

## Year 8 Scheme of Work – Dynamo 1

Year 8 Term 1	<b>Dynamo 1</b> Unit number, title Learning objectives	<b>Builds on (previous learning)</b> Learning outcomes <b>Retrieval</b>	<b>Grammar</b> <b>Cultural capital</b> <b>Futures</b> <b>Key Language examples</b>	<b>Digital resources</b>
<b>Dynamo 1 Module 1: La rentrée</b>				
Week(s) 1 and 2	<i>Point de départ</i> , pp. 8–9  Learning to pronounce key French sounds  Discovering France  Saying your name and learning numbers	<b>Builds on</b> <b>Phonics skills from KS2</b> <b>Numbers in French from KS2</b>  <b>Learning outcomes</b> <ul style="list-style-type: none"> <li>• Pupils become aware of key sounds in French</li> <li>• Pupils start to predict how new words will be pronounced</li> <li>• Pupils are able to have a short conversation about their name and how they are</li> <li>• Pupils are able to count to 20</li> </ul>	<b>Grammar</b> –  <b>Cultural capital</b> Learning some popular French first names and how to pronounce them  <b>Futures</b> Looking at map of France and places where we may visit in the future. Being able to introduce yourself in French and meet new people.  <b>Key Language examples</b> <i>Bonjour!</i> <i>Comment t'appelles-tu?</i> <i>Je m'appelle ...</i> <i>Comment ça va? (Ça va?)</i> <i>Ça va (très) bien. / Pas mal, merci. / Ça ne va pas!</i> <i>Au revoir.</i>  Numbers: <i>un</i> to <i>vingt</i>	<b>Front-of-class</b> p.008 Class game p.008 Exercise 1 video p.009 Flashcards 1 p.009 Flashcards 2 p.009 Thinking skills worksheet <b>Homework</b> Vocabulary
Week(s) 3 and 4	<i>Unité 1</i> , pp. 10–11	<b>Builds on</b>	<b>Grammar</b> Using the indefinite article: <i>un, une</i>	<b>Front-of-class</b> p.010 Class game

	<p><i>As-tu des frères et sœurs?</i></p> <p>Talking about brothers, sisters and age</p> <p>Using the verb <i>avoir</i></p>	<p>Letters of the alphabet in French (including accented letters) (D1 M1 Quiz / KS2)</p> <p>Brothers and sisters vocabulary from KS2</p> <p>Understanding of masculine and feminine nouns from KS2</p> <p>Knowledge of the verb <i>avoir</i> from KS2</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils are able to have a short conversation about their siblings</li> <li>• Pupils are aware that consonants at the end of words are often not pronounced</li> <li>• Pupils are aware of how to use <i>un/une</i></li> <li>• Pupils are aware of different persons of the verb <i>avoir</i></li> </ul> <p><b>Extension (exs 6–8)</b></p> <ul style="list-style-type: none"> <li>• Extended speaking, reading and writing about name, age and siblings</li> </ul>	<p>Using the singular forms of <i>avoir</i></p> <p><b>Cultural capital</b></p> <p>–</p> <p><b>Futures</b></p> <p>Being able to introduce yourself in French and meet new people. Improving presentation skills.</p> <p><b>Key Language examples</b></p> <p><i>As-tu des frères et sœurs?</i></p> <p><i>Oui. J'ai ...</i> <i>un frère</i> <i>une sœur</i> <i>un demi-frère</i> <i>une demi-sœur</i> <i>(deux) frères</i> <i>(trois) demi-sœurs</i> <i>Je n'ai pas de frères et sœurs.</i> <i>Je suis fils / fille unique.</i></p> <p><i>Quel âge as-tu?</i> <i>J'ai (onze) ans.</i></p> <p><i>Numbers to 31</i></p>	<p>p.011 Grammar quiz p.011 Grammar video</p> <p><b>Homework</b></p> <p>Listening A Listening B Reading A Reading B</p>
<p>Week(s) 4 and 5</p>	<p><i>Unité 2, pp. 12–13</i> <i>Voici ma salle de classe!</i></p> <p>Describing a classroom</p> <p>Using the indefinite and definite articles</p>	<p><b>Builds on</b></p> <p>Classroom vocabulary from KS2</p> <p>Understanding noun gender (D1 M1 U1)</p> <p>Knowledge of adjectives from KS2</p> <p><b>Learning outcomes</b></p>	<p><b>Grammar</b></p> <p>Gender of nouns</p> <p>Indefinite and definite articles (singular and plural)</p> <p><b>Futures</b></p> <p>Understanding about the French-speaking world and job opportunities.</p>	<p><b>Front-of-class</b></p> <p>p.012 Flashcards p.013 Speaking skills worksheet</p> <p><b>Homework</b></p> <p>Listening A Listening B Grammar Translation</p>

		<ul style="list-style-type: none"> <li>Pupils are able to describe a classroom using the structure <i>il y a ...</i></li> <li>Pupils use <i>un/une/des</i></li> <li>Pupils are able to express simple opinions</li> <li>Pupils are aware of the pronunciation of <i>qu</i></li> </ul> <p><b>Extension (exs 6–7)</b></p> <ul style="list-style-type: none"> <li>Pupils start to use indefinite and definite articles to describe a classroom</li> </ul>	<p><b>Cultural capital</b> Comparing classrooms in different countries in the French-speaking world (Africa) Learning about the French language and where it is spoken. Colonial past.</p> <p><b>Key Language examples</b> <i>Sur la photo, il y a ...</i> <i>un tableau (noir / blanc)</i> <i>un / une prof (professeur)</i> <i>un ordinateur</i> <i>une porte</i> <i>une fenêtre</i> <i>des tables</i> <i>des chaises</i> <i>des élèves</i></p> <p><i>C'est ...</i> <i>sympa / génial / moderne.</i> <i>triste / nul / démodé.</i></p> <p><i>La porte est ...</i> <i>Le tableau blanc est ...</i> <i>au fond, à gauche, à droite, au centre</i></p>	Vocabulary
Week(s) 6 and 7	<p><i>Unité 3</i>, pp. 14–15 <i>Tu aimes ça?</i></p> <p>Talking about likes and dislikes</p> <p>Using the verb <i>aimer</i> + the definite article</p>	<p><b>Builds on</b> Knowledge of <i>aimer</i> + definite article from KS2</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Pupils become aware of nasal sounds in French</li> <li>Pupils are able to have a short conversation about their likes and dislikes using <i>aimer</i> + definite article + noun</li> </ul>	<p><b>Grammar</b> Using the singular forms of <i>aimer</i> + the definite article Using <i>aimer</i> in negative sentences</p> <p><b>Cultural capital</b> Learning about what young French people typically like and dislike.</p> <p><b>Key Language examples</b> <i>Tu aimes ...?</i></p>	<p><b>Front-of-class</b> p.014 Class game p.014 Flashcards p.014 Grammar animation p.014 Grammar quiz p.014 Tongue twister video p.015 Translation worksheet</p> <p><b>Homework</b></p>

		<ul style="list-style-type: none"> <li>Pupils are able to understand simple connectives (<i>et, mais, aussi</i>)</li> <li>Pupils are aware of how to use intonation for asking questions</li> </ul> <p><b>Extension (exs 4–6)</b></p> <ul style="list-style-type: none"> <li>Pupils are able to understand and write a post about themselves or a friend using greetings, connectives and opinions</li> </ul>	<p><i>J'aime ...</i>  <i>Je n'aime pas ...</i>  <i>le sport</i>  <i>le collègue</i>  <i>la danse</i>  <i>la musique</i>  <i>les pizzas</i>  <i>les BD</i>  <i>les jeux vidéo</i>  <i>les araignées</i>  <i>[...]</i>  <i>et, mais, aussi</i></p> <p><i>C'est ... génial, sympa, hyper-cool, nul</i></p>	<p>Listening A  Listening B  Grammar  Pronunciation  Vocabulary</p>
<p>Week(s) 8 and 9</p>	<p><i>Unité 4, pp. 16–17</i>  <i>Tu es comment?</i></p> <p>Describing yourself and others</p> <p>Using adjective agreement</p>	<p><b>Builds on</b>  Knowledge of adjectives (including agreement) from KS2  Knowledge of <i>être</i> from KS2</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Pupils start to use cognates to work out meaning</li> <li>Pupils are able to use adjectives with masculine and feminine singular nouns</li> <li>Pupils are able to understand qualifiers (<i>assez, très, trop, un peu</i>)</li> <li>Pupils are able to have a short conversation about themselves</li> <li>Pupils are able to understand the singular forms of <i>être</i> (including in negative sentences with <i>ne ... pas</i>)</li> </ul> <p><b>Extension (exs 5 &amp; 7)</b></p>	<p><b>Grammar</b>  Adjective agreement (masculine and feminine singular)  Using the singular forms of <i>être</i> /  Using <i>être</i> in negative sentences</p> <p><b>Cultural capital</b>  Learning about popular <i>BD (bandes dessinées)</i> and mangas</p> <p><b>Key Language examples</b>  <i>Je suis ...</i>  <i>Je ne suis pas ...</i>  <i>Il est / Elle est ...</i>  <i>amusant(e)</i>  <i>arrogant(e)</i>  <i>bavard(e)</i>  <i>fort(e)</i>  <i>grand(e)</i>  <i>intelligent(e)</i>  <i>méchant(e)</i>  <i>patient(e)</i></p>	<p><b>Front-of-class</b>  p.016 Flashcards  p.017 Class game  p.017 Grammar quiz  p.017 Grammar video  p.017 Learning skills worksheet</p> <p><b>Homework</b>  Reading A  Reading B  Translation  Pronunciation  Vocabulary</p>

		<ul style="list-style-type: none"> <li>Pupils listen and translate into French using information from the module so far: name, age, siblings, likes/dislikes, descriptions</li> </ul>	<i>petit(e)</i> <i>timide</i>  <i>assez / très / trop / un peu</i>	
Week(s) 10 and 11	<i>Unité 5</i> , pp. 18–19 <i>Qu'est-ce que tu fais?</i> (Listing and Reading Skills)  Saying what you do  Understanding infinitives and regular <i>-er</i> verbs	<b>Builds on</b> Knowledge of <i>-er</i> verbs from KS2  <b>Learning outcomes</b> <ul style="list-style-type: none"> <li>Pupils are able to understand, use and translate infinitives of <i>-er</i> verbs</li> <li>Pupils become aware of how to read for gist</li> <li>Pupils are aware of how to use <i>mon/ma/mes</i></li> </ul> <b>Extension (ex. 6)</b> <ul style="list-style-type: none"> <li>Pupils write a text about what the <i>rentrée</i> means for them</li> </ul>	<b>Grammar</b> Recognising and understanding infinitives of <i>-er</i> verbs Using possessive adjectives: <i>mon, ma, mes</i>  <b>Cultural capital</b> –  <b>Key Language examples</b> <i>Ma vie / Ma passion, c'est ...</i> <i>Pour moi, la rentrée, c'est ...</i> <i>chanter</i> <i>danser</i> <i>retrouver mes amis</i> <i>tchatter</i> <i>rigoler</i> <i>étudier</i> <i>nager</i> <i>jouer</i> [...]  <b>Grammar</b> – <b>Futures</b> Improving confidence and experience of interviews.  <b>Cultural capital</b> Months and different celebrations	<b>Front-of-class</b> p.018 Flashcards p.019 Video p.019 Video worksheet <b>Homework</b> Listening A Listening B Reading A Reading B Vocabulary
Week(s) 12, 13 and 14	<i>Unité 6</i> , pp. 20–21 <i>Mon interview par vidéo!</i> (Speaking Skills)  Creating a video interview about yourself  Giving dates in French	<b>Builds on</b> Knowledge of how to say dates in French (D1 M1 Quiz / KS2)  Knowledge about Christmas celebrations in France from KS2 <b>Learning outcomes</b> <ul style="list-style-type: none"> <li>Pupils are able to ask and say when their birthday is</li> </ul>	<b>Grammar</b> – <b>Futures</b> Improving confidence and experience of interviews.  <b>Cultural capital</b> Months and different celebrations	<b>Front-of-class</b> p.020 Class game p.020 Pronunciation quiz p.021 Thinking skills worksheet <b>Homework</b> Listening A Listening B Reading A

		<ul style="list-style-type: none"> <li>• Pupils increase their awareness of key sounds in French</li> <li>• Pupils are able to ask a set of 7 questions asking for personal information</li> </ul> <p><b>Extension (exs 4–9)</b></p> <ul style="list-style-type: none"> <li>• Pupils listen and read about name, age, birthday, siblings, character and interests</li> <li>• Pupils prepare an interview about themselves</li> <li>• Pupils start to conduct peer assessment</li> </ul>	<p>Understanding differences and similarities between Christmas in UK and France Videos of some Parisian shop fronts at Christmas</p> <p><b>Key Language examples</b> <i>C'est quand, ton anniversaire?</i> <i>Mon anniversaire, c'est ...</i> <i>le (15 mars / 24 juin)</i> <i>le premier (juillet)</i> <i>Numbers to 31</i></p> <p><i>janvier, février, mars, [...]</i></p> <p><i>Comment t'appelles-tu?</i> <i>Comment ça va?</i> <i>Tu es comment?</i> <i>Quel âge as-tu?</i> <i>C'est quand, ton anniversaire?</i> <i>Tu aimes le sport?</i> <i>As-tu des frères et sœurs?</i></p> <p><i>Noël and key Christmas vocabulary and some colours</i></p>	Reading B Vocabulary
	<ul style="list-style-type: none"> <li>• <i>En focus</i> pp. 24–25: Double page unit with a variety of tasks, covering language from the module.</li> </ul>			
Week 13 and 14	<p>Revision and Assessment</p> <ul style="list-style-type: none"> <li>• <i>Bilan and Révisions</i> pp. 22–23</li> <li>• <i>Grammaire</i> pp. 28–29</li> <li>• <i>Vocabulaire</i> pp. 30–31</li> <li>• Assessment Pack End of Module 1 tests</li> </ul> <p>Extension</p> <ul style="list-style-type: none"> <li>• <i>En plus</i> pp. 26–27</li> <li>• <i>À toi</i> pp. 128–129</li> </ul>			

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Year 8 Term 2	<i>Dynamo 1</i> Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
<b>Dynamo 1 Module 2: En classe</b>				
Week(s) 1 and 2	<p><i>Point de départ,</i> pp. 34–35</p> <p>Talking about colours</p> <p>Telling the time</p>	<p><b>Builds on</b> Colours in French from KS2 and Christmas vocabulary Clock times from KS2 Key sounds (D1 M1)</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils extend their knowledge of key sounds</li> <li>• Pupils start to use context and cognates to decode words (e.g. hearing a description of shapes on a painting)</li> <li>• Pupils become aware of how to use a dictionary to check genders</li> <li>• Pupils adapt a poem about colours in French</li> <li>• Pupils are able to ask for and give the time in French</li> </ul>	<p><b>Grammar</b> –</p> <p><b>Cultural capital</b> Poem in French about colours</p> <p><b>Key Language examples</b> <i>Ici il y a ...</i> <i>un cercle / un demi-cercle / un triangle</i></p> <p><i>blanc(he)</i> <i>bleu(e)</i> <i>marron</i> <i>rouge</i> <i>[...]</i></p> <p><i>en bas / au centre / à droite / à gauche</i></p> <p><i>Lundi, c'est noir comme le charbon</i> <i>Mardi, c'est bleu comme ...etc</i></p> <p><i>Quelle heure est-il?</i> <i>Il est ...</i> <i>cinq heures (dix / vingt / et quart)</i> <i>cinq heures et demie</i> <i>cinq heures moins dix / vingt / le quart</i> <i>midi / minuit</i></p>	<p><b>Front-of-class</b> p.034 Flashcards p.034 Pronunciation quiz p.035 Class game p.035 Flashcards p.035 Learning skills worksheet</p> <p><b>Homework</b> Vocabulary 1 Vocabulary 2</p>



<p>Week 3</p>	<p><i>Unité 1</i>, pp. 36–37 <i>Qu'est-ce que tu penses de tes matières?</i></p> <p>Saying what you think of your school subjects and why</p> <p>Talking about likes and dislikes using <i>-er</i> verbs</p>	<p><b>Builds on</b>  <i>Knowledge of aimer + definite article (D1 M1 U3)</i>  <i>Giving opinions (D1 M1 U3)</i>  <i>Knowledge of qualifiers (D1 M1 U4)</i></p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils use a range of verbs to express opinions: <i>aimer, adorer, détester</i> (including negatives)</li> <li>• Pupils become aware of the pronunciation of <i>j'aime</i> and <i>tu aimes</i></li> <li>• Pupils use a variety of adjectives to express opinions</li> <li>• Pupils understand and start to use <i>parce que</i> to give reasons for opinions</li> </ul> <p><b>Extension (ex. 6)</b></p> <ul style="list-style-type: none"> <li>• Pupils do a piece of writing about their school subjects including connectives, qualifiers and opinion phrases</li> </ul>	<p><b>Grammar</b>  Using a range of verbs to express opinions: <i>aimer, adorer, détester</i>  Using <i>ne ... pas</i> with <i>aimer</i></p> <p><b>Cultural capital</b>  Differences and similarities in timetables</p> <p><b>Key Language examples</b>  <i>Qu'est-ce que tu penses de tes matières?</i>  <i>le français</i>  <i>la géographie</i>  <i>l'informatique</i>  <i>les sciences</i>  [...]</p> <p><i>Tu aimes ...?</i>  <i>j'adore / j'aime (assez) / je n'aime pas / je déteste ...</i>  <i>C'est ...</i>  <i>facile</i>  <i>ennuyeux</i>  <i>créatif</i>  <i>nul</i>  [...]</p> <p><i>le/la prof est sympa / trop sévère</i></p> <p><i>Personnellement</i>  <i>Moi perso</i>  <i>parce que ...</i></p>	<p><b>Front-of-class</b>  p.036 Flashcards  p.037 Class game  p.037 Flashcards  p.037 Writing skills worksheet</p> <p><b>Homework</b>  Reading A  Reading B  Grammar  Pronunciation  Vocabulary 1  Vocabulary 2</p>
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<p>Week 3 and 4</p>	<p><i>Unité 2, pp. 38–39</i> <i>Qu'est-ce que tu portes?</i></p> <p>Talking about what you wear to school</p> <p>Using adjectives after nouns</p>	<p><b>Builds on</b> Colours in French (D1 M2 PdD) Knowledge of masculine and feminine nouns (D1 M1 U2) Knowledge of adjective agreement (D1 M1 U4)</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils become aware of the use of the pronoun <i>on</i> to mean 'we'</li> <li>• Pupils are able to use adjectives of colour with nouns when translating into French</li> <li>• Pupils are able to describe photos of different school uniforms and express opinions about them</li> <li>• Pupils are aware of the pronunciation of feminine and plural adjectives of colour</li> <li>• Students can give and justify their opinions</li> </ul>	<p><b>Grammar</b> Position and agreement of colour adjectives</p> <p><b>Cultural capital</b> Comparing what pupils wear for school in different countries, including some in the French-speaking world</p> <p><b>Key Language examples</b> <i>Qu'est-ce que tu portes?</i> <i>je porte / on porte ...</i> <i>l'uniforme scolaire</i> <i>un pantalon</i> <i>un pull</i> <i>une chemise</i> <i>une cravate</i> <i>une jupe</i> <i>des chaussures</i> [...]</p> <p><i>Je pense que c'est ...</i> <i>chic</i> <i>confortable</i> <i>démodé(e)</i> <i>pratique</i></p>	<p><b>Front-of-class</b> p.038 Class game p.038 Flashcards p.038 Grammar quiz p.039 Speaking skills worksheet p.039 Tongue twister video</p> <p><b>Homework</b> Listening A Listening B Translation Pronunciation Vocabulary</p>
<p>Week 4 and 5</p>	<p><i>Unité 3, pp. 40–41</i> <i>Ta journée scolaire est comment?</i></p> <p>Talking about your school day</p> <p>Using new <i>-er</i> verbs</p>	<p><b>Builds on</b> Knowledge of verbs in the infinitive (D1 M1 U5) Telling the time in French (D1 M2 PdD)</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils are able to have a short conversation about their</li> </ul>	<p><b>Grammar</b> Conjugation of <i>-er</i> verbs Working back to the infinitives (from the <i>je</i> or <i>on</i> form) with a list of nine verbs</p> <p><b>Cultural capital</b> Learning about how French people typically greet each other</p>	<p><b>Front-of-class</b> p.040 Class game p.040 Grammar quiz p.040 Grammar video p.041 Writing worksheet</p> <p><b>Homework</b> Listening A Listening B Reading A</p>

	<p>Using “je voudrais” + -er verbs</p>	<p>school day, using a variety of regular -er verbs</p> <ul style="list-style-type: none"> <li>• Pupils are able to work out verb infinitives</li> <li>• Pupils become aware of the conjugation of -er verbs (all persons)</li> <li>• Pupils start to ask questions using <i>Qu’est-ce que tu ...?</i> and <i>Tu ... à quelle heure?</i></li> <li>• Pupils can use “je voudrais” to express opinions about their ideal school routine</li> </ul> <p><b>Extension (exs 7–8)</b></p> <ul style="list-style-type: none"> <li>• Pupils read a longer text about school routine</li> <li>• Pupils write phrases or a text about school routine incorporating sequencers</li> <li>• Pupils design a cartoon about their typical school day and their ideal school day</li> </ul>	<p>Learning about a typical school day in France</p> <p><b>Key Language examples</b>  <i>Ta journée scolaire est comment?</i>  <i>je quitte la maison</i>  <i>j’arrive au collège</i>  <i>je retrouve mes copains</i>  <i>on commence les cours</i>  <i>je mange à la cantine</i>  [...]</p> <p><i>Tu ... à quelle heure?</i>  <i>Qu’est-ce que tu fais à ...?</i></p> <p><i>d’abord / ensuite / puis / après</i></p> <p><i>Je voudrais + infinitive</i></p>	<p>Reading B</p>
<p>Week 5</p>	<p><i>Unité 4</i>, pp. 42–43  <i>C’est comment, un collège français?</i>  (Listening and Reading Skills)</p> <p>Learning about a typical French school</p> <p>Reading and listening for gist</p>	<p><b>Builds on</b>  Knowledge of how to give dates in French (D1 M1 U6)  School vocabulary (D1 M2 U1 &amp; U3)</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils are able to read and listen for gist</li> <li>• Pupils start to read and listen for detail</li> <li>• Pupils become aware of word order when translating into English</li> </ul>	<p><b>Grammar</b>  –  <b>Futures</b>  Understanding the heavy timetable in France and the numbers of hours devoted to language learning.  Being able to introduce yourself in French and meet new people.  Looking school website and brochures in French</p> <p><b>Cultural capital</b></p>	<p><b>Front-of-class</b>  p.043 Writing worksheet  <b>Homework</b>  Listening A  Listening B  Reading A  Reading B</p>

		<ul style="list-style-type: none"> <li>Pupils become aware that cognates often sound different in French and English</li> </ul>	<p>Learning about a typical French school and compare duration of school day/ holidays (Students look at website from link school and read posters/ brochures)</p> <p><b>Key Language examples</b>  <i>l'emploi du temps</i>  <i>la rentrée</i>  <i>les vacances d'automne / de Noël / d'hiver / de printemps / d'été</i></p> <p><i>menu du jour</i>  <i>entrées / plat principal / desserts</i>  <i>salade verte</i>  <i>omelette</i>  <i>haricots verts</i>  <i>fromage</i>  <i>fruit</i>  <i>[...]</i></p> <p><i>Quel est ton jour préféré?</i>  <i>Mon jour préféré, c'est le jeudi.</i>  <i>J'ai deux heures d'anglais.</i>  <i>Je suis fort(e) en maths.</i></p>	
Week 6 and 7	<p><i>Unité 5, pp. 44–45</i>  <i>Un collègue super cool!</i>          (Writing Skills)</p> <p>Saying what there is / isn't, using <i>il y a ...</i> and <i>il n'y a pas de ...</i></p> <p>Agreeing and disagreeing</p>	<p><b>Builds on</b>  <b>School vocabulary (D1 M2 all units)</b></p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Pupils are able to take part in a conversation about an ideal school, using <i>il y a ...</i> and <i>il n'y a pas de / d' ...</i></li> </ul>	<p><b>Grammar</b>          Using <i>combien de</i></p> <p><b>Futures</b>  <a href="#">Teaching in Switzerland</a></p> <p><b>Cultural capital</b>  <a href="#">Looking at schools in the Alps</a></p>	<p><b>Front-of-class</b>          p.045 Video          p.045 Video worksheet          p.045 Class game          p.045 Speaking skills worksheet</p> <p><b>Homework</b>          Listening A          Listening B          Grammar</p>

	Homework excuses	<ul style="list-style-type: none"> <li>• Pupils start to discuss their ideas, using expressions of agreement / disagreement</li> <li>• Pupils become aware of the meaning of <i>combien de</i>?</li> <li>• Pupils are able to produce a longer piece of writing in French</li> <li>• Pupils start to check each other's work for content and accuracy</li> <li>• Pupils can give excuses about homework using basic past tenses with -er</li> </ul>	<p><b>Key Language examples</b>  <i>Le collègue est ...</i>  <i>grand / petit / de taille moyenne</i></p> <p><i>Il y a ...</i>  <i>500 élèves / un cinéma en 3D / des courts de tennis</i></p> <p><i>Il n'y a pas de ...</i>  <i>harcèlement / toilettes sales / profs trop sévères</i></p> <p>[...]</p> <p><i>Tu es d'accord?</i>  <i>Je (ne) suis (pas) d'accord!</i></p> <p>J'ai oublié/ j'ai commencé mes devoirs  Mon hamster a mangé mes devoirs  On m'a volé ma règle</p>	Translation
Week 8	<ul style="list-style-type: none"> <li>• <i>En focus</i> pp. 48–49: Double page unit with a variety of tasks, covering language from the module.</li> </ul>			
Week 8	<p>Revision and Assessment</p> <ul style="list-style-type: none"> <li>• <i>Bilan and Révisions</i> pp. 46–47</li> <li>• <i>Grammaire</i> pp. 52–53</li> <li>• <i>Vocabulaire</i> pp. 54–55</li> <li>• Assessment Pack End of Module 2 tests</li> </ul> <p>Extension</p> <ul style="list-style-type: none"> <li>• <i>En plus</i> pp. 50–51</li> <li>• <i>À toi</i> pp. 130–131</li> </ul>			

Year 8	<i>Dynamo 1</i> Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
<b>Dynamo 1 Module 3: Mon temps libre</b>				
Week(s) 9 and 10	<p><b>Quiz about sport and leisure activities in the French-speaking world</b> (pp. 56–57)</p> <p><i>Point de départ</i>, pp. 58–59</p> <p>Talking about weather and seasons</p> <p>Learning more key French sounds</p>	<p><b>Builds on</b> Phonics skills (D1 M1) Weather vocabulary from KS2</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Pupils become aware of further key sounds in French</li> <li>Pupils refresh phrases for weather and seasons</li> </ul> <p><b>Extension (exs 8–10)</b></p> <ul style="list-style-type: none"> <li>Pupils read and compose haiku poems using the language from the spread as well as verbs and clothes vocabulary from earlier in the book</li> </ul>	<p><b>Grammar</b> Using cognates</p> <p><b>Futures</b> Understanding about French-Speaking world and job opportunities</p> <p><b>Cultural capital</b> Typical sports from French-speaking countries. Colonial past. Some winter Olympics sports</p> <p><b>Key Language examples</b> <i>la Belgique</i> <i>la Côte d’Ivoire</i> <i>la France</i> <i>Jersey</i> <i>Madagascar</i> <i>le Maroc</i> <i>le Québec</i> <i>le Sénégal</i> <i>la Suisse</i> <i>la Tunisie</i></p> <p><i>le ski alpin</i> <i>le hockey sur glace</i> <i>le tir à l’arc</i> <i>la luge</i> <i>le patinage artistique</i></p>	<p><b>Front-of-class</b> p.058 Class game p.058 Exercise 1 video p.058 Flashcards p.058 Pronunciation quiz p.058 Tongue twister video p.059 Reading skills worksheet</p> <p><b>Homework</b> Vocabulary</p>

			<p><i>le snowboard</i></p> <p><i>Quel temps fait-il?</i> <i>Il fait beau.</i> <i>Il fait mauvais.</i> <i>Il fait froid.</i> <i>Il y a du soleil.</i> <i>Il pleut.</i> <i>[...]</i></p> <p><i>au printemps / en été / en automne / en hiver</i></p> <p><i>Je porte ...</i> <i>un pull / un chapeau / une veste / ...</i></p> <p><i>Quand (il pleut / fait chaud), je ...</i> <i>reste à la maison / joue / nage / ...</i></p> <p><i>J'aime ... / Je n'aime pas ...</i> <i>l'hiver / la musique / mon portable / ...</i></p>	
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<p>Week(s) 10</p>	<p><i>Unité 1</i>, pp. 60–61 <i>Tu es sportif/sportive?</i></p> <p>Talking about which sports you play</p> <p>Using <i>jouer à</i></p>	<p><b>Builds on</b> Sports vocabulary from KS2 Knowledge of masculine and feminine nouns (D1 M1 &amp; M2) Knowledge of negative (<i>ne ... pas</i>) (D1 M1 U4) Describing a picture (D1 M1 U2, D1 M2 U2) Knowledge of cognates in French and English (D1 M1 &amp; M2)</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils ask and give their opinions on sport and say which sports they play</li> <li>• Pupils understand that even though cognates look similar, they will sound different</li> <li>• Pupils start to spot negatives (<i>ne ... pas</i>) in listening and reading</li> <li>• Pupils describe a photo of a person doing sport, including references to the weather and what they are wearing</li> </ul>	<p><b>Grammar</b> Conjugation of <i>jouer</i> <i>à</i> + article to talk about playing sport</p> <p><b>Cultural capital</b> –</p> <p><b>Key Language examples</b> <i>Tu aimes le sport?</i> <i>Je joue ...</i> <i>au billard</i> <i>au hockey</i> <i>à la pétanque</i> <i>aux cartes</i> <i>aux échecs</i> [...]</p> <p><i>Je suis ... / Je ne suis pas ...</i> <i>Il/Elle est ... / Il/Elle n'est pas ...</i> <i>(assez / très) sportif / sportive</i></p>	<p><b>Front-of-class</b> p.060 Class game p.060 Flashcards p.060 Grammar animation p.060 Grammar quiz</p> <p><b>Homework</b> Listening A Listening B Grammar Pronunciation Vocabulary</p>
<p>Week(s) 11</p>	<p><i>Unité 2</i>, pp. 62–63 <i>Qu'est-ce que tu fais?</i></p> <p>Talking about activities you do</p> <p>Using the verb <i>faire</i></p>	<p><b>Builds on</b> Leisure vocabulary from KS2 Knowledge of masculine and feminine nouns (D1 M1 &amp; M2) Knowledge of verb conjugation patterns (D1 M1 &amp; M2)</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils complete texts about leisure activities</li> </ul>	<p><b>Grammar</b> Conjugation of <i>faire</i> <i>de</i> + article after <i>faire</i> to talk about leisure activities</p> <p><b>Cultural capital</b> <i>Learning about colonies de vacances</i></p> <p><b>Key Language examples</b> <i>Qu'est-ce que tu fais?</i> <i>Tu fais ...?</i></p>	<p><b>Front-of-class</b> p.062 Flashcards p.062 Grammar quiz p.062 Grammar video p.063 Class game p.063 Translation worksheet</p> <p><b>Homework</b> Reading A Reading B</p>



		<ul style="list-style-type: none"> <li>Pupils play a miming game and say which activity they think is being mimed</li> <li>Pupils understand and use the verb <i>faire</i> (to do)</li> <li>Pupils listen/read and understand extracts which include some adverbs of frequency</li> </ul> <p><b>Extension (exs 6–7)</b></p> <ul style="list-style-type: none"> <li>Pupils speak about leisure activities using <i>Est-ce que ...</i> and <i>Qu'est-ce que ...</i> questions and some adverbs of frequency</li> <li>Pupils write about leisure activities using adverbs of frequency</li> </ul>	<p><i>Je fais du patin à glace.</i>  <i>Je fais du théâtre.</i>  <i>Je fais de la cuisine.</i>  <i>Je fais de l'équitation.</i>  <i>Je fais des randonnées.</i>  [...]  <i>Je ne fais pas de sport / danse, (etc.).</i></p> <p><i>Est-ce que tu fais souvent (du vélo)?</i>  <i>Je fais ... (du vélo).</i>  <i>parfois / souvent / tous les weekends / tous les lundis, (etc.)</i></p>	Grammar Translation Vocabulary
<b>Year 8 Term 3</b>	<b>Dynamo 1 Unit number, title Learning objectives</b>	<b>Builds on (previous learning) Learning outcomes</b>	<b>Grammar Cultural capital Key Language examples</b>	<b>Digital resources</b>
<b>Dynamo 1 Module 3: Mon temps libre</b>				
Week(s) 1	Unité 3, pp. 64–65 <i>Le sport dans les pays francophones</i> (Listening and Reading Skills)  Discovering sport in French-speaking countries	<p><b>Builds on</b> Knowledge and pronunciation of cognates (D1 M1, M2 &amp; M3 U1)</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Pupils use cognates and context to help work through listening extracts and texts about sport in the French-speaking world</li> </ul>	<p><b>Grammar</b> Cognates/ near-cognates</p> <p><b>Cultural capital</b> Learning about sport in French-speaking countries. Colonial past.</p> <p><b>Key Language examples</b> <i>On fait du ski (alpin).</i> <i>On fait du snowboard.</i> <i>On fait du rafting.</i></p>	<p><b>Front-of-class</b> –</p> <p><b>Homework</b> Listening A Listening B Reading A Reading B</p>

	Using cognates and context	<b>Extension (ex. 6)</b> <ul style="list-style-type: none"> <li>Pupils write a text about sport in their region</li> </ul>	<i>On fait de l'alpinisme.</i> <i>On fait du canyoning.</i> <i>On fait du canoë-kayak.</i> <i>On fait de la voile.</i> <i>On fait de la planche à voile.</i> <i>On fait de la luge.</i>	
Week(s) 2 and 3	<i>Unité 4, pp. 66–67</i> <i>Tu aimes faire ça?</i>  Talking about what you like doing  Using <i>aimer</i> + the infinitive	<b>Builds on</b> Knowledge of infinitives (D1 M1 U5, D1 M2 U3) Opinion phrases (D1 M1 U3, D1 M2 U1)  <b>Learning outcomes</b> <ul style="list-style-type: none"> <li>Pupils decode phrases using infinitives</li> <li>Pupils understand and use a range of opinion phrases to express what they like doing on their phone or tablet (using opinions with an infinitive)</li> </ul> <b>Extension (exs 6–7)</b> <ul style="list-style-type: none"> <li>Pupils listen to spot infinitives in a song</li> <li>Pupils read an extended text about a boy and his friends which pulls together language from the module so far</li> </ul>	<b>Grammar</b> Using <i>aimer, adorer</i> and <i>détester</i> + the infinitive of another verb  <b>Cultural capital</b> –  <b>Key Language examples</b> <i>Qu'est-ce que tu aimes faire sur ton portable / ta tablette?</i> <i>J'aime / Je n'aime pas ...</i> <i>J'adore / Je déteste ...</i> <i>bloguer</i> <i>envoyer des SMS</i> <i>prendre des selfies</i> <i>partager des photos / des vidéos</i> <i>tchatter avec mes copains / copines</i> <i>télécharger des chansons</i> [...]  <i>parce que c'est ...</i> <i>amusant / marrant / ennuyeux / ...</i>	<b>Front-of-class</b> p.066 Grammar animation p.066 Grammar quiz p.067 Class game p.067 Listening skills worksheet p.067 Video p.067 Video worksheet p.067 Writing skills worksheet <b>Homework</b> Reading A Reading B Translation Pronunciation Vocabulary
Week(s) 4 and 5	<i>Unité 5, pp. 68–69</i> <i>Questions, questions, questions!</i> (Speaking Skills)  Creating an interview with a celebrity	<b>Builds on</b> Questions eliciting personal information (D1 M1) <i>Est-ce que ...</i> and <i>Qu'est-ce que ...</i> questions (D1 M2 U2 & U3) Opinion phrases (D1 M3 U4)	<b>Grammar</b> Asking questions with <i>Est-ce que tu ...?</i> and <i>Qu'est-ce que tu ...?</i>  <b>Futures</b> Improving speaking skills and interview practice	<b>Front-of-class</b> p.069 Class game p.069 Speaking skills worksheet <b>Homework</b> Listening A Listening B

	Forming and answering questions	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Pupils understand and start to build questions using <i>Est-ce que ... and Qu'est-ce que ...</i></li> </ul> <p><b>Extension (exs 5–7)</b></p> <ul style="list-style-type: none"> <li>Pupils read, write and speak about celebrities, pulling together personal information and questions about leisure preferences</li> </ul>	<p><b>Cultural capital</b></p> <p>–</p> <p><b>Key Language examples</b></p> <p><i>Qu'est-ce que tu aimes faire ...?</i>  <i>le weekend</i>  <i>avec tes amis</i>  <i>sur ton portable</i></p> <p><i>Est-ce que tu aimes ...?</i>  <i>faire du judo / de la danse</i>  <i>prendre des photos / selfies</i>  <i>jouer aux échecs</i>  [...]</p>	Grammar Translation
Week(s) 6	<ul style="list-style-type: none"> <li><i>En focus</i> pp. 72–73: Double page unit with a variety of tasks, covering language from the module.</li> </ul>			
Week(s) 7	Revision and Assessment <ul style="list-style-type: none"> <li><i>Bilan and Révisions</i> pp. 70–71</li> <li><i>Grammaire</i> pp. 76–77</li> <li><i>Vocabulaire</i> pp. 78–79</li> <li>Assessment Pack End of Module 3 tests</li> </ul> Extension <ul style="list-style-type: none"> <li><i>En plus</i> pp. 74–75</li> <li><i>À toi</i> pp. 132–133</li> </ul>			
<b>Year 8</b>	<b><i>Dynamo 1</i></b> <b>Unit number, title</b> <b>Learning objectives</b>	<b>Builds on (previous learning)</b> <b>Learning outcomes</b>	<b>Grammar</b> <b>Cultural capital</b> <b>Key Language examples</b>	<b>Digital resources</b>
<b><i>Dynamo 1 Module 4: Ma vie de famille</i></b>				
Week(s) 8 and 9	<i>Point de départ</i> , pp. 82–83  Talking about animals	<b>Builds on</b> Animals from KS2 Colours (D1 M2 U2)	<b>Grammar</b> –  <b>Cultural capital</b>	<b>Front-of-class</b> p.082 Class game p.082 Flashcards p.083 Flashcards

	Using higher numbers	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils talk about their pets</li> <li>• Pupils learn numbers from 20 to 100</li> </ul> <p><b>Extension (exs 6–7)</b></p> <ul style="list-style-type: none"> <li>• Pupils listen and talk about the 'human age' of different animals</li> </ul>	<p>–</p> <p><b>Key Language examples</b>  <i>As-tu un animal?</i>  <i>J'ai ...</i>  <i>un chat</i>  <i>un chien</i>  <i>un cochon d'Inde</i>  <i>un lapin</i>  <i>[...]</i>  <i>Je n'ai pas d'animal.</i></p> <p><i>violet / rose / blanc / jaune / marron / noir / rouge / bleu / orange / gris / vert</i></p> <p>Numbers: <i>vingt</i> to <i>cent</i></p>	<p>p.083 Speaking skills worksheet</p> <p><b>Homework</b>  Vocabulary 1  Vocabulary 2</p>
Week(s) 10 and 11	<p><i>Unité 1</i>, pp. 84–85  <i>Décris-moi ta famille</i></p> <p>Describing your family</p> <p>Using the possessive adjectives 'my' and 'your'</p>	<p><b>Builds on</b>  Names of family members from KS2</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils understand and list masculine and feminine family members</li> <li>• Pupils listen/read and understand a text describing name and age of different family members</li> <li>• Pupils understand and discuss appearance and age of family members in a picture</li> </ul> <p><b>Extension (exs 6–7)</b></p> <ul style="list-style-type: none"> <li>• Pupils complete a text about a family then write a text about an imaginary family, including</li> </ul>	<p><b>Grammar</b>  Using possessive adjectives: <i>mon, ma, mes</i> and <i>ton, ta, tes</i></p> <p><b>Cultural capital</b>  Looking at famous people  –</p> <p><b>Futures</b>  Understanding how families can be different (link to Lyfe skills)</p> <p><b>Key Language examples</b>  <i>le (beau-)père</i>  <i>le grand-père</i>  <i>le (demi-)frère</i>  <i>la (belle-)mère</i>  <i>la grand-mère</i>  <i>la (demi-)sœur</i>  <i>[...]</i></p>	<p><b>Front-of-class</b>  p.084 Grammar quiz  p.085 Class game  p.085 Flashcards  p.085 Translation worksheet</p> <p><b>Homework</b>  Listening A  Listening B  Reading A  Reading B  Vocabulary</p>

		names, ages, appearance, personality, likes and dislikes	<i>Il/Elle est ... petit(e) / grand(e) /de taille moyenne</i>  <i>Il/Elle a les yeux ... bleus / verts / marron</i>  <i>Il/Elle a les cheveux ... noirs / blonds / roux / ... courts / longs / bouclés / raides / ...</i>  <i>Il/Elle porte des lunettes.</i>	
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