







Unit 1 : bridging unit.

In MFL we challenge students intellectually as they acquire knowledge of how other languages are structured and memorise vocabulary and understand the use of tenses etc. They develop skills in reading, writing, listening and speaking. We enhance their personal development by: broadening their horizons; developing their multi-cultural awareness; improving their communication skills; building resilience and asking them to show initiative by working independently and teamwork skills when they work in pairs. All of these facilitate students building confidence to deal with material and situations which for many students are outside their typical experiences in Nantwich and Crewe.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>- KS2 Language provision differs from one school to the next and some students might have done no French at primary level. The first unit of the term is a bridging unit which ensures all students doing French at Malbank are at the same level within 5 weeks of learning the language.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>- expressing and understanding information about likes and dislikes and descriptions.</p>
	 <ul style="list-style-type: none"> •Learn how to say who I am and how I feel. •Learn about nouns and gender in French. •Learn the French alphabet and phonics •Learn days of the week and months. •Learn numbers in French and how to say my age and when my birthday is . •Learn to say the colours and what my favourite things are. 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> •To Build confidence by taking part in pair work or group work. •To Understand meeting and greeting in another culture. 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - Listening and reading: understand basic conversation about names, age, birthdays and favourite things. - speaking and writing: express basic conversation about names, age, birthdays and favourite things. 	




Unit 2: c'est perso

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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Secure knowledge of French phonics and alphabet, numbers, colours and favourite things.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>The topic of school and learn about school subjects, giving reasons why they like or dislike subjects, time and timetable.</p>
	 <ul style="list-style-type: none"> • Talk about likes and dislikes • Use regular ER verbs. Less able: Je-elle, more able: full verb table. • Learn how to describe your personality and other's. • Learn to describe how you look and how other people look. • Describe a musician 	
	<p>HEART - Personal Development</p>  <ul style="list-style-type: none"> • Pair work, group work. • Learn about Christmas in France. • Show a short selection of video clips from French artists: BB brunes, "dis-moi", Kendji Jirak, "gitano", Black M: "je suis chez moi" 	
	<p>HAND - Skills</p>  <ul style="list-style-type: none"> • Listening and reading: <p>Be able to understand information about likes and dislikes and descriptions.</p>	




Unit 3: school

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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Secure knowledge of -ER verbs, likes and dislikes, descriptions</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Sports, leisure and use of modern tech</p>
	 <ul style="list-style-type: none"> •Learn school subjects and how to express opinions about them. •Learn to give reasons for your likes and dislikes. •Learn numbers 1-100, give time. •Learn to say what you do at break and what you eat at the canteen. 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> •Learn about the French school system: no RE lessons in state state schools, longer hours, more holidays, repeating a year, no uniform. •Show resilience by taking part in pair work and reading aloud. 		
<p>HAND - Skills</p>	 <p>Listening and reading: Be able to understand information about school subjects, opinions, reasons, what you do at break and what you eat at the canteen.</p> <p>Speaking and writing: Be able to understand information about school subjects, opinions, reasons, what you do at break and what you eat at the canteen.</p>	




Unit 4 : leisure

In MFL we challenge students intellectually as they acquire knowledge of how other languages are structured and memorise vocabulary and understand the use of tenses etc. They develop skills in reading, writing, listening and speaking. We enhance their personal development by: broadening their horizons; developing their multi-cultural awareness; improving their communication skills; building resilience and asking them to show initiative by working independently and teamwork skills when they work in pairs. All of these facilitate students building confidence to deal with material and situations which for many students are outside their typical experiences in Nantwich and Crewe.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Secure knowledge of school subjects, time, timetable, opinions and reasons.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Learn about what's in your town and area.</p>
	 <ul style="list-style-type: none"> • Learn vocab related to the use of modern technology, sports, and other leisure activities. • Revise ER verbs • Learn about the use of the infinitives after likes and dislikes. 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> • Learn from video clips about different sports played in France: pelote basque, handball, water sports • Show resilience by taking part in pair /group work. • Show resilience/ gain confidence by reading aloud 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - Listening and reading: Be able to understand information about use of modern technology, sports, and other leisure activities. - Speaking and writing: Be able to understand information about use of modern technology, sports, and other leisure activities. 	




Unit 5: where I live

In MFL we challenge students intellectually as they acquire knowledge of how other languages are structured and memorise vocabulary and understand the use of tenses etc. They develop skills in reading, writing, listening and speaking. We enhance their personal development by: broadening their horizons; developing their multi-cultural awareness; improving their communication skills; building resilience and asking them to show initiative by working independently and teamwork skills when they work in pairs. All of these facilitate students building confidence to deal with material and situations which for many students are outside their typical experiences in Nantwich and Crewe.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Secure knowledge of sports and leisure activities.</p>	<p>HEAD - Knowledge</p>  <ul style="list-style-type: none"> •Learn vocabulary related to places in town what you can/ want to do in town through the use of modal verbs. Where you go to in town. •Learn the future tense. 	<p>Pupils should go on to:</p> <p>Learn to express/ understand information about future holidays and how to use the future tense.</p>
	<p>HEART - Personal Development</p>  <ul style="list-style-type: none"> •-learn facts about France's geography and cultural landmarks. •Show resilience by taking part in pair work and group work. 	
	<p>HAND - Skills</p>  <ul style="list-style-type: none"> - Listening and reading: Be able to understand information about places in town, what you can/ want to do in town through the use of modal verbs and where you go to in town. -Speaking and writing: Be able to understand information about places in town, what you can/ want to do in town through the use of modal verbs and where you go to in town. 	

Unit 6: holidays

In MFL we challenge students intellectually as they acquire knowledge of how other languages are structured and memorise vocabulary and understand the use of tenses etc. They develop skills in reading, writing, listening and speaking. We enhance their personal development by: broadening their horizons; developing their multi-cultural awareness; improving their communication skills; building resilience and asking them to show initiative by working independently and teamwork skills when they work in pairs. All of these facilitate students building confidence to deal with material and situations which for many students are outside their typical experiences in Nantwich and Crewe.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>Secure knowledge of places in town, how to say where you go in town, where you can or want to go.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Year 8, unit 1: learn about past holidays.</p>
	 <ul style="list-style-type: none"> •Learn vocabulary related to •places in town •what you can/ want to do in town through the use of modal verbs. •Where you go to in town. 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> •-learn facts about France's geography and cultural landmarks. •Show resilience by taking part in pair work and group work. 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - Listening and reading: Be able to understand information about places in town, what you can/ want to do in town through the use of modal verbs and where you go to in town. -Speaking and writing: Be able to understand information about places in town, what you can/ want to do in town through the use of modal verbs and where you go to in town. 	