

Year 9 French Scheme of Work – Dynamo 1 and 2

Year 9 Term 1	Dynamo 1 Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes Retrieval	Grammar Futures Cultural capital Key Language examples	Digital resources
Dynamo 1 Module 4: Ma vie de famille				
Week(s) 1 and 2	<p><i>Point de départ,</i> pp. 82–83</p> <p>Talking about animals</p> <p>Using higher numbers</p> <p>Weekly phonics sounds</p>	Builds on Animals from KS2 Colours (D1 M2 U2) Learning outcomes <ul style="list-style-type: none"> Pupils talk about their pets Pupils learn numbers from 20 to 100 Extension (exs 6–7) <ul style="list-style-type: none"> Pupils listen and talk about the 'human age' of different animals 	Grammar – Cultural capital – Futures – Key Language examples <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> <i>violet / rose / blanc / jaune / marron / noir / rouge / bleu / orange / gris / vert</i> Numbers: <i>vingt</i> to <i>cent</i>	Front-of-class p.082 Class game p.082 Flashcards p.083 Flashcards p.083 Speaking skills worksheet Homework Vocabulary 1 Vocabulary 2
Week(s) 3 and 4	<p><i>Unité 1</i>, pp. 84–85</p> <p><i>Décris-moi ta famille</i></p>	Builds on Names of family members from KS2	Grammar	Front-of-class p.084 Grammar quiz

	<p>Describing your family Using the possessive adjectives 'my' and 'your' Weekly phonics sounds</p>	<p>Siblings from Module 1</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand and list masculine and feminine family members Pupils listen/read and understand a text describing name and age of different family members Pupils understand and discuss appearance and age of family members in a picture <p>Extension (exs 6–7)</p> <ul style="list-style-type: none"> Pupils complete a text about a family then write a text about an imaginary family, including names, ages, appearance, personality, likes and dislikes 	<p>Using possessive adjectives: <i>mon, ma, mes</i> and <i>ton, ta, tes</i></p> <p>Cultural capital —</p> <p>Key Language examples</p> <p><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> [...]</p> <p><i>Il/Elle est ...</i> <i>petit(e) / grand(e) / de taille moyenne</i></p> <p><i>Il/Elle a les yeux ...</i> <i>bleus / verts / marron</i></p> <p><i>Il/Elle a les cheveux ...</i> <i>noirs / blonds / roux / ...</i> <i>courts / longs / bouclés / raides / ...</i></p> <p><i>Il/Elle porte des lunettes.</i></p>	<p>p.085 Class game p.085 Flashcards p.085 Translation worksheet</p> <p>Homework Listening A Listening B Reading A Reading B Vocabulary</p>
Week(s) 5 and 6	<p><i>Unité 2, pp. 86–87</i> <i>Où habites-tu?</i></p> <p>Describing where you live</p> <p>Using the nous form of -er verbs</p>	<p>Builds on Rooms in the house from KS2 Knowledge of -er verbs (D1 M1, M2 & M3)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand and produce a basic description of where they live, including house/flat, where it is, what it is like 	<p>Grammar Using the pronoun <i>nous</i> with regular -er verbs</p> <p>Cultural capital Learning about homes in different countries in the French-speaking world Students prepare letters to be sent to France</p>	<p>Front-of-class p.086 Flashcards p.087 Class game p.086 Grammar video p.087 Thinking skills worksheet</p> <p>Homework Reading A Reading B Grammar</p>

	Weekly phonics sounds	<ul style="list-style-type: none"> Pupils translate simple sentences into French about where they/others live Pupils learn names for rooms in the house Pupils read/listen and understand a text about someone's house and what the family do in different rooms (including the <i>nous</i> form) <p>Extension (ex. 7)</p> <ul style="list-style-type: none"> Pupils compose a presentation about their house/flat, the rooms in it, what they do in different rooms, and their opinion of where they live 	<p>Key Language examples</p> <p>Où habites-tu? J'habite ... / Nous habitons ... en Écosse / en Angleterre / en Irlande du Nord / au pays de Galles</p> <p>dans ... un (grand / petit) appartement une (grande / petite) maison</p> <p>J'aime habiter ici. Je n'aime pas habiter ici. parce que c'est ... tranquille / confortable / trop petit / ...</p> <p>Il y a (six) pièces ... le salon / la cuisine / la chambre / ...</p>	Translation Vocabulary
Week(s) 7 and 8	<p><i>Unité 3, pp. 88–89</i> <i>Qu'est-ce que tu manges au petit déjeuner?</i></p> <p>Talking about breakfast</p> <p>Using the partitive article (<i>du / de la / de l' / des</i>)</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Food items from KS2</p> <p>Knowledge of masculine and feminine nouns (D1 M1, M2, M3 & M4)</p> <p>Knowledge of the partitive article (D1 M3 U2)</p> <p>Knowledge of family members (D1 M4 U1)</p> <p>Knowledge of the <i>nous</i> form of -er verbs (D2 M4 U2)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand and use the partitive article to describe what they/other family members eat for breakfast Pupils understand the verb <i>boire</i> (to drink) 	<p>Grammar</p> <p>Using the partitive article</p> <p>The conjugation of <i>manger</i> (-er verb) and <i>boire</i> (irregular verb)</p> <p>Cultural capital</p> <p>Learning about what people in France typically like to eat for breakfast</p> <p>Key Language examples</p> <p><i>Qu'est-ce que tu manges au petit déjeuner?</i> Je mange ... un fruit du pain (grillé) du beurre une tartine de la confiture</p>	<p>Front-of-class</p> <p>p.088 Class game</p> <p>p.088 Flashcards</p> <p>p.088 Grammar animation (1)</p> <p>p.088 Grammar animation (2)</p> <p>p.088 Grammar quiz</p> <p>p.088 Pronunciation quiz</p> <p>p.088 Tongue twister video</p> <p>p.089 Thinking skills worksheet</p> <p>p.089 Video</p> <p>p.089 Video worksheet</p> <p>Homework</p> <p>Listening A</p>

		<p>Extension (exs 6–7)</p> <ul style="list-style-type: none"> Pupils read/listen and understand some statistics about breakfast habits in France Pupils create their own poster about a traditional or healthy breakfast 	<i>des œufs</i> [...] <i>Je bois ...</i> <i>du jus de fruits</i> <i>de l'eau</i> [...] <i>Je ne mange rien.</i>	Listening B Grammar Translation Vocabulary
Week(s) 8 and 9	<i>Unité 4</i> , pp. 90–91 <i>On fait la fête!</i> (Listening and Reading Skills) Learning about Bastille Day Using the glossary Weekly phonics sounds	<p>Builds on</p> <p>Knowledge of reading and listening strategies (D1 M1, M2 & M3) Knowledge of the <i>nous</i> form of verbs (D1 M4 U2 & U3)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils identify <i>nous</i> forms of verbs in a text Pupils start to recognise <i>ils/elles</i> forms of –er verbs 	<p>Grammar Using the <i>ils</i> and <i>elles</i> form of –er verbs</p> <p>Futures Future travel to France</p> <p>Cultural capital Learning about Bastille Day celebrations</p> <p>Key Language examples <i>le 14 juillet</i> <i>la fête nationale</i> <i>un jour de congé</i> <i>un défilé (militaire)</i> <i>un bal</i> <i>regarder un feu d'artifice</i> <i>faire un pique-nique</i> <i>faire la fête</i></p>	<p>Front-of-class p.091 Grammar video p.091 Grammar quiz</p> <p>Homework Reading A Reading B Grammar Pronunciation</p>
Week(s) 9 and 10	<i>Unité 5</i> , pp. 92–93 <i>Une drôle de famille</i> (Writing Skills)	<p>Builds on</p> <p>Family members (D1 M4 U1) Descriptions of age, character and appearance (D1 M1, D1 M4 U1)</p>	<p>Grammar –</p> <p>Futures –</p>	<p>Front-of-class p.093 Class game: Maze p.093 Writing skills worksheet</p>

	<p>Creating a cartoon family Substituting words to make texts your own Weekly phonics sounds</p>	<p>What people eat for breakfast (D1 M4 U3)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils read and understand a text about a French cartoon family Pupils learn how to adapt sentences through substitution Pupils adapt a text about a cartoon family to create a text about a new cartoon family of their own choosing 	<p>Cultural capital Learning about the popular French cartoon book and TV series, <i>Cédric</i></p> <p>Key Language examples <i>grincheux(-euse)</i> <i>studieux(-ieuse)</i> <i>marrant(e)</i> <i>sévere</i> <i>maigre</i> <i>furieux(-ieuse)</i> <i>joli(e)</i></p>	<p>Homework Listening A Listening B Grammar Translation</p>
Week(s) 11	<ul style="list-style-type: none"> <i>En focus</i> pp. 96–97: Double page unit with a variety of tasks, covering language from the module. 			
Week(s) 11	<p>Revision and Assessment</p> <ul style="list-style-type: none"> <i>Bilan</i> and <i>Révisions</i> pp. 94–95 <i>Grammaire</i> pp. 100–101 <i>Vocabulaire</i> pp. 102–103 Assessment Pack End of Module 4 tests <p>Extension</p> <ul style="list-style-type: none"> <i>En plus</i> pp. 98–99 <i>À toi</i> pp. 134–135 			

Year 9	Dynamo 1 Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
Dynamo 1 Module 5: En ville				
Week(s) 11	<p><i>Point de départ,</i> pp. 106–107</p> <p>Talking about places in a town or village</p> <p>Understanding prices in French</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Places in town from KS2</p> <p>Using <i>il y a</i> to describe what there is (D1 M1 U2)</p> <p>Masculine and feminine nouns (D1 M1 & M2)</p> <p>Verbs of opinion (D1 M1, M2, M3 & M4)</p> <p>Knowledge of qualifiers (D1 M1 U4, D1 M2 U1)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils listen to/read extracts and understand what there is in town, including people's opinions of it Pupils say what there is in towns and give their own opinion Pupils complete sentences with qualifiers (<i>très, un peu, assez, trop</i>) Pupils write a description of what there is in their town, including their opinion and reasons for it <p>Extension (ex. 6)</p> <ul style="list-style-type: none"> Pupils listen and match some authentic posters about 	<p>Grammar</p> <p>–</p> <p>Cultural capital</p> <p>Learning about the Euro</p> <p>Key Language examples</p> <p><i>Qu'est-ce qu'il y a dans ta ville / ton village?</i> <i>Il y a ...</i> <i>un centre commercial</i> <i>une mosquée</i> <i>des magasins</i> [...]</p> <p><i>Il n'y a pas de café / magasins.</i> <i>Il n'y a pas d'église.</i></p> <p><i>J'aime / J'adore / Je n'aime pas / Je déteste habiter ici parce que c'est ... amusant / ennuyeux / génial / ...</i></p>	<p>Front-of-class</p> <p>p.106 Flashcards</p> <p>p.106 Pronunciation quiz</p> <p>p.107 Class game</p> <p>Homework</p> <p>Vocabulary</p>

		attractions in a town with listening extracts		
Week(s) 12	<p><i>Unité 1</i>, pp. 108–109 <i>Où vas-tu le weekend?</i></p> <p>Saying where you go at the weekend</p> <p>Using the verb <i>aller</i> (to go)</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Places in town from KS2 Days of the week (D1 M1 Quiz, D1 M2 PdD) Knowledge of masculine and feminine nouns (D1 M1, M2, M3 & M4) Knowledge of verb conjugation patterns (D1 M1, M2, M3 & M4)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand and begin to use the verb <i>aller</i> (to go) Pupils use à + definite article to describe where they go Pupils conduct a spoken survey about where their classmates go at the weekend, and write up the results <p>Extension (exs 6–7)</p> <ul style="list-style-type: none"> Pupils read and respond to a longer text about living and spending time in Paris Pupils translate part of the text into English, identifying different parts of the verb <i>aller</i> 	<p>Grammar The conjugation of <i>aller</i> / Using <i>on va</i> and <i>nous allons</i> to say where you go with friends</p> <p>Cultural capital –</p> <p>Key Language examples <i>Où vas-tu le weekend?</i> <i>Je vais ...</i> <i>au bowling</i> <i>au cinéma</i> <i>à la piscine</i> <i>à l'église</i> <i>aux magasins</i> [...]</p> <p><i>le samedi matin</i> <i>le dimanche après-midi</i> <i>le samedi soir</i></p>	<p>Front-of-class p.108 Class game p.108 Flashcards p.108 Grammar quiz p.108 Grammar video p.109 Translation worksheet</p> <p>Homework Reading A Reading B Grammar Translation Vocabulary</p>

Week(s) 13	<p><i>Unité 2, pp. 110–111 Tu veux aller au café?</i></p> <p>Inviting someone out</p> <p>Using the verb <i>vouloir</i> (to want)</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Knowledge of verbs followed by the infinitive (D1 M3 U4)</p> <p>Knowledge of verb conjugation patterns (D1 M1, M2, M3 & M4)</p> <p>Knowledge of silent letters at the end of nouns (D1 M1 U1, D1 M2 PdD & U2)</p> <p>Knowledge of clock times (D1 M2 PdD)</p> <p>Knowledge of negatives with <i>ne...pas</i> (D1 M1 U4, D1 M3 U1)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand and compose dialogues inviting a friend out to places in town Pupils understand and use language to accept and reject invitations, and agree a time to meet Pupils understand the meaning of <i>vouloir</i> + infinitive and its conjugation pattern Pupils start to use time expressions (<i>ce matin, ce soir, etc.</i>) 	<p>Grammar The conjugation of <i>vouloir</i></p> <p>Futures Speaking skills through Roleplay</p> <p>Cultural capital –</p> <p>Key Language examples <i>Tu veux aller au café? Tu veux venir? aujourd’hui / ce matin / ce soir / cet après-midi / ce weekend Rendez-vous à quelle heure? Rendez-vous à ... Bonne idée! Pourquoi pas? Désolé(e)! Je ne veux pas. Tu rigoles! [...]</i></p>	<p>Front-of-class p.111 Grammar video</p> <p>Homework Listening A Listening B Grammar Pronunciation Vocabulary</p>
Week 14	Noël	<p>Builds on</p> <p>Knowledge of Christmas traditions in France from Y8</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand some Christmas vocabulary Pupils understand more about Christmas traditions 	<p>Grammar</p> <p>Cultural capital Pupils exchange Christmas cards with students from link school</p> <p>Key Language examples <i>Le sapin, la luge, le Père Noël, le Réveillon</i></p>	

			<i>Revision of colours</i>	
Year 9 Term 2	Dynamo 1 Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
Week(s) 1	<i>Unité 3</i> , pp. 112–113 <i>Vous désirez?</i> Ordering drinks and snacks in a café Using the <i>tu</i> and <i>vous</i> forms of the verb Weekly phonics sounds	Builds on Food items (D1 M4 U3 & KS2) Describing a photo (including verbs <i>manger</i> and <i>boire</i>) (D1 M1 U2, D1 M2 U2, D1 M3 U1, D1 M4 U3) Learning outcomes <ul style="list-style-type: none"> Pupils understand extracts with dialogues of people ordering in a café, and adapt a dialogue to make up their own version Pupils understand the difference between <i>tu</i> and <i>vous</i>, and other phrases to be polite in French Pupils complete a description of a photo in a café and describe another photo by adapting the description 	Grammar – Futures Speaking skills through Roleplay, practising working in a café. Money. Cultural capital Learning about popular food and drink available in cafés in France Key Language examples <i>Vous désirez?</i> <i>Je voudrais ...</i> <i>Pour moi ...</i> <i>un diabolo menthe</i> <i>un thé au lait / au citron</i> <i>une eau minérale</i> <i>un sandwich au fromage / au jambon</i> <i>une crêpe au sucre</i> <i>des frites</i> [...] <i>C'est combien, s'il vous plaît?</i> <i>Ça fait ...</i>	Front-of-class p.112 Class game p.112 Flashcards p.113 Learning skills worksheet p.113 Translation worksheet Homework Listening A Listening B Grammar Vocabulary
Week(s) 2	<i>Unité 4</i> , pp. 114–115 <i>Qu'est-ce que tu vas faire?</i> (Listening and Reading Skills)	Builds on Knowledge of infinitives (D1 M1 U5, D1 M3 U4) Knowledge of the verb <i>aller</i> (to go) (D1 M5 U1)	Grammar Using the near future tense (present tense of the verb <i>aller</i> + an infinitive) Futures	Front-of-class p.114 Flashcards p.114 Grammar animation p.114 Grammar quiz

	<p>Saying what you are going to do</p> <p>Using the near future tense (<i>aller</i> + infinitive)</p> <p>Weekly phonics sounds</p>	<p>Knowledge of weather expressions in French (D1 M3 PdD & KS2)</p> <p>Knowledge of sequencers in French (D1 M2 U3)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand and have a conversation about a tour they are going to take to visit sites in Paris, including sequencers <p>Extension (exs 4–6)</p> <ul style="list-style-type: none"> Pupils understand what people will do in different weather on a trip to Paris Pupils use prediction skills to help with answering listening and reading questions Pupils write a passage about a tour of Paris, and what they will visit and when, in different weathers 	<p>Travel plans</p> <p>Cultural capital</p> <p>Exploring the city of Paris and its most popular tourist attractions</p> <p>Key Language examples</p> <p><i>Qu'est-ce que tu vas faire à Paris? Je vais ... visiter la tour Eiffel aller au musée du Louvre faire une balade en bateau-mouche prendre des photos [...]</i></p> <p><i>d'abord / puis / ensuite / après S'il fait beau / chaud / froid ... S'il pleut ... [...]</i></p>	<p>p.115 Class game</p> <p>p.115 Speaking skills worksheet</p> <p>Homework</p> <p>Listening A</p> <p>Listening B</p> <p>Reading A</p> <p>Reading B</p> <p>Vocabulary</p>
Week(s) 2 and 3	<p><i>Unité 5</i>, pp. 116–117</p> <p><i>Je vais visiter Paris!</i> (Speaking Skills)</p> <p>Talking about plans for a special weekend</p> <p>Using two tenses together</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Knowledge of verbs in the present tense (D1 M1, M2, M3 & M4)</p> <p>Knowledge of verbs in the near future tense (D1 M5 U4)</p> <p>Knowledge of the key sound é in French (D1 M1 PdD)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand extracts about what someone does normally and what they are 	<p>Grammar</p> <p>Using the present and near future tenses together</p> <p>Cultural capital</p> <p>–</p> <p>Key Language examples</p> <p><i>Normalement / D'habitude, le weekend, ... je vais au centre de loisirs je fais les magasins</i></p>	<p>Front-of-class</p> <p>p.116 Grammar quiz</p> <p>p.117 Class game</p> <p>p.117 Reading skills worksheet</p> <p>p.117 Tongue twister video</p> <p>p.117 Video</p> <p>p.117 Video worksheet</p> <p>Homework</p> <p>Reading A</p> <p>Reading B</p>

		<ul style="list-style-type: none"> planning to do on their birthday Pupils have a conversation about what they do normally and what they are going to do next weekend <p>Extension (exs 4–6)</p> <ul style="list-style-type: none"> Pupils read/listen and understand an extended text about what someone does normally in France and plans to do on a visit to London Pupils create a spoken audio blog using a text as a model Pupils understand key points of pronunciation (é, liaisons, z) 	<i>je joue au basket</i> <i>[...]</i> <i>Le weekend prochain / Samedi prochain, ...</i> <i>je vais ...</i> <i>manger une pizza</i> <i>aller au zoo</i> <i>faire un tour en Segway</i> <i>[...]</i>	Grammar Pronunciation
Week(s) 4	<ul style="list-style-type: none"> <i>En focus</i> pp. 120–121: Double page unit with a variety of tasks, covering language from the module. 			
Week(s) 4	<p>Revision and Assessment</p> <ul style="list-style-type: none"> <i>Bilan</i> and <i>Révisions</i> pp. 118–119 <i>Grammaire</i> pp. 124–125 <i>Vocabulaire</i> pp. 126–127 Assessment Pack End of Module 5 tests <p>Extension</p> <ul style="list-style-type: none"> <i>En plus</i> pp. 122–123 À toi pp. 136–137 Some key vocabulary from “Environmental issues” 			

Year 9 Term 3	Dynamo 2 Rouge Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
Dynamo 2 Rouge Module 1: Vive les vacances!				
Week(s) 5	<p><i>Point de départ</i>, pp. 8–9</p> <p>Talking about school holidays</p> <p>Revising the verbs <i>avoir</i> and <i>être</i></p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Understanding of <i>avoir</i> and <i>être</i> (D1 M1 U1 & U4)</p> <p>Knowledge of key sounds in French (D1 M1 PdD)</p> <p>Adjectives to give opinions (D1 M2 U1, D1 M3 U4)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils talk about how much school holiday they have Pupils talk about what they are doing on holiday Pupils refresh their knowledge of the verbs <i>avoir</i> and <i>être</i> 	<p>Grammar</p> <p>The verb <i>avoir</i></p> <p>The verb <i>être</i></p> <p>Futures</p> <p>Finding out about holiday destinations.</p> <p>Cultural capital</p> <p>Learning about school holidays in different countries in the French-speaking world. Colonial past.</p> <p>Finding out about different holiday destinations within the French speaking world.</p>	<p>Front-of-class</p> <p>p.008 Grammar video</p> <p>p.009 Class game</p> <p>p.009 Flashcards</p> <p>p.009 Grammar quiz</p> <p>Homework</p> <p>Vocabulary</p>

		<ul style="list-style-type: none"> Pupils use opinion adjectives and qualifiers to talk about their holiday Pupils learn about liaisons in French pronunciation <p>Extension (ex. 7)</p> <ul style="list-style-type: none"> Pupils write a short text about themselves/their holiday 	<p>Key Language examples</p> <p><i>Tu as combien de semaines de vacances en été / hiver? Ici, on a / nous avons huit semaines de vacances en été. [...]</i></p> <p><i>Tu es où en vacances? Je suis / Nous sommes en vacances ... au bord de la mer / à la montagne / avec mes amis / ma famille / ...</i></p> <p><i>C'est trop marrant / assez intéressant / complètement nul / ...</i></p>	
Week(s) 6	<p><i>Unité 1, pp. 10–11 Tu as passé de bonnes vacances?</i></p> <p>Saying what you did during the holidays</p> <p>Using the perfect tense of regular -er verbs</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Knowledge of the perfect tense (D1 M5 <i>En plus</i> – if used from Dynamo 1)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand and use a set of verbs in the perfect tense with <i>avoir</i> Pupils ask simple questions in the perfect tense using <i>Tu as ...?</i> Pupils read/listen and decode a song in the perfect tense with some unknown words and verbs in it Pupils understand that <i>on</i> can mean 'we' <p>Extension (ex. 6)</p>	<p>Grammar</p> <p>The perfect tense of regular -er verbs</p> <p>Cultural capital</p> <p>–</p> <p>Key Language examples</p> <p><i>Pendant les vacances ... J'ai joué au tennis. J'ai mangé des glaces. J'ai retrouvé mes amis. J'ai écouté de la musique. J'ai acheté des baskets. J'ai regardé des clips vidéo. J'ai nagé dans la mer. J'ai traîné à la maison.</i></p>	<p>Front-of-class</p> <p>p.010 Class game p.010 Flashcards p.010 Grammar quiz p.010 Grammar video</p> <p>Homework</p> <p>Listening Reading Pronunciation Vocabulary</p>

		<ul style="list-style-type: none"> Pupils write about a week of holidays from the point of view of a celebrity using the song in ex. 5 as a stimulus 		
Week(s) 7	<p><i>Unité 2, pp. 12–13</i> <i>Qu'est-ce que tu as fait?</i></p> <p>Describing a visit to a theme park</p> <p>Using the perfect tense of irregular verbs</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Knowledge of perfect tense with <i>avoir</i> (D2 M1 U1)</p> <p>Knowledge of sequencers (D1 M2 U3, D1 M5 U4)</p> <p>Knowledge of opinions (D1 M2 U1, D1 M3 U4)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand and use a short set of common irregular verbs in the perfect tense Pupils listen for opinions with <i>c'était ...</i> Pupils speak to describe a trip to a theme park, using sequencers and opinions Pupils read and write about a trip to a theme park using the perfect tense, sequencers and opinions 	<p>Grammar The perfect tense of irregular verbs</p> <p>Futures Travel plans</p> <p>Cultural capital Learning about <i>Parc Astérix</i> and <i>Futuroscope</i>, two popular theme parks in France</p> <p>Key Language examples <i>Qu'est-ce que tu as fait pendant les vacances?</i> <i>Qu'est-ce que tu as fait au parc d'attractions?</i></p> <p><i>J'ai visité un parc d'attractions.</i> <i>J'ai bu un coca au café.</i> <i>J'ai pris beaucoup de photos.</i> <i>J'ai vu un spectacle.</i> <i>J'ai fait tous les manèges.</i> [...]</p>	<p>Front-of-class p.012 Flashcards p.013 Writing skills worksheet</p> <p>Homework Listening Reading Grammar Vocabulary</p>
Week(s) 8	<p><i>Unité 3, pp. 14–15</i> <i>Tu es allé(e) où?</i></p> <p>Saying where you went and how</p> <p>Using the perfect tense of verbs that take <i>être</i></p>	<p>Builds on</p> <p>Knowledge of the perfect tense (D2 M1 U1 & U2)</p> <p>Knowledge of sequencers (D1 M2 & M5, D2 M1 U2)</p> <p>Learning outcomes</p>	<p>Grammar Using the perfect tense of verbs that take <i>être</i></p> <p>Cultural capital Text about the travels of Phileas Fogg from <i>Le tour du monde en quatre-vingt jours</i>, by Jules Verne</p>	<p>Front-of-class p.014 Flashcards 1 p.014 Flashcards 2 p.014 Grammar quiz p.014 Grammar video p.015 Pronunciation quiz p.015 Translation skills worksheet</p>

	Weekly phonics sounds	<ul style="list-style-type: none"> Pupils understand and use the perfect tense with <i>être</i> to describe a holiday Pupils ask and answer some questions in French on a holiday using ... <i>avec qui?</i> ... <i>où?</i> ... <i>comment?</i> <i>C'était comment?</i> Pupils understand how to pronounce the perfect tense with <i>aller</i> using liaisons <p>Extension (exs 5–6)</p> <ul style="list-style-type: none"> Pupils understand an extract about Phileas Fogg Pupils translate into French sentences in the perfect tense 	<p>Key Language examples</p> <p><i>Je suis allée en vacances avec mes parents / mes copains / ...</i></p> <p><i>Nous sommes allé(e)s en Grèce / Espagne aux États-Unis au Maroc</i></p> <p><i>J'ai voyagé / Nous avons voyagé en ... avion / bateau / train / voiture / ...</i></p>	Homework Listening Reading Translation Vocabulary
Week(s) 9	<p><i>Unité 4, pp. 16–17</i> <i>Quel désastre!</i> (Listening and Reading Skills)</p> <p>Listening for negatives in the perfect tense</p> <p>Reading to spot the perfect tense in a text</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Knowledge of the perfect tense (D2 M1 U1, U2 & U3)</p> <p>Knowledge of negatives with <i>ne ... pas</i> (D1 M1 U4, D1 M3 U1, D1 M5 U2)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils learn to understand and use verbs in the perfect tense in the negative (<i>ne ... pas</i>) Pupils start to use TRAPS strategy (P = looking out for whether verbs are positive or negative) in listening and reading Pupils use reading strategies to spot verbs in the perfect tense in a more extended text 	<p>Grammar</p> <p>Negative sentences in the perfect tense</p> <p>The perfect tense of <i>-ir</i> and <i>-re</i> verbs</p> <p>Cultural capital</p> <p>–</p> <p>Key Language examples</p> <p><i>Je n'ai pas pris de photos parce que j'ai perdu mon portable.</i></p> <p><i>Je n'ai pas acheté de souvenirs parce que c'était trop cher.</i></p> <p><i>On n'est pas allé(e)s au parc d'attractions parce qu'on a raté le bus.</i></p> <p>[...]</p> <p><i>Je suis tombé(e).</i></p> <p><i>J'ai cassé mon portable.</i></p>	<p>Front-of-class</p> <p>p.017 Class game</p> <p>p.017 Thinking skills worksheet</p> <p>p.017 Video story</p> <p>p.017 Video worksheet</p> <p>Homework</p> <p>Listening Reading Grammar Vocabulary</p>

		<ul style="list-style-type: none"> Pupils listen and transcribe sentences in the perfect tense <p>Extension (ex. 7)</p> <ul style="list-style-type: none"> Pupils do an extended piece of writing in the perfect tense about a disastrous holiday using sequencers and opinions with <i>c'était</i> ... 	<i>J'ai beaucoup vomi.</i> <i>Je ne suis pas sorti(e) de l'hôtel.</i> <i>[...]</i>	
Week(s) 10	<i>Unité 5, pp. 18–19</i> <i>Mon voyage extraordinaire!</i> (Speaking Skills) Asking and answering questions Using the present and perfect tenses together Weekly phonics sounds	<p>Builds on</p> <p>Knowledge of present tense (D1 all modules) Knowledge of perfect tense (D2 M1 all units) Sequencers (D2 M1 U2, U3 & U4) Contrasting two time frames using time expressions (D1 M5 U5)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand sentences about what happens normally and what happened on a specific trip Pupils create new phrases in the present and past time frames using substitution Pupils understand and ask questions in French based on an extended text in two time frames, using sequencers <p>Extension (exs 6–7)</p> <ul style="list-style-type: none"> Pupils research and create an interview in two time frames by a person who has been on 	<p>Grammar</p> Using the present and perfect tenses together Saying 'to' or 'in' with countries (<i>en, à, au, aux</i>) <p>Cultural capital</p> French-speaking destinations, e.g Algeria <p>Key Language examples</p> <i>Qu'est-ce que tu fais normalement pendant les vacances?</i> <i>Normalement, ...</i> <i>D'habitude, ...</i> <i>pendant les vacances ...</i> <i>Je vais en colo, à la campagne.</i> <i>Je nage dans la piscine.</i> <i>Je fais du sport.</i> <i>[...]</i> <i>C'est un peu ennuyeux.</i> <i>Et l'année dernière, qu'est-ce que tu as fait?</i> <i>Je suis allé(e) à Vanuatu.</i>	<p>Front-of-class</p> p.019 Class game p.019 Speaking skills worksheet <p>Homework</p> Listening Reading Pronunciation

		a special trip, using sequencers and opinions with <i>c'était ...</i>	<i>J'ai nagé dans la mer.</i> <i>J'ai fait de la voile.</i> [...] <i>C'était vraiment génial!</i>	
Week(s) 11			<ul style="list-style-type: none"> • <i>En focus</i> pp. 22–23: Double page unit with a variety of tasks, covering language from the module. 	
Week(s) 11	<p>Revision and Assessment</p> <ul style="list-style-type: none"> • <i>Bilan</i> and <i>Révisions</i> pp. 20–21 • <i>Grammaire</i> pp. 26–27 • <i>Vocabulaire</i> pp. 28–29 • Assessment Pack End of Module 1 tests <p>Extension</p> <ul style="list-style-type: none"> • <i>En plus</i> pp. 24–25 • <i>À toi</i> pp. 126–127 			

Year 9 Term 3	Dynamo 2 Rouge Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
Dynamo 2 Rouge Module 2: J'adore les fêtes!				
Week(s) 1	<p><i>Point de départ,</i> pp. 32–33</p> <p>Talking about festivals and celebrations</p> <p>Saying what you like and dislike</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Verbs of opinion followed by infinitives (D1 M3 U4)</p> <p>Adjectives to express opinions (D2 M1 U2, D1 M3 U4, D1 M5 PdD)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils understand and use words for different festivals Pupils start to express opinions on different festivals, giving reasons Pupils focus on words with silent consonants at the end whilst speaking Pupils learn numbers from 20 up to 2000 Pupils complete a quiz on festivals involving high numbers <p>Extension (ex. 6)</p> <ul style="list-style-type: none"> Pupils write a paragraph on different festivals that are important to them, using opinion phrases and connectives 	<p>Grammar</p> <p>–</p> <p>Cultural capital</p> <p>Learning about festivals celebrated throughout the French-speaking world</p> <p>Key Language examples</p> <p><i>j'adore / j'aime (beaucoup) / je préfère / je n'aime pas (tellement) / ...</i></p> <p><i>Noël / mon anniversaire / Pâques / l'Aïd / le Nouvel An / ...</i></p> <p><i>... parce que j'aime / je déteste ... danser / chanter / manger / ... choisir des cadeaux rendre visite à ma mère / mes cousins</i></p> <p><i>C'est (trop) ... marrant / commercial / militaire / ...</i></p> <p>Numbers: <i>vingt to deux-mille</i></p>	<p>Front-of-class</p> <p>p.032 Flashcards</p> <p>p.033 Class game</p> <p>p.033 Flashcards</p> <p>Homework</p> <p>Vocabulary</p>

Week(s) 2	<p><i>Unité 1</i>, pp. 34–35 <i>Quelle est ta fête préférée?</i></p> <p>Describing festivals and special days</p> <p>Using the present tense of regular <i>-ir</i> and <i>-re</i> verbs</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Knowledge of verb conjugation patterns (D2 M1 PdD, D1 M2 U3, D1 M3 U2)</p> <p>Knowledge of time expressions (D1 M5 U2)</p> <p>Knowledge of how to describe a photo (D1 M3 U1, D1 M5 U3)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Pupils become aware of the three verb groups: <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs • Pupils read/listen and complete a text about a festival • Pupils translate sentences about a festival into French including <i>-er</i>, <i>-ir</i> and <i>-re</i> verbs • Pupils listen to and understand a description of a photo showing a festival • Pupils ask and answer questions on another photo of a festival 	<p>Grammar</p> <p>The present tense of regular <i>-ir</i> and <i>-re</i> verbs</p> <p>Cultural capital</p> <p>Learning about popular festivals in the French-speaking world, including <i>la fête de la musique</i> and <i>carnaval</i></p> <p>Key Language examples</p> <p><i>Pour le carnaval, je rends visite à mes grands-parents.</i> <i>Je porte des vêtements rouges et un masque.</i> <i>Je retrouve mes copains en ville.</i> <i>J'entends la musique dans la rue.</i> [...]</p> <p><i>Sur la photo, il y a ...</i> <i>une parade / des spectateurs / ...</i> <i>Ils/Elles sont dans la rue / en ville.</i> <i>Ils/Elles marchent / dansent / ...</i> <i>Ils/Elles portent des vêtements traditionnels / incroyables / ...</i></p>	<p>Front-of-class</p> <p>p.034 Class game</p> <p>p.034 Grammar quiz</p> <p>p.034 Grammar video (1)</p> <p>p.034 Grammar video (2)</p> <p>p.034 Grammar video (3)</p> <p>p.034 Pronunciation quiz</p> <p>Homework</p> <p>Listening</p> <p>Reading</p> <p>Grammar</p> <p>Vocabulary</p>
Week(s) 3	<p><i>Unité 2</i>, pp. 36–37 <i>Et avec ça?</i></p> <p>Buying food at a market</p> <p>Using transactional language</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Knowledge of how to pronounce cognates (D1 M3 U1 & U3)</p> <p>Knowledge of numbers in French (D2 M2 PdD)</p> <p>Transactional language – asking for things (D1 M5 U3)</p> <p>Knowledge of the verb <i>vouloir</i> (D1 M5 U2)</p> <p>Learning outcomes</p>	<p>Grammar</p> <p><i>de</i> after quantities</p> <p>Present tense of <i>vouloir</i></p> <p>Futures</p> <p>Speaking skills through Roleplay</p> <p>Cultural capital</p> <p>Learning about food items typically available at a French market</p>	<p>Front-of-class</p> <p>p.036 Class game</p> <p>p.036 Flashcards</p> <p>p.037 Grammar video</p> <p>p.037 Learning skills worksheet</p> <p>p.037 Speaking skills worksheet</p> <p>Homework</p>

		<ul style="list-style-type: none"> Pupils learn and use vocabulary for items at a market stall and quantities Pupils refresh their knowledge of the perfect tense with the memory game (<i>Je suis allé(e) au marché et j'ai acheté ...</i>) Pupils learn and use transactional language for buying items at a market stall Pupils learn to deal with unexpected questions 	<p>Key Language examples</p> <p><i>Je suis allé(e) au marché et j'ai acheté ... un melon / un chou-fleur / des artichauts / des œufs / le fromage / le jambon / la salade / ...</i></p> <p><i>200 grammes de ... / un (demi-)kilo de ... / un morceau de ...</i></p> <p><i>Vous désirez ?</i> <i>Je voudrais ..., s'il vous plaît.</i> <i>Et avec ça ?</i> <i>C'est tout, merci. Ça fait combien ?</i> <i>Ça fait 10€15, s'il vous plaît.</i> <i>Merci, bonne journée.</i></p>	Listening Grammar Translation Pronunciation Vocabulary
Week(s) 4	<p><i>Unité 3, pp. 38–39</i> <i>Miam-miam, c'est bon!</i> (Listening and Reading Skills)</p> <p>Using prediction to help with challenging listening passages</p> <p>Giving answers in French for a reading task</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Knowledge of food vocabulary in French (D2 M2 U2, D1 M4 U3)</p> <p>Knowledge of the partitive article (D1 M4 U3)</p> <p>Knowledge of describing experiences using <i>c'était + adjective</i> (D2 M1 U2 & U3)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils read/listen and understand extracts about traditional dishes in France, including the ingredients Pupils work on predicting what they might hear in a listening Pupils work on answering questions in French by lifting words directly from a text <p>Extension (ex. 6)</p>	<p>Grammar</p> <p>The partitive article : 'some'</p> <p>Cultural capital</p> <p>Learning about traditional and regional speciality meals in France Understanding regional differences</p> <p>Key Language examples</p> <p><i>Dans (une salade niçoise), il y a (du thon, de la salade, des œufs, ...)</i></p> <p><i>C'est ...</i> <i>un plat typique / une spécialité ...</i> <i>du nord / du sud / de l'est / de l'ouest ...</i> <i>de la France / de la Guadeloupe.</i></p> <p><i>C'était ...</i> <i>vraiment / un peu / trop ...</i></p>	Front-of-class p.039 Reading and writing skills worksheet Homework Listening Reading Grammar

		<ul style="list-style-type: none"> Pupils write articles for a magazine about a restaurant experience in France 	<i>délicieux / sucré / salé / savoureux / ...</i>	
Week(s) 5	<p><i>Unité 4, pp. 40–41</i> <i>Tu vas faire un voyage scolaire?</i></p> <p>Talking about a future trip</p> <p>Using the near future tense (with questions)</p> <p>Weekly phonics sounds</p>	<p>Builds on</p> <p>Knowledge of the near future tense (D1 M5 U4 & U5) Modes of transport (D2 M1 U3) Knowledge of questions and question words (D1 M1 U6, D1 M3 U5) Knowledge of <i>on</i> to mean 'we' (D2 M1 U1)</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> Pupils listen/read and understand extracts about a school trip to an Alsace Christmas market Pupils understand and compose phrases in the near future tense <p>Extension (exs 4–6)</p> <ul style="list-style-type: none"> Pupils decode <i>Est-ce que ...</i> questions in the near future tense, including question words Pupils do a listening involving questions with question words Pupils compose a conversation using questions on a school trip based on a stimulus 	<p>Grammar</p> <p>The near future tense Questions in the near future tense</p> <p>Cultural capital</p> <p>Learning about Colmar and the region of Alsace Learning about the Nice carnival</p> <p>Key Language examples</p> <p><i>Le 3 décembre / Demain / ...</i> <i>on va aller à Colmar ...</i> <i>en car / en train / en avion / ...</i></p> <p><i>Je vais acheter ...</i> <i>des cadeaux / des souvenirs / ...</i></p> <p><i>Je vais goûter ...</i> <i>du pain d'épices / de la choucroute / ...</i></p> <p><i>Je vais / On va ...</i> <i>visiter / choisir / manger / boire / ...</i></p> <p><i>Comment est-ce que tu vas voyager?</i> <i>Avec qui est-ce que tu vas aller à Nice?</i> <i>Où ...? Quand ...? Pourquoi ...?</i></p>	<p>Front-of-class</p> <p>p.040 Class game p.040 Flashcards p.040 Grammar quiz p.040 Grammar video p.041 Video story p.041 Video worksheet</p> <p>Homework</p> <p>Listening Translation Vocabulary</p>

Week(s) 6	<i>Unité 5, pp. 42–43 Bonne année! (Writing Skills)</i>	<p>Builds on</p> <p>Knowledge of the present (D2 M2 U1, D1 M3) and near future tenses (D2 M2 U4, D1 M5 U4 & U5)</p> <p>Language recycled from previous units of the module</p> <p>Knowledge of sequencers and time expressions (D2 M1 U2, D2 M2 U1)</p>	<p>Grammar Using the present and near future tenses together</p> <p>Cultural capital <i>Learning about la fête des Rois</i></p> <p>Key Language examples <i>En ce moment ... je finis mes devoirs à la récré. je n'aide pas mes parents. [...]</i></p> <p><i>L'année prochaine ... je vais être patient(e) avec mon frère. je vais faire du sport le samedi matin. [...]</i></p> <p><i>Je vais ... passer le 31 décembre à la maison / ... danser / retrouver des copains. regarder le feu d'artifice dans la rue. manger des chips / la galette des Rois. aller en ville / ...</i></p>	<p>Front-of-class</p> <p>p.042 Class game</p> <p>p.042 Grammar quiz</p> <p>p.043 Translation skills worksheet</p> <p>p.043 Writing skills worksheet</p> <p>Homework</p> <p>Listening</p> <p>Reading</p> <p>Translation</p> <p>Vocabulary</p>
Week(s) 7	<p>Weekly phonics sounds</p> <ul style="list-style-type: none"> • Pupils read/listen and understand phrases in the present and near future tenses about New Year's resolutions • Pupils write sentences about resolutions in the present and near future tenses using a support grid <p>Extension (exs 5–7)</p> <ul style="list-style-type: none"> • Pupils read an extended text in two time frames (present and near future) about New Year's celebrations, including language from the module as a whole • Pupils identify sequencers and time expressions • Pupils do an extended piece of writing in two time frames about their New Year's celebrations and resolutions 			
Week(s) 7	<ul style="list-style-type: none"> • <i>En focus pp. 46–47:</i> Double page unit with a variety of tasks, covering language from the module. 			

Week(s) 8	Revision and Assessment <ul style="list-style-type: none"> • <i>Bilan</i> and <i>Révisions</i> pp. 44–45 • <i>Grammaire</i> pp. 50–51 • <i>Vocabulaire</i> pp. 52–53 • Assessment Pack End of Module 2 tests Extension <ul style="list-style-type: none"> • <i>En plus</i> pp. 48–49 • <i>À toi</i> pp. 128–129
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Year 9	Dynamo 2 Rouge Unit number, title Learning objectives	Builds on (previous learning) Learning outcomes	Grammar Cultural capital Key Language examples	Digital resources
Dynamo 2 Rouge Module 3: A loisir				
Week(s) 9 and 10	Quiz about TV programmes, films and actors, and internet access in the French-speaking world (pp. 54–55) Weekly phonics sounds	Builds on Numbers D1 M1 M4 Learning outcomes <ul style="list-style-type: none"> • Pupils read about TV programmes, films and actors in the French-speaking world • Pupils understand more about Internet access in the French-speaking world 	Grammar Cultural capital <ul style="list-style-type: none"> Finding out about TV programmes in France Finding out about French actors and Cannes Film Festival Exploring internet access in French-speaking African countries Key Language examples <p>C'est ... un concours de talents une émission de musique une émission de télé-réalité une émission de cuisine un acteur/une actrice un inventeur</p>	Front-of-class Homework <ul style="list-style-type: none"> Vocabulary
Weeks 11 and 12	Point de départ (pp. 56–57) Talking about celebrities and TV programmes	Builds on Adjectives D1 M1 M2 Pronunciation of key sounds (é, in, eu, è, tion)	Grammar <ul style="list-style-type: none"> Working out the meaning of unfamiliar vocabulary Singular adjective agreement Checking the gender of nouns 	Front-of-class <ul style="list-style-type: none"> p.056 Grammar quiz p.056 Pronunciation quiz: Masculine and

	<p>Learning outcomes Pupils can talk about celebrities and TV programmes They develop vocabulary / Opinions and discussions They can express themselves using accurate pronunciation and intonation Extension</p>	<p>Plural adjective agreement Using singular and plural adjective agreement</p> <p>Cultural capital <i>Exploring TV programmes Engrenages, Plus belle la vie, Koh Lanta</i></p> <p>Key Language examples arrogant / modeste bête / intelligent sérieux / drôle égoïste / généreux laid / beau méchant / gentil paresseux / travailleur Qui est ta célébrité préférée et pourquoi? Moi, perso, j'aime beaucoup ... parce qu'il/elle est ... Cependant je n'aime pas ... les comédies / les dessins animés / les documentaires / les feuillets / les infos / les jeux (télévisés) / les séries (policières) les émissions de ... cuisine / musique / science-fiction / sport / télé-réalité Qu'est-ce que tu aimes ou n'aimes pas à la télé? J'adore les séries policières comme ... Je n'aime pas du tout les feuillets comme ... J'aime beaucoup les jeux télévisés comme ... Je n'aime pas tellement les émissions de télé-réalité comme parce qu'ils/elles sont ... nul(le)s / intéressant(e)s / divertissant(e)s / marrant(e)s / passionnant(e)s / ennuyeux/ennuyeuses / bêtes / ridicules / plein(e)s d'action.</p>	<p>feminine forms of adjectives p.057 Class game: Adjectives p.057 Flashcards: Types of TV programme p.057 Learning skills worksheet: Vocabulary learning strategies Homework Active Learn Research opportunities Vocabulary</p>
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