

## Year 11 French Curriculum

[ ✓ ]

### Subject Knowledge and Key Skills

<b>Holidays</b>	<b>Autumn</b>	I can describe a recent holiday experience, giving and justifying opinions about where I went, stayed, and how the journey was (revisiting perfect and imperfect tenses).	[ ]
		I can describe what I like doing on holiday: activities, where I stay, how I travel.	[ ]
		I can understand the main points of a listening and reading text which describes a journey.	[ ]
		I can take part in a role play task in which I book a train ticket.	[ ]
		I can understand the main points of a text which describes a hotel experience.	[ ]
		I can take part in a role play task in which I complain about an issue at a hotel.	[ ]
		I can describe my ideal holiday: activities, where I stay, how I travel – revisiting ‘si’ clauses.	[ ]
		I understand the main differences between the requirements of a 32 and 16-mark question.	[ ]
		I am confident conjugating the core verbs ( <i>aller, faire, voir, pouvoir, devoir, jouer, avoir, être</i> ) in the perfect tense.	[ ]
		I am confident conjugating the core verbs ( <i>aller, faire, voir, pouvoir, devoir, jouer, avoir, être</i> ) in the imperfect tense.	[ ]
		I can conjugate the core verbs ( <i>aller, faire, voir, pouvoir, devoir, jouer, avoir, être</i> ) in the pluperfect tense.	[ ]
		I can use ‘ <i>venir de</i> ’ to talk about actions I have just completed.	[ ]
		I can recognise statements made using the passive voice and translate these into English.	[ ]
		<b>Social Issues: Volunteering and Inequalities</b>	<b>Autumn</b>
I can describe what I/others have done for charity recently.	[ ]		
I can describe what I/others would like to do for charity in future.	[ ]		
I can describe 3 actions a charity takes to help people.	[ ]		
I can name at least 2 French-speaking charities.	[ ]		
I can tackle longer listening and reading passages with high register vocabulary and statistics.	[ ]		
I am confident in my ability to translate from French into English.	[ ]		
I am growing in confidence in my ability to recognise traps (tense, small words, false friends) in translations into French.	[ ]		
I can use language persuasively to promote the work of a charity.	[ ]		
I am confident conjugating the core verbs : <i>aller, faire, voir, pouvoir, devoir, jouer, avoir, être</i> in the conditional tense.	[ ]		
I am confident forming <i>si</i> clauses ( <i>si</i> + present + future; <i>si</i> + imp + conditional).	[ ]		
I can use present participles ( <i>en +...ant</i> ) to describe what actions I/others do to help charities.	[ ]		
I can form the subjunctive of the key verbs <i>aller, être, faire, pouvoir</i> and <i>avoir</i> ( <i>je</i> conjugation).	[ ]		
<b>Global Issues: The Environment</b>	<b>Spring</b>		
		I can describe what I/others have done in the past to protect the environment.	[ ]
		I can describe what I/others would like to do in future to protect the environment.	[ ]
		I can name at least 3 environmental issues the planet/my area faces (e.g. flooding).	[ ]
		I can name at least 5 key verbs to do with helping the planet (e.g. to use, recycle, save, avoid).	[ ]
		I can tackle longer listening and reading passages with V/F/ND questions.	[ ]
		I am confident in my ability to translate from French into English.	[ ]
		I am growing in confidence in my ability to recognise traps (position of adjectives, pronouns, translating -ing) in translations into French.	[ ]
		I am confident using the present participle to describe what I/others do for the planet ( <i>en utilisant</i> ) and understand the difference between the present participle and an infinitive structure (e.g. <i>recycler c’est...</i> ).	[ ]
		I am confident in using a wide range of structures+infinitive to explain what we can, try to and hope to do to protect the planet.	[ ]

		I can recognise the subjunctive forms of the key irregular verbs ( <i>aller, être, pouvoir, avoir, faire</i> ) in a reading text.	[ ]
Healthy Living	Spring	I can describe what I do to keep fit and lead a healthy life, re-using a variety of structures with infinitives encountered in previous topics.	
		I can compare my lifestyle now and in the past, re-using a wide variety of adjectives and verbs in the present and imperfect tenses.	
		I can describe what I could/should do better to be healthy, and give advice on a healthy lifestyle using a range of impersonal verb expressions encountered in previous topics (e.g. <i>il vaut mieux, j'essaie de, il faut</i> ).	
		I can describe the sport and activities I do, reusing vocabulary and structures from Y9.	
		I can take part in a restaurant role play task and give opinions about food I like/dislike.	
		I can use the pronouns <i>y</i> and <i>en</i> with confidence to describe the sports and games I take part in.	
		I am confident in using the comparative and superlative of regular adjectives.	
		I am starting to recognise when verbs are followed by <i>à/de</i> and can name at least 3 of each.	