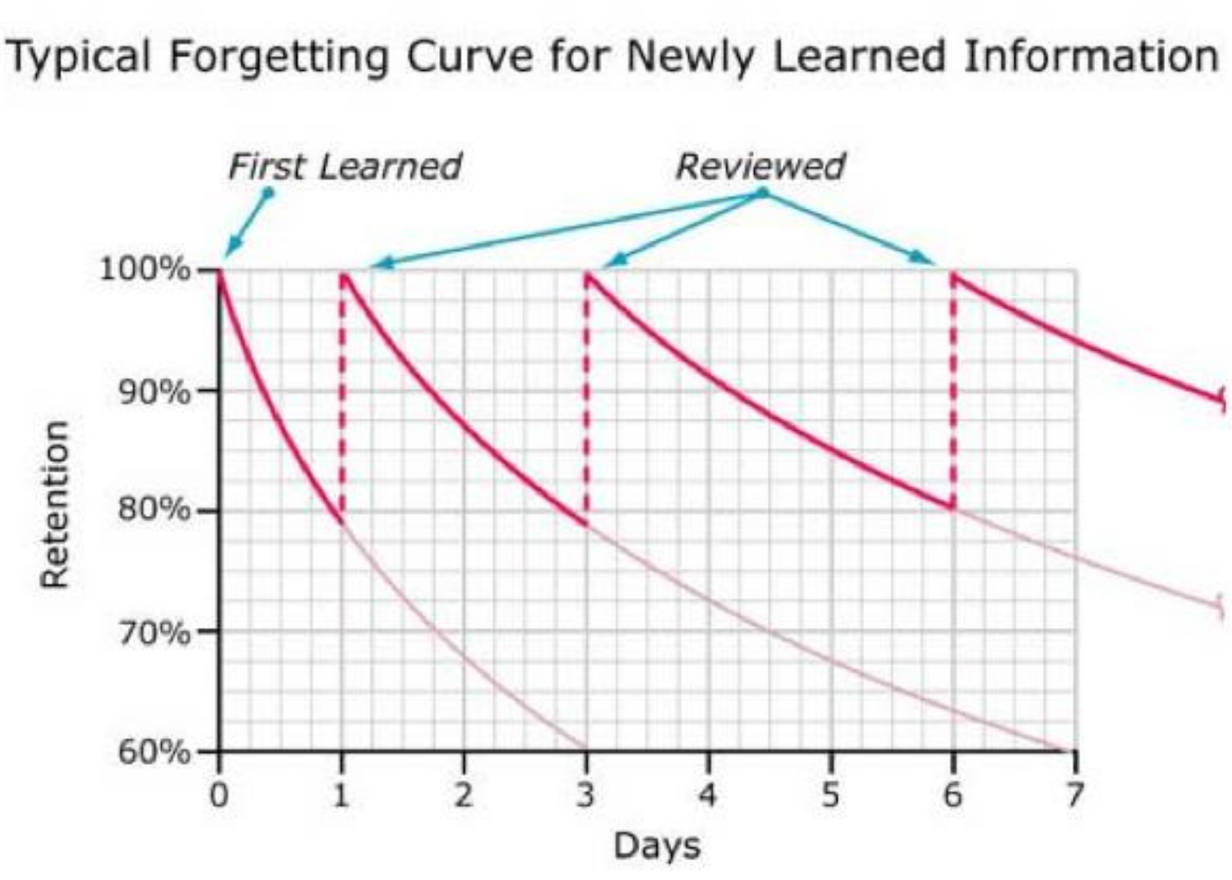
Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Curriculum Intent

The Curriculum Framework in *Modern Foreign Languages* will:

- Fully cover and extend beyond the Programmes of Study: KS3 set out in the National Curriculum in England (September 2013).
- The study of Modern Foreign Languages enables learners to understand and communicate with people around the world.
- We aspire to teach learners to manipulate language to suit their purpose in a range of scenarios and to facilitate understanding of grammar construction.
- Furthermore, learning a foreign language enhances literacy and communication skills in English and will provide learners with opportunities beyond their everyday experiences.
- We aim to promote curiosity about, and an appreciation of, the culture and the way of life of the people living in the countries where the languages are spoken, as well as encouraging learners to be citizens of not just this country, but of their world.

***"When you learn a language, you don't just learn to speak and write a new language. You also learn to be open-minded, liberal, tolerant, kind, and considerate towards all mankind."* – Mouloud Benzadi**



Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Year 7	Introductions	Family life	Media and technology	Free time	Lifestyle choices
Substantive Concept *The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.*	• Talk about themselves giving simple information. • Give details about their name, age, birthday. • Understand grammatical gender (nouns) • Conjugate verb "to have". • Understand and begin to apply basic adjectival agreement. • Asking and forming basic questions	• Talk about themselves giving information about nationality. • Discuss family make up including nationality, types of family (monoparental etc.) • Discuss sexuality in families. • Describe people physically and their character. • Count and use numbers to one hundred. • Give the age of their family members. • Discuss pets and describe them.	• Talk about TV viewing habits, • Talk about films and give justified opinions. • Talk about using computer and internet. • Discuss what apps they use and why. • Discuss what they do with family members.	• Talk about sports and hobbies. • Talk about musical instruments. • Giving and accepting invitations • Describing hobbies based on weather. • Future plans with friends and family	• Talk about health and fitness. • Understand going to the pharmacy/doctor's surgery. • Making lifestyle choices. • Talking about staying healthy in the future. • Discussing unhealthy habits. • Giving opinions on contemporary issues (smoking and drugs)
Topic/Unit *The title or topic of the unit of work.*	• Introducing myself	• My family	• My digital life	• My free time and hobbies	• A healthy lifestyle
Powerful Knowledge *The subject specific (substantive) knowledge that pupils would not otherwise encounter in their day-to-day lives.*	• Meeting and greeting • Giving name • Saying age • Giving and understanding birthdays • Items in the bag and classroom	• Discuss the world and name countries in Target Language. • Discover where French, Spanish, German is spoken around the world. • Describe their family and give opinions about their family, • Talk about pets and ideal pets.	• Discuss TV programmes. • Give justified opinions about types of TV programmes. • Talk about spending time with family. • Talk about film genres. • Compare films genres. • Describe favourite actor.	• Discussing sports. • Discussing hobbies • Talking about music and instruments.	• Discussing health and fitness. • Giving advice on health and lifestyle choices. • Going to a pharmacy/doctor in real life situations. • Discussing contemporary issue and giving justified opinions.
Themes *The themes and ideas that will be covered within each topic.*	• Saying hello and goodbye. • Saying how you are feeling. • Giving your name. • Numbers 1-31. • Saying your age. • Months of the year. • Giving your birthday. • Saying what is in your bag/pencil case.	• Countries of the world • Nationality • Family members • Type of family (single parent, same sex, blended) • Family tree. • Pets • Describing people (physically/character) • Numbers to one hundred	• TV programmes • Film genres • Actors – descriptions • Internet • Applications and mobile phone.	• Sports • Hobbies • Music • Instruments • Inviting people to go out	• Body parts • Illnesses • Breaks and sprains. • Pharmacy • Food and drink • Healthy eating • Smoking/drugs • Future lifestyle • Daily routine
Grammar *Grammar knowledge students will learn in each learning cycle.*	• Gender • Plurals • Basic adjectives • Negatives (no, not) • Indefinite article • Tener/avoir + age • Conjunctions and, also, but	• Gender • Adjectives • Adjective agreement/position • Plurals • Ser/être – present tense • Present tense "to live" – full paradigm. • Conjunctions and, also, but	• Immediate future • Adjectives • Adjective agreement • Comparatives • Superlatives • Complex opinions (that/I believe that)	• Present tense "to play." • Adverbs of frequency. • Opinions and reasons • Immediate future tense • If clauses (if + present + present) • Desde hace/depuis • Adjectives	• Gender • Adjectives • Position of adjectives • Immediate future tense • Third person verbs • Complex opinion phrases • Frequency adverbs

				• Adjective agreement • Conjunctions and, also, but, however, furthermore.	• Partitive article (French) • Infinitive structures (pour/para + inf) • Depuis/desde hace • Past tense (preterite/passé composé)
Disciplinary Skills *The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.*	• Understand the concept of gender with nouns. • Apply the basic rules of pluralisation. • Be able to use basic adjectives and understand adjective position. • Form and use simple negatives when describing bag/pencil case. (no/ne...pas) • Conjugate the verb « to have » in the present tense (Tener/avoir) using the full paradigm for higher ability and I, you, he/she, we for lower ability. • Use simple conjunctions accurately in speech and writing. (And, but, also)	• Understand concept of gender with nouns. • Express and understand simple opinions. • Understand and use adjectives and adjective agreement. • Use the verb "to be" in the present tense. • Conjugate "to be" in the present tense using full paradigm for higher ability and I, you, he/she, we for lower ability. • Use simple conjunctions and, also, but.	• Give simple opinions. • Justify opinions using a variety of adjectives. • Compare and contrast genres/TV programmes. • Use the superlative to talk about favourite TV shows/films. • Describe their favourite actor physically.	• Conjugate "to play" in the present tense. • Understand regular conjugation of verbs in present tense. • Use frequency adverbs to talk about sports. • Use if clauses to talk about what they do according to the weather, • Talk about future intention using a second time frame.	• Use "doler/avoir mal" to describe aches and pains. • Understand a pharmacist/doctor. • Discuss lifestyle choices. • Discuss being healthy in the future. • Use modal verbs to give advice. • Use reflexives verbs in the present tense.
National Curriculum Coverage *Identify knowledge and skills defined in the National Curriculum Programme of Study.*	• listen to a variety of forms of spoken language to obtain information and respond appropriately. • transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate	• listen to a variety of forms of spoken language to obtain information and respond appropriately. • transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and	• listen to a variety of forms of spoken language to obtain information and respond appropriately. • transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and	• listen to a variety of forms of spoken language to obtain information and respond appropriately. • transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation. • read and show comprehension of original and	• listen to a variety of forms of spoken language to obtain information and respond appropriately. • transcribe words and short sentences that they hear with increasing accuracy. • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address. • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with

	pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language	adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language	adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation	adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation	increasingly accurate pronunciation and intonation. • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas, and details, and provide an accurate English translation of short, suitable material. • read literary texts in the language [such as stories, songs, poems, and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture. • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language. • develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. • use accurate grammar, spelling and punctuation
Subject Specific Literacy *The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.*	• Conjugate • Gender • Adjective • Adjective agreement • Conjunction	• Conjugate • Present time frame • Adjective • Adjective agreement, • Conjunction • Intensifier (qualifiers)	• Conjugate • Present time frame • Comparative • Superlative • Conjunction • Adjective • Adjective agreement	• Conjugate • Present time frame • Future time frame • Comparative • Superlative • Conjunction • Adjective • Adjective agreement	• Conjugate • Present time frame • Future time frame • Comparative • Superlative • Conjunction • Adjective • Adjective agreement

				• Conditional sentences • Adverbs of frequency • Immediate future • Definite article • A+al/de+le	• Conditional sentences • Adverbs of frequency • Immediate future • Definite article • A+al/de+le • Modal verbs • Perfect tense • Past time frame • Time markers
Assessment *Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.*	Listening and Reading. Listening • Recognising single words. • Recognising information in short passages. • Transcribe single words or short phrases (3 words) Reading • Matching single words to pictures. • Filling in gaps with single words. • Multiple choice questions with short passages • Translating single words or short phrases into English.	Speaking and Writing. Speaking • Photocard of a family. Describing the photo. • Read aloud task. Simple 3 sentences in Target Language. Writing • Five sentences describing a photograph. • Translation of 5 simple sentences.	Listening and Reading. Listening • Recognising simple sentences and beginning to hear longer passages. • Recognising key ideas in longer passages. • Transcribing longer sentences. Reading • Multiple choice questions with short passages. • Longer passages with short response questions. • Translating short passages made up of familiar language.	Speaking and Writing. Speaking • Photocard of a family. Describing the photo. • Read aloud task. Short paragraph of 20-30 words with 2-3 comprehension questions. Writing • Five sentences describing a photograph. • Write a short paragraph of 20-30 words about family/free time. • Translation of 5 simple sentences.	Listening and Reading. Listening • Recognising simple sentences and beginning to hear longer passages. • Recognising key ideas in longer passages. • Transcribing longer sentences. Reading • Multiple choice questions with short passages. • Longer passages with short response questions. • Translating short passages made up of familiar language.
Prior Domains	• Any vocabulary from primary school.	• Phonics/ Pronunciation • Asking Questions • Connectives • Negatives	• Phonics/ Pronunciation • Connectives • Negatives • Present tense time marker • Present tense • Intensifiers • Opinions • Justifications with adjectives • Adjectival agreement • Indefinite article	• Phonics/ Pronunciation • Connectives • Negatives • Present tense time marker • Present tense • Intensifiers • Opinions • Justifications with adjectives • Adjectival agreement • Indefinite article • Comparatives • Superlatives	• Phonics/ Pronunciation • Connectives • Negatives • Present tense time marker • Present tense • Intensifiers • Opinions • Justifications with adjectives • Adjectival agreement • Indefinite article • Comparatives • Superlatives • Conditional sentences • Adverbs of frequency • Immediate future

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

British Values	• Mutual Respect – communication • Tolerance of culture, faith, and others	• Mutual Respect – communication, family types/LGBTQ+ • Tolerance of culture, faith, and others	• Mutual Respect – communication • Tolerance of culture, faith, and others	• Mutual Respect – communication • Tolerance of culture, faith, and others	• Mutual Respect – communication • Rule of Law – legal and illegal substances • Tolerance of culture, faith, and others • Personal Responsibility and Liberty
Numeracy foci	• Counting 0-31 • Basic addition and subtraction	• Counting to one hundred • Giving birth dates • Basic addition/subtraction			
Spiritual, Moral, Social Cultural (SMSC) seeds:	**Spiritual** • Developing self-awareness. (Nationality, personal information) **Moral** • Becoming independent and developing self-reliance - vocab books - dictionaries - homework **Social** • Turn taking in conversations • Listening to each other • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.	**Spiritual** • Developing self-awareness. (Hobbies and opinions) • Christmas in Spain/France/Germany. **Moral** • Becoming independent and developing self-reliance (vocab books/dictionaries/homework) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with (opinions of apps/films/actors) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.	• Becoming independent and developing self-reliance (vocab books/dictionaries/homework) • Personal social issues (Internet safety) • Take on board opinions and arguments we may disagree with. **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural** • Language and meaning in different cultures. • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments	**Spiritual** • Developing self-awareness (daily routine – praying, diets – vegetarian, vegan, religion) **Moral** • Becoming independent and developing self-reliance (vocab books/dictionaries) • Skills of evaluative judgement (healthy lifestyle – sport, diet, keeping fit) • Personal issues (illnesses, injuries, treatments) • Take on board opinions and arguments we may disagree with. • Finding ways to make things better for ourselves and others (treatments/advice.) **Social** • Turn taking in conversations • Listening to each other. • Pair work/group work • Discussing and sharing idea with our peers. • Working out what we did well and what we can do to improve. Target setting (peer and self-assessment) **Cultural**

					• Language and meaning in different cultures (different lifestyles) • Differences and similarities between cultures (self and others) • Developing awareness of other cultures/environments.

Year 7 French: Unit 1 My Life Knowledge Organiser

Ways to practise vocabulary: *1. Look cover, write check 2. Getting people at home to test you 3. Log onto Memrise/Quizlet*

Key phrases	
bonjour / bonsoir / salut	hello / good evening / hi
au revoir	goodbye
ça va (très) bien / mal	I'm (very) good / not good
je m'appelle _____	my name is…
ça s'écrit….	it's spelt…
j'ai _____ ans	I am ____ years old
mon anniversaire c'est le…	my birthday is the…

Dans mon sac– in my bag	
dans mon sac	**in my bag**
dans ma trousse	**in my pencil case**
J'ai/il y a	**I have / there is**
un stylo	**a pen**
un crayon	**a pencil**
un livre	**a book**
un cahier	**an exercise book**
un portable	**a mobile**
une taille-crayon	**a pencil sharpener**
une agenda	**a diary**
une règle	**a ruler**
une gomme	**a rubber**

les mois de l'année – months	
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December
c'est quand ton anniversaire?	When is your birthday?
mon anniversaire c'est le	My birthday is the…



Big Questions

How do I talk about myself?
How do I greet people?
What's in my pencil case?
How do I say how I'm feeling?
How do I discuss age?
How do I use a dictionary and the alphabet?

les jours – days of the week	
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

les opinions – opinions	
j'adore	I love
j'aime	I like
je n'aime pas	I don't like
je déteste	I hate



Les numeros	
un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19
vingt	20
vingt-et-un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trente	30
trente-et-un	31

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Key Questions	
(comment) ça va?	how are you?
comment t'appelles-tu?	what's your name?
comment ça s'écrit?	how is it spelt?
quel âge as-tu?	how old are you?
c'est quand, ton anniversaire?	when is your birthday?

dans la salle de classe – in the classroom	
dans la salle de classeq	in the classroom
il y a /il n'y a pas de	there is/isn't
une table	a table
une chaise	a chair
un tableau	a whiteboard
un ordinateur	a computer
une porte	a door
une fenêtre	a window
des étudiants	some students
des profs	some teachers



Useful Grammar

Key Verbs

'avoir' = to have

J'ai	I have
tu as	you have
il a	he has
elle a	she has
nous avons	we have
vous avez	you (pl) have
ils/elles ont	they have

False Friends

sac	**bag**
monnaie	**loose change**
anniversaire	**birthday**
crayon	**pencil**

Tricky Spellings

Je m'appelle	two l's /two p's
Il y a	3 seperate words
ça s'écrit….	accents!

Grammatical Terminology

Noun – an object, place or thing.
Adjective – describes something.
Verb – an action or state of being.
Pronoun - tells us who is doing the action.

Gender of nouns

– in French nouns are masculine or feminine.
•A *masculine* noun starts with 'un' or 'le'
•A *feminine* noun starts with 'une' or 'la'

Making nouns plural

Usually in French to show a noun is plural (more than 1)
you add an 's' to the end of the word.
You can see it but you can't hear it.
Example: un stylo > des stylos
BUT if the noun already ends in 's' you add nothing.

Exceptions!

Nouns that end in '***al***' become '***aux***'
Nouns that end in '***eau***' become '***eaux***'

Tricky Pronunciation – type into google translate, listen, practice

bonsoir / au revoir	the 'oi' is a 'wa' sound
feutre / professeur / ordinateur	the 'eu' is an 'uh' sound
c'est / très / cahier	these all have an 'ay' sound at the end
ça va? / ça s'écrit…	the 'ç' is an 's' sound



Year 7: Food and health

Qu'est-ce que tu manges?	**What do you eat?/ What are you eating?**
Je mange …	*I eat/I'm eating …*
du fromage	*cheese*
du poisson	*fish*
du poulet	*chicken*
du steak haché	*beefburger*
du yaourt	*yoghurt*
de la pizza	*pizza*
de la purée de pommes de terre	*mashed potatoes*
de la glace à la fraise	strawberry ice-cream
de la mousse au chocolat	*chocolate mousse*
de la tarte au citron	*lemon tart*
des crudités	*chopped, raw vegetables*
des frites	*chips*
des haricots verts	*green beans*
Bon appétit!	*Enjoy your meal!*

Qu'est-ce que tu manges au petit déjeuner?	*What do you have for breakfast?*
Je mange …	*I eat …*
un croissant	*a croissant*
un fruit	*a piece of fruit*
du pain (grillé)	*(toasted) bread*
du beurre	*butter*
du bacon	*bacon*
du yaourt	*yoghurt*
une tartine	*a slice of bread with jam or spread*
de la confiture	*jam*
des céréales	*cereal*
des œufs	*eggs*
Je bois …	*I drink …*
du jus de fruits	*fruit juice*
du chocolat chaud	*hot chocolate*
du lait	*milk*
de l'eau	*water*
Je ne mange rien.	*I don't eat anything.*

Q'est ce que tu manges d'habitude? (What do you usually eat?)

Normalement *(Normally)*	pour le petit dejeuner *(for breakfast)*	je mange *(I eat)*	du céréales avec du lait *(cereal with milk)* des tartines *(toast and butter)* des oeufs *(eggs)* des fruits *(fruits)* des biscuits *(biscuits)*
D'habitude *(Usually)*	pour le déjeuner *(for lunch)*		des sandwhiches *(sandwiches)* des frites *(chips)* du riz et du poulet *(rice and chicken)* du riz et du poisson *(rice and fish)* des pates *(pasta)* de la pizza *(pizza)* de la salade *(salad)* de la lasagne *(lasagne)*
	pour le diner *(for dinner)*		



Je suis malade et *(I am sick and)*	à l'oreille *(ear)* à l'oeil *(eye)* à la tête *(head)* à la jambe *(leg)* à la gorge *(throat)*
J'ai mal *(My ____ hurts)*	au bras *(arm)* au pied *(foot)* au ventre *(stomach)* au dos *(back)* aux dents *(teeth)*

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Useful Grammar

Adjectival agreement

adjectives come **after** the noun and agree with gender and number

masculine singular	masculine plurial	feminine singular	feminine plural
bleu	bleus	bleue	bleues
français	français	française	françaises
grand	grands	grande	grandes
petit	petits	petite	petites
sage	sages	sage	sages

DEPUIS+ Time

- To say how long you have been doing something (a hobby) you use DEPUIS
- In English, you would use the past tense

I have been playing football for 3 years.

- In French, you use the PRESENT TENSE with DEPUIS

For example

je joue au foot **depuis** deux ans

(literally – I play football since 2 years)

The present tense of regular verbs

To form the present tense you

1. Take the infinitive of the main verb (-er/-ir/-re)
2. Take off the ending
3. Add the correct ending for the subject of the verb.

	-er verbs	-ir verbs	-re verbs
je (I)	-e	-is	-s
tu (you friend)	-es	-is	-s
il/elle (s/he)	-e	-it	no end
nous (we)	-ons	-issons	-ons
vous (you pl)	-ez	-issez	-ez
ils/elles (they)	-ent	-ent	-ent

2 verbs together in a sentence

When you have 2 verbs in a sentence, the second verb is usually in the infinitive form.

For example. With an opinion.

J'aime jouer aux jeux vidéos .

Je n'aime pas tchatter sur Skype.

Verb 1 Verb 2 (infinitive)

The future tense with 'aller'

To form the immediate future tense you

1. Take the correct form of aller.
2. add the preposition "a"
3. Use the infinitive of the main verb

aller - to go	
je vais	I go
tu vas	you go
il/elle va	s/he goes
nous allons	we go
vous allez	you (pl) go
ils/elles vont	they go

Key verbs					
faire	*to do*	*jouer*	*to play*	*vouloir*	*to want*
je fais	I do	je joue	I play	je veux	I want
tu fais	you do	tu joues	you play	tu veux	you want
il/elle fait	s/he does	il/elle joue	s/he plays	il/elle veut	s/he wants
nous faisons	we do	nous jouons	we play	nous voulons	we want
vous faites	you (pl) do	vous jouez	you (pl) play	vous voulez	you (pl) want
ils/elles font	they do	ils/elles jouent	they play	ils/elles veulent	they want

Negative forms	English
ne…pas	not
ne…jamais	never, not ever
ne…plus	not anymore, no longer

False Friends		
	lecture	reading
	batterie	drums

Key Questions	
Qu'est-ce que tu fais pendant ton temps libre?	What do you do in your free time?
Qu'est-ce que tu aimes lire?	What do you like reading?
Quelle sorte de musique aimes-tu?	What type of music do you like?
Tu aimes aller à…?	Would you like to go to…?

Year 7 French: Free Time Knowledge Organiser

Ways to practise vocabulary: *1. Look cover, write check 2. Log onto Language Nut 3. Getting people at home to test you 4. Log onto Quizlet*

Key vocabulary

Le sport– Sports	
je joue	I play
au foot(ball)	football
au tennis	tennis
au basket	basketball
au volley	volleyball
au billard	snooker
au hockey	hockey
à la pétanque	bowls
aux boules	bowls
aux cartes	cards
aux échecs	chess

le temps libre – Free time	
je fais	I do
du patin à glace	ice skating
du vélo	cycling
du théâtre	drama
de la cuisine	cooking
de la danse	dancing
de la gymnastique	gymnastics
de la natation	swimming
de l'athlétisme	athletics
de l'équitation	horse riding
des randonnées	hiking

le temps– Weather	
si/quand	if/when…
il y a du soleil	It is sunny
il fait chaud	It is hot
il fait froid	It is cold
il fait beau/mauvais	it is nice/bad weather
il pleut/neige	it's snowing/raining

ce que j'aime – what I like	
le weekend	on the weekend
le soir	in the evening
j'aime	I like
retrouver mes amis	meet my friends
regarder la télé	watch TV
écouter de la musique	listen to music
faire les magasins	go shopping

le jours – days of the week	
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

les instruments– Instruments	
Je joue	I play
du piano	the piano
du clavier	the keyboard
du violon	the violin
du saxophone	the drums
de la trompette	the trumpet
de la guitare	the guitar
de la batterie	the drums
je ne joue pas d'instrument	I don't play an instrument

la lecture - Reading	
Je lis	I read
une BD	a comic
un livre	a book
un roman	a novel
fantastique	fantasy
policier	crime/police

la musique- music	
J'écoute	I listen to
du jazz	jazz
du pop-rock	pop
classique	classical
un chanteur	a singer (m)
une chanteuse	a singer (f)

Big Questions

- **What sports do I play?**
- **What are my hobbies?**
- **What music and books do I like?**
- **How do I ask someone to go out?**
- **What musical instruments do I play?**
- **How do I use the present tense?**

la fréquence —frequency adverbs	
toujours	always
quelquefois	sometimes
normalement	normally
jamais	never
tous les lundis	every Monday
tous les jours	everyday
une fois par mois	once a month

Les opinions – opinions	
J'adore	I love
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
ce qui m'agace	What annoys me
Je pense que	I think that
Je crois que	I believe that
à mon avis	in my opinion

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Year 7 Autumn 2 knowledge organiser

1. Countries & Prepositions (en / au / aux)

With "en" (f) : Allemagne → Germany, Écosse → Scotland, Angleterre → England, Espagne → Spain, Irlande → Ireland, France → France, Italie → Italy

With "au" (m): Portugal → Portugal, Pays de Galles → Wales

With "aux" (p): États-Unis → United States

Model sentence:
→ J'habite en/au/aux + country

- **As-tu des frères et des sœurs ?** – Do you have any brothers or sisters?
- **Dans ma famille, il y a…** – In my family, there is/there are…

Personality – être + adjectival agreement (with translations):Key Adjectives (m/f + English)

- **bavard(e)** – talkative
- **marrant(e)** – funny
- **actif / active** – active
- **sportif / sportive** – sporty
- **paresseux / paresseuse** – lazy
- **ennuyeux / ennuyeuse** – boring
- **sympa** – nice/kind
- **timide** – shy
- **intelligent(e)** – intelligent

Model Sentences (with translations)

→ **Je suis timide.** – *I am shy.*
→ **Je suis intelligent / intelligente.** – *I am intelligent.*
→ **Je suis sportif / sportive.** – *I am sporty.*
→ **Je ne suis pas paresseux / paresseuse.** – *I am not lazy.*
→ **Il/Elle est marrant(e).** – *He/She is funny.*

Nationalities & Être (to be)

je **suis (I am)** | tu **es (you are)** | il/elle **est** (he/she is)| nous **sommes** (we are)| vous **êtes** (you are)| ils/elles **sont(they are)**

Nationalities (m/f): anglais(e)(English) | espagnol(e)(Spanish) | français(e)(French) | italien(ne)(Italian) | portugais(e) (Portuguese)(| allemand(e)(german) | irlandais(e)(irish) | écossais(e)(Scottish) | gallois(e)welsh

Model sentence:
→ Je suis anglais/anglaise.

Family Members (with English translations)

- **mon père** – my father
- **mon beau-père** – my stepfather / father-in-law
- **ma mère** – my mother
- **ma belle-mère** – my stepmother / mother-in-law
- **mon frère** – my brother
- **mon demi-frère** – my half-brother / stepbrother
- **ma sœur** – my sister
- **ma demi-sœur** – my half-sister / stepsister
- **mon grand-père** – my grandfather
- **ma grand-mère** – my grandmother
- **mon oncle** – my uncle
- **ma tante** – my aunt
- **mes parents** – my parents
- **mes grands-parents** – my grandparents
- **mon petit ami** – my boyfriend
- **ma petite amie** – my girlfriend

Hair & Eyes – Avoir (to have)

j'**ai** | tu **as** | il/elle **a**

Eyes (Les yeux): bleus – blue, **verts** – green, **gris** – grey, **marron** – brown, **rouges** – red

Hair (Les cheveux): bruns – brown, **blonds** – blond/fair, **roux** – ginger/red, **noirs** – black, **verts** – green (unusual/fantasy colour)

Model sentences:
→ J'ai les yeux bleus.
→ J'ai les cheveux bruns.
→ Je n'ai pas de cheveux.

S'appeler (to be called)

- Je m'appelle… my name is …
- **il/elle s'appelle…** – his/her name is…

- j'ai ….ans (I am …years old)
- **il/elle a … ans** – he/she is … years old (*literally: has … years*)
- **je n'ai pas de…** – I don't have any…
- (boy/girl).

Pets (Les animaux domestiques) : un chien – a dog, **un chat** – a cat, **un lapin** – a rabbit, **un hamster** – a hamster, **un cochon d'Inde** – a guinea pig, **un poisson rouge** – a goldfish, **un oiseau** – a bird, **un cheval** – a horse, **un serpent** – a snake, **une tortue** – a tortoise / turtle

- **J'ai un chien.** – *I have a dog.*
- **J'ai une tortue.** – *I have a tortoise.*
- **J'ai deux chats.** – *I have two cats.*

Negative (je n'ai pas de…)

- **Je n'ai pas de hamster.** – *I don't have a hamster.*

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)

Useful Grammar

comparative sentences (more...than, less....than)

To say more than, we use plus + adjective + que
les documentaires sont **plus amusants que** les infos

To say less than, we use moins + adjective + que
les infos sont **moins amusants que** les documentaires
Adjectives MUST agree with the noun.

Adjectival agreement
When you are **describing** things or people you must **agree the adjective** to them.
If an adjective **ends in a consonant** and you are describing **a feminine noun**, you add an **'e'**.
If you are discussing **more than one person**, then you will need to **add an 's'** in most cases.
example: les informations sont stupides.
une documentaire est amusante

The present tense of regular verbs

To form the present tense you
1. Take the infinitive of the main verb (-ar/-er/-re)
2. Take off the ending
3. Add the correct ending for the subject of the verb.

	-er verbs	-ir verbs	-re verbs
Je (I)	- e	- is	- s
tu (you – friend)	- es	- is	- s
il/elle (s/he)	- e	- it	- no end
nous (we)	- ons	- issons	- ons
vous (you – plu)	- ez	- issez	- ez
ils/elles (they	- ent	- issent	- ent

2 verbs together in a sentence

When you have 2 verbs in a sentence, the second verb is usually in the infinitive form.
For example. With an opinion.
J'aime jouer des jeux vidéos.
Je n'aime pas tchatter sur Skype.

Verb 1 Verb 2 (infinitive)

Question words	
quand?	when?
qui?	who?
quand?	when?
comment?	what/how?
quand?	when?
pourquoi?	why?
où?	where?

Grammar Check



masculine	feminine	masc plural	fem plural
un vase noir	*une table noir**e***	*des vases noir**s***	*des tables noir**es***

ends in ...	masc	fem	ends in ...	masc	fem
-eux	*heureux*	*heur**euse***	***-os***	*gros*	*gr**osse***
-eur	*travailleur*	*travaill**euse***	***-on***	*bon*	*b**onne***
-anc	*blanc*	*bl**anche***	***-il***	*gentil*	*gent**ille***
-f	*actif*	*act**ive***	***-ien***	*italien*	*ital**ienne***

Tricky spelling

ennuyeux	look out for the –u !

Key Questions	
Que fais-tu pendent ton temps libres?	What do you do in your free time?
Que fais-tu sur ton portable/ordinateur?	What do you do with your mobile/computer?
Quel genre de films aimes-tu?	What film/programme do you like?
Qu'est-ce que tu aimes faire avec ta famille?	What do you like to do with your family?

Year 7 French: My Digital Life Knowledge Organiser

Ways to practise vocabulary: *1. Look cover, write check 2. Log onto Memrise 3. Getting people at home to test you 4. Log onto Quizlet*

Key vocabulary

la télévision—TV programmes	
les jeux télévisés	a game show
un documentaire	a documentary
une émission de sport	a sports programme
la télé-réalité	reality TV show
une comédie	a comedy
une série	a series
une série policière	a police series
un feuilleton	a soap opera
les infos	the news

les genres de film– film genres	
les films de	.....films
amour	romance
épouvante	horror
science-fiction	science fiction
espionnage	spy
action	action
aventures	adventure
un dessin animé	animation
super-héros	superhero
fantastique	fantasy
une comédie	a comedy
un film romantique	a romance film

les opinions —Opinions	
J'adore	I love
J'ai une passion	I love
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
ce qui m'agace	What annoys me

adjectifs – adjectives	
stupide/bête	stupid
triste	sad
passionnant	exciting
instructif	informative
intéressant	interesting
stimulant	stimulating
embêtant	annoying
plein d'action	full of action
amusant	fun
impressionant	impressive
épouvantable	terrifying
marrant	funny

False Friends

chaîne	TV channel

Mon portable—my mobile phone	
tchatter	to chat
partager	to share
télécharger	to download
jouer des jeux	to play games
lire des messages	to read messages
envoyer des textes	to sent texts
regarder des clips-vidéos/films	to watch videos or films
mettre en ligne	to upload

la fréquance—frequency adverbs	
toujours	always
quelquesfois	sometimes
normalement	normally
jamais	never
chaque lundi	every Monday
tous les jours	everyday
une fois par mois	once a month

avec ma famille– with my family	
avec mon/ma	with my…
enregistrer des vidéos bêtes	to record silly videos
écouter de la musique	to listen to music
chanter	to sing

Big Questions

- What do I like to watch on TV?
- What types of film do I like to watch?
- What do I do on my phone?
- What apps are trending and why?
- What do I like to do with my

Autres opinions—exclamations!	
comme c'est…	How…!
amusant!	How fun!
cool!	How cool!
chanceux	How lucky!
ennuyeux	How boring!
mauvais	How bad!
embêtant	How annoying!

mon ordinateur – my computer	
avec mon ordinateur	with my computer
jouer	to play
surfer	to surf (internet)
écrire des emails	to write emails
télécharger la musique	to download music
contacter	to contact
parler/tchatter	to speak/chat
faire les devoirs	to do homework
voir/télécharger des vidéos	to watch/upload videos
utiliser des applis	to use apps

Key Stage 3 Curriculum Framework: Modern Foreign Languages (French & Spanish)