**Modern Languages Curriculum Maps- S1 French**

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| Topic | Month | Vocab | Grammar | Resources | Skills | Success Criteria | Assessment/evidence |
| Revision from Primary 7 | August | Greetings, Name, Age/Birthday Numbers up to 31, Months, Days of the week, Colours | Definite articles – *un/une*, Concept of masc/fem | Transition booklet, Studio 1, Métro 1, jotter, dictionary | Dictionary skills, pronunciation, communication, numeracy, literacy. | I can introduce myself, I can count until at least 31 | Formative assessment, checking of transition booklet, questioning, HOTS, checking of jotter |
| Tout sur Moi | September | Countries, nationalities &  Family members, Pets | Position and agreement of adjectives  1st, 2nd and 3rd person of *avoir* and *etre*  Intensifiers (*Un peu, beaucoup, assez, très…)* | Studio 1, Métro 1, jotter, dictionary, transition booklet where appropriate | Communication, geography, dictionary skills, problem solving, literacy. | I can talk and write about myself in detail. | Formative assessment, checking of jotters, questioning, self-evaluation, peer assessment, HOTS, checking of jotter |
| Mon autoportrait | October | Physical description, personality | *Je* + *etre* and *avoir*  Questions using *tu*  Introduction of vocabulary for masc + fem +plural  *Le/la/les* | Studio 1, Métro 1, jotter, dictionary | Dictionary skills, pronunciation, communication, literacy. | I can talk and write about myself and other people in detail. | Formative assessment, checking of jotters, questioning, self-evaluation, peer assessment, HOTS, checking of jotter. |
| Moi et les autres | November | Say what you like and dislike  Describe someone else  Talk about their likes and dislikes | *Il/elle* + *etre* and *avoir*  *Aimer + je* and *tu* | Studio 1, Métro 1, jotter, dictionary | Dictionary skills, pronunciation, communication, literacy. | I can express my likes and dislikes.  I can describe someone else’s likes and dislikes | Formative assessment, checking of jotters, questioning, self-evaluation, peer assessment, HOTS. |
| Mon kit de survie/Christmas | December | Describe what is in my bag/my survival kit.  Learn about Christmas in France | Il y a/il n’y a pas  J’ai/je n’ai pas | Studio 1, Métro 1, jotter, dictionary, Unit 1 assessment, Christmas worksheets. | Dictionary skills, pronunciation, communication, literacy. | I can describe what is in my survival kit. | Unit 1 summative assessment. |
| Film Unit: Le Petit Nicolas | January | Watch le Petit Nicolas.  Describe characters. | Revision of opinions. | Petit Nicolas film, Petit Nicolas booklet | Dictionary skills, pronunciation, communication, literacy. | I can describe characters.  I can give my opinion about the film and characters. | Formative assessment, checking of jotters, questioning, self-evaluation, peer assessment, HOTS. |
| Mon collège | February | School subjects  Opinions  Reasons for opinions | Verbs to express opinion  Negative sentences  Revision of adjective agreement | Studio 1, Métro 1, jotter, dictionary | Dictionary skills, pronunciation, communication, literacy. | I can talk and write about my subjects  I can justify my opinions. | Formative assessment, checking of jotters, questioning, self-evaluation, peer assessment, HOTS.  Summative assessment: writing about school. |
| Timetable – Mon emploi du temps | March | Telling the time | *“on”*  First and third person (sg & pl) of  *commencer* & *terminer* | Studio 1, Métro 1, jotter, dictionary | Dictionary skills, pronunciation, communication, numeracy, literacy. | I can write my timetable in French.  I can tell the time in French. | Formative assessment, checking of jotters, questioning, self-evaluation, peer assessment, HOTS. |
| APRIL – MAY  Food & drink- La nourriture | April/May | School menu  Comparison between food in France and in Scotland  Discussion on healthy eating and the food pyramid | 1st, 2nd, 3rd person of *manger* and *boire*  -er verbs  Frequency adverbs | Studio 1, Métro 1, jotter, dictionary, Unit 2 assessment. | Dictionary skills, pronunciation, communication, literacy, health and wellbeing. | I can say what I eat and drink.  I can compare systems in France and Scotland. | Formative assessment, checking of jotters, questioning, self-evaluation, peer assessment, HOTS.  Unit 2 summative assessment |