

St Cuthbert Mayne School Curriculum Map 2022-2023



Department: Modern Foreign Languages

Year 7

The MFL curriculum at STCM is designed to be stimulating, engaging and challenging to all students from the first lesson, regardless of their background in language learning. Students come to the school from a variety of primary schools and MFL contexts – including bilingual students at native-speaker level, those who have studied significant amounts of French, those who have studied a language other than French and those who might have studied hardly any foreign language at all. We aim to create language learners who are:

- enthusiastic linguists who see for themselves the point of the subject, whether they intend to pursue languages or not;
- resilient, independent and intellectually curious;
- confident enough to communicate in the Target Language;
- aware of the culture of countries where the Target Language is spoken and respectful of differences between this culture and their own;
- used to learning through the study of authentic materials;
- confident in manipulating grammar and aware of the similarities and differences between grammar in the Target Language and in English;
- able to apply language in new contexts;
- ready and able to progress to the next stage of their language learning;
- proud of their linguistic achievements.

/ Key Stage 3 Curriculum Summary. During each half-term students study an integrated, thematic topic that combines an aspect of French

culture or history with the core vocabulary and grammar that they might be expected to know at this key stage. Innovative teaching and a focus on authentic resources put real life at the heart of what we teach and shows students that there is an immediate and relevant purpose to their learning. It gives them a reason to communicate.

Autumn Term

Pearson Dynamo 1 Course - Module 1 (La Rentrée - Return to School) Pearson Dynamo 1 Course - Module 2 (En Classe - In Class)						
Topic/Unit	<i>Point de départ! - Greetings and foundations of transactional language</i>	<i>As-tu des frères ou des soeurs? - Siblings</i>	<i>Tu aimes ça? - Interests</i>	<i>Qu'est-ce que tu fais? - Hobbies</i>	<i>Qu'est-ce que tu penses de tes matières? - School Subjects & Opinions</i>	<i>Ta journée scolaire est comment? - Describing your school day</i>
Knowledge (Content covered)	<ul style="list-style-type: none"> Learning to pronounce key French sounds Saying your name and learning 	<ul style="list-style-type: none"> Talking about brothers, sisters and age Using the verb <i>avoir</i> 	<ul style="list-style-type: none"> Talking about likes and dislikes Using the verb <i>aimer</i> + the definite article 	<ul style="list-style-type: none"> Saying what you do Understanding infinitives and regular <i>-er</i> verbs 	<ul style="list-style-type: none"> Saying what you think of your school subjects and why Talking about likes and dislikes 	<ul style="list-style-type: none"> Talking about your school day Using new <i>-er</i> verbs

	numbers				using -er verbs	
Skills	<ul style="list-style-type: none"> • Pupils become aware of key sounds in French • Pupils start to predict how new words will be pronounced • Pupils are able to have a short conversation about their name and how they are • Pupils are able to count to 31 	<ul style="list-style-type: none"> • Pupils are able to have a short conversation about their siblings • Pupils are aware that consonants at the end of words are often not pronounced • Pupils are aware of how to use <i>un/une</i> • Pupils are aware of different persons of the 	<ul style="list-style-type: none"> • Pupils become aware of nasal sounds in French • Pupils are able to have a short conversation about their likes and dislikes using <i>aimer</i> + definite article + noun • Pupils are able to understand simple 	<ul style="list-style-type: none"> • Pupils are able to understand, use and translate infinitives of -er verbs • Pupils become aware of how to read for gist • Pupils are aware of how to use <i>mon/ma/mes</i> 	<ul style="list-style-type: none"> • Listening and identifying school subjects, opinions of school subjects and the reasons for them • Pupils discuss which school subjects they like and dislike • Completing sentences in English to show understanding of texts about peoples' opinions of school subjects 	<ul style="list-style-type: none"> • Listening to questions and answers about a person's school day • Pupils adapt sentences to talk about their own school day

		verb <i>avoir</i>	connec tives (<i>et,</i> <i>mais,</i> <i>aussi</i>) <ul style="list-style-type: none">• Pupils are aware of how to use intona tion for asking questi ons		<ul style="list-style-type: none">• Pupils write a short text giving their opinions of their school subjects, including reasons	
Assessment	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing	Formative: - Recall / recap starters - KO tests - student-led corrections Summative at the end of the topic (skills based assessment): Listening & Reading (inductive skills) & Speaking & Writing

	(productive skills)	(productive skills)	(productive skills)	(productive skills)	(productive skills)	(productive skills)
Gatsby 4 (Linking curriculum learning to careers) GATSBY BENCHMARK 4	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway	Emphasise the importance of succeeding in English and Maths and supporting development in these areas Case studies of successful linguists. Make clear how language study now can benefit all no matter what their future pathway

Spring Term

Pearson Dynamo 1 Course - Module 3 (Mon temps libre - My Free Time) Pearson Dynamo 1 Course - Module 4 (Ma vie de famille - Family Life)							
Topic/Unit	<i>Introduction to Module 3</i>	<i>Tu es sportif/sportive? - Are you sporty?</i>	<i>Qu'est-ce que tu fais? - What do you do?</i>	<i>Le sport dans les pays francophones (Listening and Reading Skills)</i>	<i>Introduction to Module 4</i>	<i>Décris-moi ta famille</i>	<i>Où habites-tu?</i>
Knowledge (Content covered)	<ul style="list-style-type: none"> • Talking about weather and seasons • Learning more key French sounds 	<ul style="list-style-type: none"> • Talking about which sports you play • Using <i>jouer à</i> 	<ul style="list-style-type: none"> • Talking about activities you do • Using the verb <i>faire</i> 	<ul style="list-style-type: none"> • Discovering sport in French-speaking countries • Using cognates and context 	<ul style="list-style-type: none"> • Talking about animals • Using higher numbers 	<ul style="list-style-type: none"> • Describing your family • Using the possessive adjectives 'my' and 'your' 	<ul style="list-style-type: none"> • Describing where you live • Using the <i>nous</i> form of -er verbs
Skills	<ul style="list-style-type: none"> • Listening for details about the seasons, 	<ul style="list-style-type: none"> • Listening and identifying the sports 	<ul style="list-style-type: none"> • Reading descriptions of activities people do 	<ul style="list-style-type: none"> • Predicting the pronunciation of cognates 	<ul style="list-style-type: none"> • Listening to descriptions of pets and identifying 	<ul style="list-style-type: none"> • G: Using possessive adjectives: <i>mon, ma,</i> 	<ul style="list-style-type: none"> • Pupils prepare a presentation about where they live

