



Faculty: MFL

Literary Canon Mapping – Overview

Additional literature provided from the easy readers marked in green and cyan below.

French Short Stories for Beginners; 10 Bilingual Fairy Tales in English & French

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic/Scheme	Phonics, Talking about my age Saying when my Birthday is	Describing my hair & eyes, Saying where I live and where I am from	Saying where I live & I am from, Talking about family, age & getting on	Describing myself & family member	Pets	Jobs
	Reading Material	During the receptive input stage, learners will do a narrow reading exercise, comprising 90% comprehensible input and 10% unrecognised content.					
		<ul style="list-style-type: none"> Barbe-bleue La belle au bois dormant 					
	Key Vocabulary	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.
Link to Scheme (Subject Curriculum Plan or Schemes of Learning)	https://hopesthelens.sharepoint.com/:x:/s/HopeMFL/EekpHXY6bp1lhFqM3dC4Q-YB0fpZqmLX605tq8kh-4xLg?e=cytndt						

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic/Scheme	Talking about food, talking about clothes & accessories I wear	Saying what I and other do in my free time, talking about weather & free time, cultural project.	Talking about my daily routine; Describing my house; Saying what I do at home, how often and when.	My holiday plans; Saying where I live.	Saying what I can do in my neighbourhood; describing my street; describing	Saying what I did and am going to do at the weekend; Perfect tense; Cultural project.

Year 8						my home & furniture.	
	Reading Material	During the receptive input stage, learners will do a narrow reading exercise, comprising 90% comprehensible input and 10% unrecognised content.					
		<ul style="list-style-type: none"> • Cendrillon • Le Chat Botte 					
	Key Vocabulary	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.
Link to Scheme (Subject Curriculum Plan or Schemes of Learning)	https://hopesthelens.sharepoint.com/:x:/s/HopeMFL/EekpHXY6bpIhFqM3dC4Q-YB0fpZqmLX605tq8kh-4xgLg?e=cyndt						

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Topic/Scheme	Saying where I live; Saying what I can do in my neighbourhood; describing my street.	Describing my home & furniture; Saying what I did and am going to do at the weekend; Talking about my daily routine & activities	Saying what I do to help at home; Describing a typical day at school; Making after school plans with a friend;	Describing a typical day in the past, present, future; talking about a past holiday	Talking about a past holiday; Saying what hobbies I used to do	Making a purchase; Asking for directions; Cultural project
	Reading Material	During the receptive input stage, learners will do a narrow reading exercise, comprising 90% comprehensible input and 10% unrecognised content.					
		<ul style="list-style-type: none"> • Les fees • Peau d'âne • Le petit Poucet • Le petit Chaperon Rouge 					
	Key Vocabulary	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.
Link to Scheme (Subject Curriculum Plan or Schemes of Learning)	https://hopesthelens.sharepoint.com/:x:/s/HopeMFL/EekpHXY6bpIhFqM3dC4Q-YB0fpZqmLX605tq8kh-4xgLg?e=cyndt						

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic/Scheme	Describing a meal, Talking about books, music & film, describing your building	Comparing English & French/Spanish school system, Describing school rules, Describing town	Talking about where I went and where I stayed on holiday, comparing celebrations	A typical day in town, a typical day at school. Talking about A Levels & Uni	My plans for a job, my plans for a family	Talking about how my holiday was
	Reading Material	During the receptive input stage, learners will do a narrow reading exercise, comprising 90% comprehensible input and 10% unrecognised content.					
		Chapter Eleven: La costume	Chapter One: La rentrée des classes ; Chapter Eight : Grandir	Chapter Thirteen : Poisson d’Avril ; Chapter Twenty : Le gâteau d’anniversaire	Chapter Three : Le parc animalier ; Chapter 5 : Jour de marché	Chapter Two : Entretien d’embauche ; Chapter Ten : Recherche d’emploi	Chapter Seven : Vacances à la montagne
	Key Vocabulary	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.
Link to Scheme (Subject Curriculum Plan or Schemes of Learning)	https://hopesthelens.sharepoint.com/:x:/s/HopeMFL/EekpHXY6bp1lhFqM3dC4Q-YB0fpZqmLX605tq8kh-4xLg?e=cytndt						

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic/Scheme	Social Media, New Technology	Environment; Poverty & Charity	Healthy Living, Revision	Revision		
	Reading Material	During the receptive input stage, learners will do a narrow reading exercise, comprising 90% comprehensible input and 10% unrecognised content.					
		Chapter Sixteen: Panne d’ascenseur	Chapter Nineteen: Le cours d’éducation canine	Chapter six: La salle de sport	<ul style="list-style-type: none"> Riquet à la Houppe Les souhaits ridicules 		
	Key Vocabulary	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.	See sentence builder.
Link to Scheme (Subject Curriculum Plan or Schemes of Learning)	https://hopesthelens.sharepoint.com/:x:/s/HopeMFL/EekpHXY6bp1lhFqM3dC4Q-YB0fpZqmLX605tq8kh-4xLg?e=cytndt						