

	Year 10	Year 11
	Family, Relationships + Town	School, Work, Future Plans, Customs + Festivals
	Speaking (PC) + Listening (+ Reading)	Writing (PC/40/90/150) + Reading (+ Listening)
T1	<p>Students are able to:</p> <ul style="list-style-type: none"> - understand common language used in GCSE exam paper rubrics. - use a range of exam techniques and strategies for reading and listening - use strategies and key language to describe what's in a photo. - use repair strategies to cope with unexpected responses when speaking. - understand family members and pets. - understand a range of adjectives used to describe physical appearance and personality. - build sentences to describe people using key verbs; avoir + être. - give justified opinions of family members/friends. - describe relationships with family/friends. - describe their best friend. - use set phrases in the conditional tense to describe their ideal friend and ideal town. - describe and give opinions of where they live. - use adjectives and prepositions to describe their town/different places in town. - describe what facilities and activities there are in their town for different groups of people - understand and use vocabulary to describe the pros and cons of living in a city v the countryside. <p>Higher ONLY</p> <ul style="list-style-type: none"> - produce all conjugations of the verbs avoir + être. - understand and begin to use comparative phrases to compare their family members and different places to live. - give higher level opinions of family, friends and their town. - understand vocabulary used to describe types of family, family issues and relationships. - use complex phrases to describe relationships with family/friends. - begin to manipulate verbs in the conditional tense to describe their ideal friend/ideal town in more detail. - use complex phrases to justify their opinions of where they live and describe where they would live in the future. 	<p>Students are able to:</p> <ul style="list-style-type: none"> - understand common language used in GCSE exam paper rubrics. - use a range of exam techniques and strategies for reading and listening - apply key strategies to perform well in the various sections of the writing exam. - produce/use key verbs in three main tenses to write answers in response to exam questions on topics studied in Y10. - describe and give opinions of their school. - use key verbs in present/past tenses and time indicators to describe a school day. - describe and give opinions of school uniform. - use set phrases in the conditional tense to describe their ideal school. - understand key vocabulary used to describe school, post-16 education and work. - give justified opinions of subjects, homework and teachers. - understand/produce key modal verbs and infinitives to describe future plans and careers. - build sentences to describe their boyfriend or girlfriend using key verbs; avoir + être. - use set phrases in the conditional tense to describe their ideal partner / house. - understand vocabulary used to describe house. - understand vocabulary used to describe customs, festivals and special events. - have a secure knowledge of key French festivals and customs. - use key leisure verbs in present, past and near future tense (je form) to talk about special events. - recognise/use key time indicators to when talking about special events. <p>Higher ONLY</p> <ul style="list-style-type: none"> - use higher level opinions to describe the positive/negative aspects of their school. - use complex phrases to describe relationships with teachers. - manipulate verbs in the conditional tense to describe their ideal school. - use complex structures to suggest improvements to current school. - use infinitive structures to build complex sentences about their future plans and careers. - use imperfect and conditional tenses to describe their ideal future/partner/house. - recognise and begin to use verbs in the simple future tense. - discuss the importance, advantages and disadvantages of marriage. - manipulate common leisure verbs in a range of persons in three main tenses independently to describe special events in detail. - begin to manipulate verbs in the imperfect tense to describe special events from their childhood.

	Year 10	Year 11
	Leisure	Holidays, Travel + Global Issues
	Speaking (GC) + Listening (+ Reading)	Speaking (PC/GC) + Listening (+ Reading)
T2	<p>Students are able to:</p> <ul style="list-style-type: none"> - use a range of exam techniques and strategies for reading and listening - apply key strategies to perform well in the general conversation section of the speaking exam. - understand key questions words. - form / ask simple questions. - use repair strategies to cope with unexpected responses when speaking. - understand/produce key leisure activities. - understand/produce infinitives of key leisure verbs. - use key modal verbs and infinitives to describe leisure time and give opinions of leisure activities. - use key leisure verbs in present, past and near future tense (je form) to talk about their use of leisure time. - recognise/use key time indicators to when talking about their use of leisure time. - understand/produce adjectives to describe leisure activities. - talk about/give justified opinions of TV, cinema and new technology. - talk about/give justified opinions of music, TV programmes and films. - understand vocabulary to describe different forms of new technology. <p>Higher ONLY</p> <ul style="list-style-type: none"> - produce all conjugations of the verbs aller + faire. - manipulate common leisure verbs in a range of persons in three main tenses independently. - give higher level opinions of leisure activities, music, TV and cinema. - begin to manipulate verbs in the imperfect tense to describe their childhood hobbies. - use infinitive structures to build complex sentences about their use of leisure time. - discuss the advantages, disadvantages and dangers of new technologies and social media. 	<p>Students are able to:</p> <ul style="list-style-type: none"> - use a range of exam techniques and strategies for reading and listening - apply key strategies to perform well in all three sections of the speaking exam. - recognise common rubrics used in GCSE role plays. - understand key questions words. - form / ask simple questions. - understand the difference between tu/vous - use repair strategies to cope with unexpected responses when speaking. - understand key vocabulary linked to the topic of holidays including transport and weather. - use key transactional language to make travel arrangements in a role play situation. - use key verbs in present, past and near future tense (je form) to talk about their holidays. - recognise/use key time indicators to when talking about their holidays. - give justified opinions of past, present and future holidays. - understand/produce adjectives to describe holidays. - understand key vocabulary used to describe environmental problems, social issues and charities -- understand/use modal verbs and infinitives to describe solutions to environmental problems and social issues. - use key verbs in present/past tenses to describe actions to solve environmental/social issues. <p>Higher ONLY.</p> <ul style="list-style-type: none"> - manipulate common leisure verbs in a range of persons in three main tenses independently. - give higher level opinions of holidays and leisure activities on holiday. - begin to manipulate verbs in the imperfect tense to describe their childhood holidays. - use infinitive structures to build complex sentences about their holiday. - discuss the importance, advantages and disadvantages and dangers of going on holiday. - manipulate verbs in the conditional tense to describe their ideal holiday. - use complex structures to describe where they would go and what they would do on their ideal holiday. - use higher level modal verbs/infinitive structures to describe solutions to environmental/social issues.

	Year 10	Year 11
	Diet + Healthy Lifestyles	Final Exam Preparation
	Reading + Writing (PC/40/90) (+ Listening)	Reading, Writing (ALL), Speaking (ALL) + Listening
T3	<p>Students are able to:</p> <ul style="list-style-type: none"> - use a range of exam techniques and strategies for reading and listening - recognise common rubrics used in writing exam. - apply key strategies to perform well in the various sections of the writing exam. - produce/use key verbs in three main tenses to write answers in response to exam questions on topics studied in T1/2. - understand vocabulary to describe food, drink, diet and lifestyle. - give justified opinions of food and drink using a range of adjectives. - use key verbs in three main tenses and time indicators to describe their diet and lifestyle. - understand/use key vocabulary used when eating out in a restaurant. - understand/use key vocabulary, modal verbs and infinitives to describe healthy/unhealthy lifestyles and school rules. <p>Higher ONLY</p> <ul style="list-style-type: none"> - manipulate common leisure verbs in a range of persons in three main tenses independently. - give higher level opinions of food, drink and their diet. - manipulate verbs in the imperfect tense to describe their childhood eating habits. - use higher level modal verbs/infinitive structures to describe healthy/unhealthy lifestyles and school rules. - understand vocabulary linked to different health issues such drugs, alcohol and eating disorders. - understand vocabulary used to describe impact and consequences of unhealthy lifestyle choices. 	<p>Students are able to:</p> <ul style="list-style-type: none"> - understand common language used in GCSE exam paper rubrics. - apply key strategies to perform well in all three sections of the speaking exam. - apply key strategies to perform well in the various sections of the writing exam. - apply key strategies to perform well in the reading and listening exams.