

Content and Skills – TOPIC 1 – Le Sport – AUTUMN	RAG
I can describe the sports I do: how long I've been playing + when/how often/where/with whom I play.	
I can give and explain my opinions about sports I like and dislike.	
I can explain and compare the benefits of different sports using extended justifications and complex structures, including comparatives (e.g. <i>ça m'aide à + infinitive, ça me détend, c'est plus/moins ... que</i>).	
I can understand and use a variety of sports-related vocabulary, including a range of adjectives.	
I can understand and use a range of time/frequency phrases and connectives from the Top 10 toolkit.	
I can use my class notes/booklet/reference resources effectively to check my communication is clear and accurate; I have developed an effective way of learning verbs and vocabulary between lessons.	
I can understand the main points of a listening and reading text that discusses the pros and cons of extreme sports, and I can describe a new sport I would like to try in future.	
I am developing a more confident grasp of French pronunciation, including key phonics (e.g. <i>qu, ou vs u, au/eu/é/er/oi</i>) and nasal vowels (<i>in/en/an/on/un</i>), and <u>not</u> pronouncing final consonants.	
I can understand information about activities at a leisure centre, and can make basic requests using the top 10 question words (e.g. <i>combien, à quelle heure, où</i>).	
I can narrate and give opinions about sports/activities I've done recently, including describing a sports injury and how it happened, and I can name the relevant parts of the body (e.g. <i>la jambe, le bras</i>).	
I can describe and give opinions about sports I used to do in the past and describe my sporting role models; I can recognise and use 3+ time expressions that trigger the imperfect tense (e.g. <i>avant</i>).	
Key Grammar	
I can conjugate the verbs <i>jouer</i> and <i>faire</i> in the present, perfect and imperfect tenses.	
I know when to use <i>jouer</i> or <i>faire</i> , and can use the prepositions <i>à (au/à la/aux)</i> and <i>de (du/de la/de l'/des)</i> correctly with 20+ different sports.	
I can use opinion verbs + noun (<i>j'aime le foot</i>), and opinion verbs + infinitive (<i>j'aime jouer au foot</i>).	
I can use <i>depuis</i> with the present tense to say how long I've been doing something.	
I can use a comparative structure with correct adjectival agreement (<i>c'est plus/aussi/moins... que</i>).	
I can use the perfect tense (<i>être</i> and <i>avoir</i> auxiliary verbs + past participles with correct agreements where needed) to talk about sporting activities I've done recently, with appropriate time markers.	
I can recognize and use the top 10 question words and can name 3 ways to form a question in French.	
I can use reflexive verbs in the perfect tense (e.g. <i>je me suis cassé la jambe</i>) with 'en' + present participle (e.g. <i>en jouant/en faisant</i>) to describe a sports injury.	
I can use <i>je voudrais + infinitive</i> to talk about a new sport I would like to try in the future.	
I know how to form the imperfect tense (including <i>-ais/-ait/-ions/-iez/-aient</i> endings and irregular <i>être</i> stem <i>-ét</i>), with appropriate time expressions (e.g. <i>quand j'étais petit(e)...</i>)	

Content and Skills – TOPIC 2 – La musique et la lecture – SPRING		RAG
LA MUSIQUE	I can say what types of music I like (and don't like) to listen to with reasons why.	
	I can describe my favourite group/singer and my favourite song/piece of music with reasons why.	
	I can compare my taste in music with someone else (e.g. my parents) and can name 2-3 francophone music artists.	
	I can describe <i>how</i> I listen to music (including use of technology) and the role music plays in my life (when, where, how often I listen to music).	
	I can say whether I play a musical instrument, including how long I have been playing, and I can recognize and name 5+ musical instruments.	
	I can understand and use a variety of music-related vocabulary, including 10+ music genres and a range of adjectives and qualifiers.	
	I can understand the main points of a reading text describing the experience of going to a concert.	
	EXTENSION: I can describe a concert/festival I've been to recently or would like to attend in future.	
LA LECTURE	I can describe the types of books I like to read and my favourite authors/books/characters.	
	I can express opinions about a book I am currently reading/the last book I read.	
	I can talk about my reading habits and how they have changed over time (including the impact of technology); I can compare the benefits of e-books vs traditional books.	
	I can understand and use a variety of vocabulary relating to books and reading, including 10+ book genres, some key literary terminology and a range of adjectives and qualifiers.	
	I can understand the main points of an extract from an authentic literary/cultural text and can name 2-3 influential francophone authors.	
I can justify my opinions using complex structures (e.g. <i>ça me donne envie de + inf, ça me rend + adj.</i>)		
I can understand and use a range of time/frequency phrases and connectives from the Top 10 toolkit.		
I can use my class notes/booklet/reference resources effectively to check my communication is clear and accurate; I have developed an effective way of learning verbs and vocabulary between lessons.		
Key Grammar		
I can conjugate the verbs <i>écouter, jouer and lire</i> in the present, perfect and imperfect tenses.		
I can use <i>jouer de + noun</i> to talk about playing musical instruments (e.g. <i>je joue du piano/il joue de la guitare</i>).		
I can use opinion verbs + noun (e.g. <i>j'aime la musique/j'aime les romans policiers</i>) and opinion verbs + infinitive (e.g. <i>j'aime écouter de la musique, j'aime lire des romans policiers</i>).		
I can use <i>depuis</i> with the present tense to say how long I've been doing something.		
I can use comparative structures with correct adjectival agreement.		
I can use a range of negative structures (<i>ne...pas/ne...plus/ne...jamais/ne...que/ne...rien</i>) in the present tense with correct word order. (Extension: I can use negatives in perfect and imperfect tense).		
I can use the imperfect tense with appropriate time expressions (e.g. <i>quand j'étais plus jeune</i>) and I can combine the imperfect and perfect tenses to narrate a past event.		
I can use relative pronouns <i>qui</i> and <i>que</i> to link and extend my sentences.		

Content and Skills – TOPIC 3 – La télévision et le cinéma – SUMMER		RAG
LA TÉLÉVISION	I can say which types of TV programmes I like (and don't like) to watch with reasons why.	
	I can describe my favourite TV programme with reasons why.	
	I can describe when/how often and <u>how</u> I watch TV, and can talk about how TV viewing habits have changed due to technology (e.g. streaming).	
	I can understand and use a variety of TV-related vocabulary, including 10+ programme genres and a range of adjectives and qualifiers.	
	I can understand the main points of a reading text describing the influence of Netflix and digital TV.	
LE CINÉMA	I can review a French film, expressing opinions and describing plot, characters, performances and music.	
	I can plan a visit to the cinema with friends – including making arrangements to go out (how, when, where to meet), inviting someone out, accepting/declining an invitation, and giving excuses.	
	I can use colloquial French expressions to make my language more natural/conversational (e.g. <i>je n'ai pas envie, bof, d'accord, ça ne me dit rien</i>) and can participate in a cinema role-play.	
	I can express opinions about the types of films I like to watch and my favourite actors; I can name 2-3 famous French actors/directors.	
	I can understand and use a variety of vocabulary relating to film and cinema, including 10+ film genres, some key film terminology (e.g. <i>le réalisateur, le scénario</i>) and a range of adjectives and qualifiers.	
	I can describe a film poster, using 3-5 photo description phrases relevant to the GCSE photocard task.	
	EXTENSION: I can talk about the importance of cinema in French culture, e.g. concept of ' <i>le septième art</i> ', history of French cinema (<i>Frères Lumière</i>) and the Cannes film festival.	
I can justify my opinions using complex structures (e.g. <i>ça me fait rire, le film m'a fait pleurer</i>).		
I can understand and use a range of time/frequency phrases and connectives from the Top 10 toolkit.		
I can use my class notes/booklet/reference resources effectively to check my communication is clear and accurate; I have developed an effective way of learning verbs and vocabulary between lessons.		
Key Grammar		
I can conjugate the verbs <i>aller, regarder</i> and <i>voir</i> in the present, perfect, imperfect + near future tenses.		
I can use opinion verbs + noun (e.g. <i>j'aime les films d'action</i>), and opinion verbs + infinitive (e.g. <i>je préfère regarder des séries</i>).		
I can use preceding direct object pronouns to express opinions about TV (e.g. <i>je le/la trouve + adj</i>) and how often I watch (e.g. <i>je la regarde</i>) with correct word order, including negative structures (e.g. <i>je ne le rate jamais</i>).		
I can use the near future tense (<i>aller</i> + infinitive) to talk about plans to go out, with appropriate time expressions (e.g. <i>samedi prochain, je vais voir un film au cinéma</i>).		
I can use modal verbs (<i>vouloir, pouvoir, devoir</i>) + infinitive in the present tense; I can use modal verbs with negatives (e.g. <i>je ne peux pas aller au cinéma</i>).		
I can use adjectives, including comparative and superlative adjectives, with correct position and agreement to describe personality and appearance (e.g. <i>M. Rachin est plus méchant que M. Mathieu</i>).		