Notes

As language learning is such a process of constant recycling and building upon knowledge and skills, it would not be possible to list every single link between grammar learning and skills. Therefore, we have limited this map to listing instances where grammar or skills are specifically taught, pulled out in a feature box or listed as an objective rather than every time they are practised. However, please note from Module 1 of Book 2 Rouge, pupils are encouraged to use two tenses whenever the context allows, and by the end of Module 3 they have the opportunity to operate in three tenses. In Book 2 Vert, pupils are encouraged to use two tenses by the end of Module 3, and in Module 5 they have the opportunity to operate in three tenses.

Grammar is colour coded: green = verbs, yellow = adjectives, red = related to nouns (articles, pronouns, etc.)

Key:

Shows where a grammar point or skills has been covered in a previous book or module

Shows where a grammar point or skill will be covered again in a later book or module

Where just a module is given (e.g. M1, 2, 3) it refers to modules within that book; links to other books are indicated by D1 or D2R/V (Rouge or Vert).
Module 1: La rentrée
To get pupils introducing and talking about themselves. This module also covers any content that pupils might have done in KS2 (numbers, days and months, alphabet, etc.) and introduces pupils to key French sounds which are revisited throughout the year in Pronunciation features.

Module 2: En classe
To continue to develop what pupils can say about themselves and their use of verbs. To allow pupils to express and justify their opinions using a range of opinion verbs. Also an opportunity for pupils to learn about schools in France as well as about Christmas in Francophone countries to coincide with the end of the autumn term.

Module 3: Mon temps libre
To continue to develop what pupils can say about themselves and their use of verbs and adjectives. To allow pupils to express more opinions. More key French sounds are introduced. Pupils also have the opportunity to learn about different sports in Francophone countries.

Module 4: Ma vie de famille
To expand pupils’ use of verbs into the 3rd person singular and plural and 1st person plural forms. Pupils learn about home-life in Francophone countries as well as about Bastille Day celebrations.

Module 5: En ville
To give pupils the opportunity to learn transactional language (in a café) and introduce the verb aller ahead of teaching the near future tense. Pupils learn about popular French snacks and drinks, and they also have the opportunity to explore Paris.

End of Year aims
Pupils able to talk about themselves and their lives and express opinions with reasons
Pupils able to use some transactional language
Pupils able to use two tenses (present and near future)
Pupils get an introduction to Francophone culture
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<td>Dealing with listening (noting answers/prediction) (<strong>M2</strong>: D1, 2, 3, 4, 5, M5)</td>
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<td>Perfect tense of regular <strong>-er</strong> verbs (<strong>M3</strong>: D1)</td>
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<td>Present tense of <strong>-ir</strong> verbs</td>
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<td>en, au, aux and à + countries (<strong>M4</strong>: D1)</td>
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### Topics

**Module 1: Vive les vacances!**
To allow pupils to talk about the summer they have just had and to introduce them to the perfect tense and use the perfect and present tenses together.

**Module 2: J'adore les fêtes!**
To develop what pupils can say about their lives and their likes/dislikes and expand their transactional language in a context of buying food at a market. To allow them to revise the present and near future tenses and continue to practise the perfect tense. Pupils learn about festivals and celebrations in the Francophone world and they are introduced to traditional French cuisine.

**Module 3: À loisir**
To allow pupils to express their opinions around TV and digital technology and further develop their transactional language in the context of arranging to go out. To introduce pupils to using three tenses together. Pupils also learn about leisure activities in different Francophone countries.

**Module 4: Le monde est petit**
To continue to develop what pupils can say about their lives and how they express and justify their opinions. To develop their use of different persons of the verb and to introduce modal verbs as well as reflexive verbs in context of daily routine. Further practice with three tenses. Pupils learn about geographical aspects of France and Francophone countries as well as about famous French painters and their works of art.

**Module 5: Le sport en direct**
To continue to develop what pupils can say about their lives and their likes/dislikes, including comparatives. To introduce the imperative for asking directions and give further practice with transactional language in context of talking to the doctor. Pupils also learn about some famous sportspeople in the Francophone world.

### End of Year aims

- Pupils able to talk about themselves and their lives and express opinions with reasons
- Pupils able to use some transactional language and some more formal register
- Pupils able to use three tenses (present, near future and perfect)
- Pupils able to use more complex structures (e.g. comparative, imperative)
- Pupils develop their knowledge of Francophone culture
**Dynamo 2 Vert**

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<td>Present tense of avoir and être (</td>
<td>D1: M1) Perfect tense of regular -er verbs (</td>
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<td><strong>Module 2: J’adore les fêtes!</strong>&lt;br&gt;To develop what pupils can say about their lives and their likes/dislikes and expand their transactional language in context of buying food at a market. To allow them to revise the present and near future tenses. Pupils learn about festivals and celebrations in the Francophone world and they are introduced to traditional French cuisine.</td>
<td>Present tense of regular -er verbs (</td>
<td>D1: M1, 2)&lt;br&gt;Present tense of regular -ir and -re verbs&lt;br&gt;Near future tense (</td>
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<td><strong>Module 3: À laisser</strong>&lt;br&gt;To allow pupils to express their opinions and to use TV and digital technology and further develop their transactional language in context of arranging to go out. To allow them to develop their use of the near future tense. Pupils also revisit the perfect tense and learn to use two tenses together. They learn about leisure activities in different Francophone countries.</td>
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<td><strong>Module 4: Le monde est petit</strong>&lt;br&gt;To continue to develop what pupils can say about their lives and how they express their opinions. To develop their use of 3rd person singular verb forms and to introduce modal verbs as well as reflexive verbs in context of daily routine. Further practice with two tenses. Pupils learn about geographical aspects of France and Francophone countries as well as about famous French painters and their works of art.</td>
<td>pouvoir + infinitive devoir + infinitive Reflexive verbs Two tenses together (present and perfect) (</td>
<td>M3)</td>
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<td><strong>Module 5: Le sport en direct</strong>&lt;br&gt;To continue to develop what pupils can say about their lives and their likes/dislikes, including comparatives. To introduce the imperative for asking directions and give further practice with transactional language in context of talking to the doctor. To introduce pupils to using three tenses together. Pupils also learn about some famous sportspersons in the Francophone world.</td>
<td>jouer à et faire de (</td>
<td>M3)&lt;br&gt;l’imparfait vous form illegal pas + infinitive&lt;br&gt;Near future tense (</td>
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