   | Spring term  | Spring term  | Summer term 2   | Summer term 1 |
|--|---|--|--|---|---------------|
| <ul style="list-style-type: none"> <li>Use of higher structures &amp; exceptional vocabulary</li> <li><b>Phonics</b></li> </ul> <p>Review on how to pronounce simple vowels<br/>a', SFE<br/>[e] [é/er/ez]<br/>[è/ê/ai], open [o]<br/>[closed o/ô] [au/eau],<br/>[u] [ou]</p> | <ul style="list-style-type: none"> <li>Use of higher structures &amp; exceptional vocabulary</li> <li><b>Phonics</b></li> </ul> <p>Revisiting the following sounds<br/>u] [ou] [closed eu]<br/>[open eu/œu], silent final [e], [i/y], è / ê / [u]<br/>[ou] silent final consonant(SFC),<br/>CaReFuL consonants</p> <ul style="list-style-type: none"> <li>Mocks all skills</li> </ul> | <p>correct pronunciation</p> <ul style="list-style-type: none"> <li><b>Phonics</b></li> </ul> <p>Revisiting diphthongs (sounds with 2 vowels), nasals (when a vowel is followed by a single 'n' or 'm' in the same syllable and blends (2 consonants together)</p> | <p>vocabulary for the speaking exam</p> <ul style="list-style-type: none"> <li><b>Phonics:</b></li> </ul> <p>Answering questions with the correct pronunciation, practising liaisons.</p> <ul style="list-style-type: none"> <li>Mocks all skills</li> </ul> | <ul style="list-style-type: none"> <li>Listening, reading and writing revision</li> </ul> <p><a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a><br/><a href="http://www.languagegym.com">www.languagegym.com</a></p> <p>Quizlets on all themes<br/>Quizlets on tenses</p> |               |