

Year 10 French Curriculum

[✓]

Subject Knowledge and Key Skills

Family and Festivals	Autumn	I can describe my extended family.	[]
		I can name at least 15 adjectives to use to describe someone's character using ' <i>c'est quelqu'un de</i> '.	[]
		I am starting to use more complex opinion expressions (<i>à mon avis, selon moi</i>) to talk about family.	[]
		I can describe and explain whether I get on or argue with members of my family (and why).	[]
		I can describe whether or not I would like to get married.	[]
		I can describe a recent celebration or festival that I took part in with my family/my friends.	[]
		I am beginning to understand the requirements of a 16-mark writing question.	[]
		I can take part in a short spoken role play task about a recent celebration.	[]
		I can conjugate reflexive verbs such as <i>s'entendre/se disputer</i> in present, perfect and imperfect.	[]
		I can translate and use the emphatic pronouns: <i>moi, toi, nous, vous, eux, elles, lui, elle</i> .	[]
		I know when to use <i>qui</i> and when to use <i>que</i> to add detail to sentences.	[]
		I can combine the perfect and imperfect tenses to describe a past celebration.	[]
		I can use the near future tense (<i>aller</i> +infinitive) and <i>voudrais</i> +infinitive to talk about future events.	[]
		I can conjugate reflexive verbs such as <i>s'entendre/se disputer</i> in present, perfect and imperfect.	[]
Home and Local Area	Autumn	I can describe the area in which I live.	[]
		I can describe issues and problems that my local area has.	[]
		I can describe what towns of the future will be like.	[]
		I can describe where I would like to live and explain why I would like to live there.	[]
		I can take part in a role play, asking basic questions in the tourist information office.	[]
		I understand the PALMS structure for forming answers to Q1 of the photocard task.	[]
		I can use the structure ' <i>est en train de/sont en train de</i> ' to describe actions in pictures.	[]
		I can use a variety of negatives to describe issues (<i>ne...pas, ne...plus, ne...que, ne...rien, personne ne...</i>).	[]
		I can use superlative and comparative forms of regular adjectives to offer contrasts and comparisons.	[]
		I can form the conditional tense of regular verbs.	[]
		I can form the conditional tense of irregular verbs: <i>avoir, être, voir, aller, pouvoir, devoir, faire, vouloir</i> .	[]
		I can formulate basic questions for a role play (e.g. <i>avez-vous, pouvez-vous, quel est</i>).	[]
		I can combine imperfect and conditional tenses in a <i>si</i> clause (if I was x, I would y).	[]
		I can conjugate regular and the key irregular verbs in the future tense (to use in ' <i>si</i> clauses').	[]
School and Current Studies	Spring	I can describe the subjects I study and give detailed justified opinions about them (including <i>je suis fort en, je suis faible en, matière facultative, matière obligatoire</i>).	[]
		I can describe my school (building, facilities, staff) and give opinions about the school day.	[]
		I can describe and give opinions about the school rules.	[]
		I can describe what I would change about my school if I were head teacher.	[]
		I can describe a recent school trip.	[]
		I can describe 3 key differences between French and English schools.	[]
		I can use a variety of structures + infinitives (<i>il faut, on doit, il est interdit de, on nous permet de</i>) to talk about what we can and can't do in school.	[]
		I can use direct object pronouns (<i>le/la/les</i>) to refer to subjects when giving opinions.	[]
		I can use the pronouns <i>en</i> and <i>y</i> when talking about what I'm good at (e.g. <i>j'en suis fort; j'en fais</i>) and what I'm interested in (e.g. <i>je m'y intéresse, j'y joue</i>).	[]
		I am confident in using comparatives expressions such as <i>plus...que, aussi...que</i> and <i>moins...que</i> .	[]
		I am confident in my pronunciation of <i>-ent</i> conjugation of regular er verbs (<i>ils portent vs je porte</i>).	[]
		I can form <i>si</i> clauses: <i>si</i> + imperfect + conditional to talk about what I would change.	[]
		I can use a wide variety of verbs in the perfect and imperfect tenses to describe a recent trip.	[]
			[]

Careers and Future Plans	Summer	I can describe the advantages and disadvantages of my ideal job.	[]
		I can describe the advantages and disadvantages of university, apprenticeships and gap-years.	[]
		I can explain whether I want to go to university and/or take a gap-year.	[]
		I can name the stages of a job application in French and pick key information out of short job interviews.	[]
		I am developing a range of infinitive phrases to avoid over-using <i>je voudrais</i> when talking about future plans (including <i>j'ai l'intention de, j'espère, il serait intéressant de</i>).	[]
		I can describe current and recent work experience.	[]
		I am developing my understanding of the general conversation element of the speaking exam.	[]
		I am confident using 'si' clauses to talk about ideal work (<i>si</i> + imperfect + conditional).	[]
		I am confident using the future tense of key irregular verbs including <i>aller/pouvoir/faire/avoir/être</i> .	[]
		I am developing my understanding of using PDO pronouns with the perfect tense (<i>je l'ai fait; je les ai vus</i>).	[]
		I am developing my understanding of using <i>que</i> in the perfect tense to add detail (<i>le travail que j'ai fini</i>).	[]