Dynamo Grammar and Skills Map

This map shows how the **Dynamo Scheme of Work** is coherently planned and sequenced so that new knowledge and skills build on what has been taught before. This systematic progression ensures that knowledge is embedded in pupils' long-term memory and that they can apply skills fluently.

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 are operating 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 are operating in three tenses.

- In Book 3 Rouge, pupils are encouraged to use three tenses whenever the context allows. In addition, the (simple) future tense is introduced in Module 2, followed by the imperfect and conditional in Modules 3 and 4 respectively. In Book 3 Vert, pupils are encouraged to use two tenses whenever the context allows, and in Module 5 they are operating in three tenses.

Links between Rouge and Vert are not shown as we assume two separate paths from Dynamo 1. Either: Dynamo 1 ▶ 2 Rouge ▶ 3 Rouge, or: Dynamo 1 ▶ 2 Vert ▶ 3 Vert

Grammar is colour coded: **green** = verbs, **orange** = adjectives, **pink** = related to nouns (articles, pronouns, etc.)

Key:

◀ Shows where a grammar point or skill 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, D2R/V (*Rouge* or *Vert*) or D3R/V (*Rouge* or *Vert*).

Pearson

Dynamo 1

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

	Module 1: *La rentrée*	Module 2: *En classe*	Module 3: *Mon temps libre*	Module 4: *Ma vie de famille*	Module 5: *En ville*
Topics	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 the key French sounds which are revisited throughout the year in Pronunciation features.	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.	To continue to develop what pupils can say about themselves and their use of verbs and adjectives. To allow pupils to express more opinions. Pupils also have the opportunity to learn about different sports in Francophone countries.	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.	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.
Grammar	*avoir* – sing paradigm (▶D2R/V: M1, D3V: M1, 5) *aimer* (sing paradigm) + definite article (▶M2, D3R/V: M1) Negative (*ne … pas*) (▶D2R/V: M3, D3R: M1, D3V: M4) *être* – sing paradigm (▶D2R/V: M1, D3R: M1, D3V: M1, 5) Verbs in the infinitive (▶M3) Regular *-er* verbs (▶M2, 3, D2V: M2, D3R: M1, 5, D3V: M1, 2, 5)	*aimer* (◀M1), *adorer, détester* (▶M3, 5, D3R/V: M1) Regular *-er* verbs (◀M1, ▶M3, D2V: M2, D3R: M1, 5, D3V: M1, 2, 5)	*jouer* (◀M1, 2, ▶D2R/V: M5, D3R/V: M1) *faire* (▶D2R/V: M5, D3R: M1, D3V: M1, 2, 5) *aimer* + infinitive (◀M1, ▶D3R/V: M1, 5) *aimer, adorer, détester* (◀M2, ▶M5, D3R/V: M1, 5)	*nous* form of *-er* verbs (◀M3) Irregular verbs: *boire* 3rd person plural form of *-er* verbs	*aimer, adorer, détester* (◀M2, 3, ▶D3R/V: M1, 5) *aller* (▶D3R/V: M1) *vouloir* (▶D2R: M2, D3R/V: M2, 5) *tu* and *vous* verb forms Near future tense (▶D2R: M2, 3, D2V: M2, 3, 5, D3R: M1, 5, D3V: M1, 2, 3, 5) Two tenses together (present and near future) (▶D2R: M2, D2V: M5, D3V: M2, 3) (Extension) Perfect tense (▶D2R/V: M1, D3R/V: M1)
	Adjectival agreement (sing) (▶M2, D2R/V: M3, 5, D3R/V: M3, 5) Possessive adjectives (*mon, ma, mes*) (▶M4, D2R/V: M3, D3R: M4)	Adjectival agreement (sing and pl) (◀M1, ▶D2R/V: M3, 5, D3R/V: M3, 5)		Possessive adjectives (sing and pl) (◀M1, ▶D2R/V: M3, D3R: M4)	
	Indefinite article (sing – U1, sing + pl – U2) (▶D3R/V: M5) Definite article (sing/pl) (▶D3R/V: M5)	*il y a …/il n'y a pas de …* (▶M5)	*à* + definite articles (▶M5, D2R/V: M5, D3R: M5, D3V: M1, 5) *de* + definite articles (▶D2R/V: M5, D3R: M5, D3V: M1, 5)	Partitive articles (▶D2R/V: M2, D3R: M5, D3V: M4, 5)	*il y a …/il n'y a pas de …* (◀M2) *à* + definite articles (◀M3, ▶D2R/V: M5, D3R: M5, D3V: M1, 5)
Skills	Dealing with listening (negatives) (▶M2, 3, 4, 5, D2R/V: M2, 4, 5, D3R: M1, 4, 5, D3V: M1, 2, 4) Decoding meaning/negotiating texts (▶M2, 3, 4, 5, D2R/V: M1, 2, 3, 4, 5, D3R: M1, 2, 3, 4, 5, D3V: M1, 2, 3, 4) Translation skills (▶M2, 3, 4, 5, D2R/V: M1, 2, 3, 4, 5, D3R/V: M1, 2, 3, 4, 5) Understanding/forming questions (▶M2, 3, 5, D2R: M1, 2, 3, D2V: M3, 4, 5, D3R: M1, 2, 3, 5, D3V: M4) Forming answers (S/W) (▶M2, 3, 4, 5, D2R/V: M1, 2, 3, 4, 5, D3R/V: M1, 2, 3, 4, 5) Preparing a photo task (▶M2, 3, 4, 5, D2R/V: M2, 3, 4, 5, D3R/V: M1, 3, 4, 5)	Dealing with listening (negatives) (◀M1, ▶M3, 4, 5, D2R/V: M2, 4, 5, D3R: M1, 4, 5, D3V: M1, 2, 4) Decoding meaning/negotiating texts (◀M1, ▶M3, 4, 5, D2R/V: M1, 2, 3, 4, 5, D3R: M1, 2, 3, 4, 5, D3V: M1, 2, 3, 4) Translation skills (◀M1, ▶M3, 4, 5, D2R/V: M1, 2, 3, 4, 5, D3R/V: M1, 2, 3, 4, 5) Understanding/forming questions (◀M1, ▶M3, 5, D2R: M1, 2, 3, D2V: M3, 4, 5, D3R: M1, 2, 3, 5, D3V: M4) Forming answers (W) (◀M1, ▶M3, 4, 5, D2R/V: M1, 2, 3, 4, 5, D3R/V: M1, 2, 3, 4, 5) Preparing a photo task (◀M1, ▶M3, 4, 5, D2R/V: M2, 3, 4, 5, D3R/V: M1, 3, 4, 5) Extended speaking (role play) (▶M3, 4, 5, D2R: M1, 2, 4, 5, D2V: M1, 2, 3, 5, D3R/V: M2, 3)	Dealing with listening (negatives) (◀M1, 2, ▶M4, 5, D2R/V: M2, 4, 5, D3R: M1, 4, 5, D3V: M1, 2, 4) Decoding meaning/negotiating texts (inc. literary text) (◀M1, 2, ▶M4, 5, D2R/V: M1, 2, 3, 4, 5, D3R: M1, 2, 3, 4, 5, D3V: M1, 2, 3, 4) Translation skills (◀M1, 2, ▶M4, 5, D2R/V: M1, 2, 3, 4, 5, D3R/V: M1, 2, 3, 4, 5) Understanding/forming questions (◀M1, 2, ▶M5, D2R: M1, 2, 3, D2V: M3, 4, 5, D3R: M1, 2, 3, 5, D3V: M4) Forming answers (S/W) (◀M1, 2, ▶M4, 5, D2R/V: M1, 2, 3, 4, 5, D3R/V: M1, 2, 3, 4, 5) Preparing a photo task (◀M1, 2, ▶M4, 5, D2R/V: M2, 3, 4, 5, D3R/V: M1, 3, 4, 5) Extended speaking (role play) (◀M2, ▶M4, 5, D2R: M1, 2, 4, 5, D2V: M1, 2, 3, 5, D3R/V: M2, 3)	Dealing with listening (identifying the subject) (◀M1, 2, 3, ▶M5, D2R/V: M2, 4, 5, D3R: M1, 4, 5, D3V: M1, 2, 4) Decoding meaning/negotiating texts (◀M1, 2, 3, ▶M5, D2R/V: M1, 2, 3, 4, 5, D3R: M1, 2, 3, 4, 5, D3V: M1, 2, 3, 4) Translation skills (◀M1, 2, 3, ▶M5, D2R/V: M1, 2, 3, 4, 5, D3R/V: M1, 2, 3, 4, 5) Forming answers (W) (◀M1, 2, 3, ▶M5, D2R/V: M1, 2, 3, 4, 5, D3R/V: M1, 2, 3, 4, 5) Preparing a photo task (◀M1, 2, 3, ▶M5, D2R/V: M2, 3, 4, 5, D3R/V: M1, 3, 4, 5) Extended speaking (role play) (◀M2, 3, ▶M5, D2R: M1, 2, 4, 5, D2V: M1, 2, 3, 5, D3R/V: M2, 3)	Dealing with listening (prediction/ identifying the time-frame) (◀M1, 2, 3, 4, ▶D2R/V: M2, 4, 5, D3R: M1, 4, 5, D3V: M1, 2, 4) Decoding meaning/negotiating texts (◀M1, 2, 3, 4, ▶D2R/V: M1, 2, 3, 4, 5, D3R: M1, 2, 3, 4, 5, D3V: M1, 2, 3, 4) Translation skills (◀M1, 2, 3, 4, ▶D2R/V: M1, 2, 3, 4, 5, D3R/V: M1, 2, 3, 4, 5) Understanding/forming questions (◀M1, 2, 3, ▶D2R/V: M3, D2V: M3, 4, 5, D3R: M1, 2, 3, 5, D3V: M4) Forming answers (W) (◀M1, 2, 3, 4, ▶D2R/V: M1, 2, 3, 4, 5, D3R/V: M1, 2, 3, 4, 5) Preparing a photo task (W) (◀M1, 2, 3, 4, ▶D2R/V: M2, 3, 4, 5, D3R/V: M1, 3, 4, 5) Extended speaking (role play) (◀M2, 3, 4, ▶D2R: M1, 2, 4, 5, D2V: M1, 2, 3, 5, D3R/V: M2, 3)

Dynamo 2 Rouge

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

	Module 1: *Vive les vacances!*	**Module 2:** *J'adore les fêtes!*	**Module 3:** *À loisir*	**Module 4:** *Le monde est petit*	**Module 5:** *Le sport en direct*
Topics	To allow pupils to talk about the summer they have just had and to introduce them to the perfect tense and using the perfect and present tenses together.	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 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.	To allow pupils to express their opinions around TV and digital technology and further develop their transactional language in context of arranging to go out. To introduce pupils to using three tenses together. Pupils also learn about leisure activities in different Francophone countries.	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.	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.
Grammar	Present tense of *avoir* and *être* (◀D1: M1, ▶D3R: M1) Perfect tense of regular *-er* verbs (◀D1: M5 Extension, ▶M3, D3R: M1, 4, 5) Perfect tense of irregular verbs (▶M3, D3R: M1, 4, 5) Perfect tense – *être* verbs (▶M3, D3R: M1, 4, 5) Perfect tense – negative (*ne … pas*) (▶D3R: M1) Perfect tense of *-ir* and *-re* verbs (▶D3R: M1) Two tenses together (present and perfect) (▶M4, 5)	Present tense of regular *-ir* and *-re* verbs (▶D3R: M5) *vouloir* (◀D1: M5, ▶D3R: M2, 5) Near future tense (◀D1: M5, ▶M3, D3R: M1, 5) Questions in the near future tense (◀D1: M3, ▶M3) Two tenses together (present and near future) (◀D1: M5)	Asking questions (question word + *est-ce que* + *tu*) (◀M2) Near future tense (◀M2, D1: M5, ▶D3R: M1, 5) Negatives (◀D1: M1, ▶D3R: M1) *lire* Perfect tense (◀M1, ▶D3R: M1, 4, 5) *prendre* Three tenses together (▶M4, 5, D3R: M3, 4, 5)	*pouvoir* + infinitive (▶D3R: M2, 5) *devoir* + infinitive (▶D3R: M2, 5) Reflexive verbs (▶D3R: M1, 5) Two tenses together (present and perfect) (◀M1, ▶M5) Three tenses together (◀M3, ▶M5, D3R: M3, 4, 5)	*jouer à* and *faire de* (◀D1: M3, ▶D3R: M1) The imperative (*vous* and *tu* forms) *il faut/il ne faut pas* + infinitive (▶D3R: M5) Two tenses together (present and perfect) (◀M1, 4) Questions in three tenses (◀M3, 4, ▶D3R: M3, 4, 5)
	c'était/ce n'était pas + adjective (▶M2, 3)		Adjectival agreement (sing and pl) (◀D1: M1, 2, ▶M5, D3R: M3, 5) Possessive adjectives (◀D1: M1, 4, ▶D3R: M4) *c'était/ce n'était pas* + adjective (◀M1, 2)	Irregular adjs (▶D3R: M1 Extension, 5)	Adjectival agreement (sing and pl) (◀M3, D1: M1, 2, ▶D3R: M3, 5) The comparative (▶D3R: M3, 4, 5) (Extension) *Quel*
	en, *au*, *aux* and *à* + countries (▶M4, D3R: M5)	Expressing quantities Partitive articles (◀D1: M4, ▶D3R: M5)		*dans*, *en*, *au*, *aux* and *à* (◀M1, ▶D3R: M5)	*à* + definite articles (◀D1: M3, 5, ▶D3R: M5)
Skills	Decoding meaning/negotiating texts (inc. literary texts) (◀D1: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5, D3R: M1, 2, 3, 4, 5) TRAPS (L/R) (▶M2, 3, 4, 5, D3R: M1, 2, 3, 4, 5) Translation skills (◀D1: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5, D3R: M1, 2, 3, 4, 5) Understanding/forming questions (◀D1: M1, 2, 3, 5, ▶M2, 3, D3R: M1, 2, 3, 5) Forming answers (S/W) (◀D1: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5, D3R: M1, 2, 3, 4, 5) Extended speaking (role play) (◀D1: M2, 3, 4, 5, ▶M2, 4, 5, D3R: M2, 3)	Dealing with listening (cognates, prediction) (◀D1: M1, 2, 3, 4, 5, ▶M4, 5, D3R: M1, 4, 5) Decoding meaning/negotiating texts (inc. authentic text) (◀M1, D1: M1, 2, 3, 4, 5, ▶M3, 4, 5, D3R: M1, 2, 3, 4, 5) TRAPS (L/R) (◀M1, ▶M3, 4, 5, D3R: M1, 2, 3, 4, 5) Translation skills (◀M1, D1: M1, 2, 3, 4, 5, ▶M3, 4, 5, D3R: M1, 2, 3, 4, 5) Understanding/forming questions (◀M1, D1: M1, 2, 3, 5, ▶M3, D3R: M1, 2, 3, 5) Forming answers (S/R/W) (◀M1, D1: M1, 2, 3, 4, 5, ▶M3, 4, 5, D3R: M1, 2, 3, 4, 5) Preparing a photo task (◀D1: M1, 2, 3, 4, 5, ▶M3, 4, 5, D3R: M1, 3, 4, 5) Extended speaking (role play) (◀M1, D1: M2, 3, 4, 5, ▶M4, 5, D3R: M2, 3)	Decoding meaning/negotiating texts (inc. literary text) (◀M1, 2, D1: M1, 2, 3, 4, 5, ▶M4, 5, D3R: M1, 2, 3, 4, 5) TRAPS (L/R) (◀M1, 2, ▶M4, 5, D3R: M1, 2, 3, 4, 5) Translation skills (◀M1, 2, D1: M1, 2, 3, 4, 5, ▶M4, 5, D3R: M1, 2, 3, 4, 5) Understanding/forming questions (◀M1, 2, D1: M1, 2, 3, 5, ▶D3R: M1, 2, 3, 5) Forming answers (S/W) (◀M1, 2, D1: M1, 2, 3, 4, 5, ▶M4, 5, D3R: M1, 2, 3, 4, 5) Preparing a photo task (◀M2, D1: M1, 2, 3, 4, 5, ▶M4, 5, D3R: M1, 3, 4, 5)	Dealing with listening (◀M2, D1: M1, 2, 3, 4, 5, ▶M5, D3R: M1, 4, 5) Decoding meaning/negotiating texts (inc. literary text) (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, ▶M5, D3R: M1, 2, 3, 4, 5) TRAPS (L/R) (◀M1, 2, 3, ▶M5, D3R: M1, 2, 3, 4, 5) Translation skills (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, ▶M5, D3R: M1, 2, 3, 4, 5) Forming answers (W) (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, ▶M5, D3R: M1, 2, 3, 4, 5) Preparing a photo task (◀M2, 3, D1: M1, 2, 3, 4, 5, ▶M5, D3R: M1, 3, 4, 5) Extended speaking (role play) (◀M1, 2, D1: M2, 3, 4, 5, ▶M5, D3R: M2, 3)	Dealing with listening (noting answers/ prediction) (◀M2, 4, D1: M1, 2, 3, 4, 5, ▶D3R: M1, 4, 5) Decoding meaning/negotiating texts (inc. literary text) (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5, D3R: M1, 2, 3, 4, 5) TRAPS (L) (◀M1, 2, 3, 4, ▶D3R: M1, 2, 3, 4, 5) Translation skills (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5, ▶D3R: M1, 2, 3, 4, 5) Forming answers (S/W) (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5, ▶D3R: M1, 2, 3, 4, 5) Preparing a photo task (◀M2, 3, 4, D1: M1, 2, 3, 4, 5, ▶D3R: M1, 3, 4, 5) Extended speaking (role play) (◀M1, 2, 4, D1: M2, 3, 4, 5, ▶D3R: M2, 3)

Dynamo 2 Vert

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, *vous*-form imperative)
	Pupils develop their knowledge of Francophone culture

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.	**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 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.	**Module 3:** *À loisir* To allow pupils to express their opinions around TV and digital technology and further develop their transactional language in context of arranging to go out. To allow them to continue 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.	**Module 4:** *: Le monde est petit* 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.	**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. To introduce pupils to using three tenses together. Pupils also learn about some famous sportspeople in the Francophone world.
Grammar	Present tense of *avoir* and *être* (◀D1: M1, ▶D3V: M1, 5) Perfect tense of *visiter* Perfect tense of regular *-er* verbs (◀D1: M5 Extension, ▶M3, D3V: M1, 2, 3, 4, 5) Perfect tense of irregular verbs (▶M3, D3V: M1, 2, 3, 4, 5) Perfect tense – negative (*ne … pas*)) (▶D3V: M2) Perfect tense of *aller* (▶M3, D3V: M1, 2, 3, 4, 5)	Present tense of regular *-er* verbs (◀D1: M1, 2, ▶D3V: M1, 2, 3) Present tense of regular *-ir* and *-re* verbs Near future tense (◀D1: M5, ▶M3, 5, D3V: M1, 2, 3, 5) Questions in the near future tense (◀D1: M3, ▶M3)	Asking questions (question word + *est-ce que + tu*) (◀M2) Near future tense (◀M2, D1: M5, ▶M5, D3V: M1, 2, 3, 5) Negatives (◀D1: M1, ▶D3V: M4) Perfect tense (◀M1, ▶D3V: M1, 2, 3, 4, 5) Two tenses together (present and perfect) (inc. asking questions) (▶M4, D3V: M1, 3, 4)	*pouvoir* + infinitive (▶D3V: M2, 5) *devoir* + infinitive Reflexive verbs Two tenses together (present and perfect) (◀M3, D3V: M1, 3, 4)	*jouer à* and *faire de* (◀D1: M3, ▶D3V: M5) The imperative (*vous*-form) *il faut/il ne faut pas* + infinitive (▶D3V: M4) Near future tense (◀M2, 3, D1: M5, ▶D3V: M1, 2, 3, 5) Two tenses together (present and near future) (◀M3, D1: M5, ▶D3V: M2, 3) Three tenses together (inc. questions) (▶D3V: M1 Extension, 5)
	c'était + adjective (▶M2, D3V: M5)	*c'est* + qualifier + adj (◀M1, ▶M3)	Adjectival agreement (sing) (◀D1: M1, 2, ▶M5, D3V: M3, 5) Possessive adjectives (◀D1: M1, 4) (Extension) The comparative (▶M5, D3V: M3, 5)	Irregular adjectives (▶D3V: M5)	Adjectival agreement (sing) (◀M3, D1: M1, 2, ▶D3V: M3, 5) The comparative (◀M3 Extension, ▶D3V: M3, 5) (Extension) *Quel*
	en, *au*, *aux* and *à* + countries (▶M4)	Expressing quantities Partitive articles (◀D1: M4, ▶D3V: M4, 5)		*dans*, *en*, *au*, *à la* (◀M1)	*à* + definite articles (◀D1: M3, 5, ▶D3V: M1, 5)
Skills	Decoding meaning/negotiating texts (inc. literary text) (◀D1: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5, D3V: M1, 2, 3, 4) TRAPS (L/R) (▶M2, 3, 4, 5, D3V: M1, 2, 3, 4) Translation skills (◀D1: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5, D3V: M1, 2, 3, 4, 5) Forming answers (S/W) (◀D1: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5, D3V: M1, 2, 3, 4, 5) Extended speaking (role play) (◀D1: M2, 3, 4, 5, ▶M2, 3, 5, D3V: M2, 3)	Dealing with listening (prediction) (◀D1: M1, 2, 3, 4, 5, ▶M4, 5, D3V: M1, 2, 4) Decoding meaning/negotiating texts (inc. authentic text) (◀M1, D1: M1, 2, 3, 4, 5, ▶M3, 4, 5, D3V: M1, 2, 3, 4) TRAPS (L/R) (◀M1, ▶M3, 4, 5, D3V: M1, 2, 3, 4) Translation skills (◀M1, D1: M1, 2, 3, 4, 5, ▶M3, 4, 5, D3V: M1, 2, 3, 4, 5) Forming answers (S/W) (◀M1, D1: M1, 2, 3, 4, 5, ▶M3, 4, 5, D3V: M1, 2, 3, 4, 5) Preparing a photo task (◀D1: M1, 2, 3, 4, 5, ▶M3, 4, 5, D3V: M1, 3, 4, 5) Extended speaking (role play) (◀M1, D1: M2, 3, 4, 5, ▶M3, 5, D3V: M2, 3)	Decoding meaning/negotiating texts (inc. literary text) (◀M1, 2, D1: M1, 2, 3, 4, 5, ▶M4, 5, D3V: M1, 2, 3, 4) TRAPS (L) (◀M1, 2, ▶M4, 5, D3V: M1, 2, 3, 4) Translation skills (◀M1, 2, D1: M1, 2, 3, 4, 5, ▶M4, 5, D3V: M1, 2, 3, 4, 5) Understanding/forming questions (◀D1: M1, 2, 3, 5, ▶M4, 5, D3V: M4) Forming answers (W) (◀M1, 2, D1: M1, 2, 3, 4, 5, ▶M4, 5, D3V: M1, 2, 3, 4, 5) Preparing a photo task (◀M2, D1: M1, 2, 3, 4, 5, ▶M4, 5, D3V: M1, 3, 4, 5) Extended speaking (role play) (◀M1, 2, D1: M2, 3, 4, 5, ▶M5, D3V: M2, 3)	Dealing with listening (pre-listening) (◀M2, D1: M1, 2, 3, 4, 5, ▶M5, D3V: M1, 2, 4) Decoding meaning/negotiating texts (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, ▶M5, D3V: M1, 2, 3, 4) TRAPS (L/R) (◀M1, 2, 3, ▶M5, D3V: M1, 2, 3, 4) Translation skills (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, ▶M5, D3V: M1, 2, 3, 4, 5) Understanding/forming questions (◀M3, D1: M1, 2, 3, 5, ▶M5, D3V: M4) Forming answers (W) (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, ▶M5, D3V: M1, 2, 3, 4, 5) Preparing a photo task (◀M2, 3, D1: M1, 2, 3, 4, 5, ▶M5, D3V: M1, 3, 4, 5)	Dealing with listening (cognates) (◀M2, 4, D1: M1, 2, 3, 4, 5, ▶D3V: M1, 2, 4) Decoding meaning/negotiating texts (inc. literary text) (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5, ▶D3V: M1, 2, 3, 4) TRAPS (L/R) (◀M1, 2, 3, 4, ▶D3V: M1, 2, 3, 4) Translation skills (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5, ▶D3V: M1, 2, 3, 4, 5) Understanding/forming questions (◀M3, 4, D1: M1, 2, 3, 5, ▶D3V: M4) Forming answers (S/W) (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5, ▶D3V: M1, 2, 3, 4, 5) Preparing a photo task (S/W) (◀M2, 3, 4, D1: M1, 2, 3, 4, 5, ▶D3V: M1, 3, 4, 5) Extended speaking (role play) (◀M1, 2, 3, D1: M2, 3, 4, 5, ▶D3V: M2, 3)

Dynamo 3 Rouge

End of Year aims	Pupils able to talk about themselves and their lives and also about wider ranging issues (environment, good causes), expressing opinions with reasons Pupils able to use some transactional language and some more formal register Pupils able to use multiple tenses (present, near/simple future, perfect, imperfect, conditional) Pupils able to use more complex structures (e.g. comparative, superlative, infinitives) Pupils develop their knowledge of Francophone culture

	Module 1: *Mon monde à moi* Pupils able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise all three main tenses (present, near future and perfect).	Module 2: *Projets d'avenir* Pupils able to talk about their plans and hopes for the future. Pupils are introduced to the (simple) future tense and go on to practise and consolidate their knowledge of three tenses, asking and answering questions in context of an interview with French inventor, Bertin Nahum.	Module 3: *Ma vie en musique* To allow pupils to express their musical tastes, justifying their opinions with reasons. Also an introduction to the imperfect tense in context of comparing life past and present. Pupils consolidate their knowledge of the present, perfect and imperfect tenses.	Module 4: *Le meilleur des mondes* Pupils continue to develop their command of the present, perfect and imperfect tenses, as well as being introduced to the conditional in context of creating a better world. Pupils are introduced to, and practise using, superlatives. Further practice with three time frames (present, past, conditional).	Module 5: *Le monde francophone (Grammaire)* Further practice and consolidation of key grammatical structures and tenses. Pupils operate in three time frames using a wide variety of tenses in context of travel and popular culture in the Francophone world. Also an opportunity for pupils to practise transactional language in the formal register.
Topics					
Grammar	*aimer, adorer, détester* + definite article / infinitive (◀D1: M1, 2, 3, 5, ▶M5) *jouer à/de* and *faire de* (◀D1: M3, D2R: M5, ▶M5) Present tense regular *-er* verbs and key irregular verbs (*aller, être, faire*) (◀D1: M1, 2, 3, 5, D2R: M1, ▶M5) Negatives (◀D1: M1, D2R: M3, ▶M4) Reflexive verbs (◀D2R: M4, ▶M5) Perfect tense (◀D1: M5 Extension, D2R: M1, 3, ▶M4, 5) Near future tense (◀D1: M5, D2R: M2, 3, ▶M5) Negatives in the perfect (◀D2R: M1) and near future tenses (▶M5)	*pour* + infinitive *pouvoir* and *devoir* + infinitive (◀D2R: M4, ▶M5) *vouloir* (◀D1: M5, D2R: M2, ▶M5) (Simple) future tense (▶M5)	Imperfect tense (▶M5) Two tenses together: present and imperfect Using the perfect and imperfect tenses (▶M5) Using multiple tenses (two different time frames) (▶M4)	Negatives (◀M1, D1: M1, D2R: M3) Perfect tense (◀M1, D2R: M1, 3, ▶M5) Using multiple tenses (two different time frames) (◀M3) The conditional tense (*j'aimerais* and *je voudrais*) (▶M5) Using multiple tenses (three different time frames) (◀D2R: M3, 4, 5, ▶M5)	Infinitives after opinion verbs (◀M1, D1: M3, 5) Infinitives after modal verbs and *il faut* (◀M2, D1: M5, D2R: M2, 4, 5) Present tense verbs, inc. irregular and reflexive (◀M1, D1: M1, 2, 3, 5, D2R: M1, 2, 4) Near future tense (inc. negative) (◀M1, D1: M5, D2R: M2, 3) (Simple) future tense (◀M2) Perfect tense (◀M1, 4, D2R: M1, 3) Imperfect tense (◀M3) Using the perfect and imperfect tenses (◀M3) Asking and answering questions in a range of tenses (◀M4, D2R: M5)
	(Extension) Adjectival agreement (adjs before the noun) (◀D2R: M4, ▶M5)		Adjectival agreement (sing and pl) (◀D1: M1, 2, D2R: M3, 5, ▶M5) The comparative (◀D2R: M5, ▶M4, 5)	The comparative (◀M3, D2R: M5, ▶M5) The superlative (▶M5) Possessive adjectives (◀D1: M1, 4, D2R: M3)	Adjectival agreement (◀M3, D1: M1, 2, D2R: M3, 5) inc. adjs before the noun (◀M1 Extension, D2R: M4) The comparative (◀M3, 4, D2R: M5) The superlative (◀M4)
		Omission of definite article Masculine/feminine nouns	Direct object pronouns		Definite and indefinite articles (inc. after *à* and *de*) (◀M1, D1: M1, 3, 4, 5, D2R: M1, 2, 4, 5)
Skills	Dealing with listening (◀D1: M1, 2, 3, 4, 5, D2R: M2, 4, 5, ▶M4, 5) Decoding meaning/negotiating texts (◀D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5) TRAPS (L/R) (◀D2R: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5) Translation skills (◀D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5) Understanding/forming questions (◀D1: M1, 2, 3, 5, D2R: M1, 2, 3, ▶M2, 3, 5) Forming answers (S/W) (◀D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5) Preparing a photo task (L/S) (◀D1: M1, 2, 3, 4, 5, D2R: M2, 3, 4, 5, ▶M3, 4, 5)	Decoding meaning/negotiating texts (inc. authentic and literary texts) (◀M1, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M3, 4, 5) TRAPS (L/R) (◀M1, D2R: M1, 2, 3, 4, 5, ▶M3, 4, 5) Translation skills (◀M1, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M3, 4, 5) Understanding/forming questions (◀M1, D1: M1, 2, 3, 5, D2R: M1, 2, 3, ▶M3, 5) Forming answers (S/R/W) (◀M1, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M3, 4, 5) Extended speaking (role play) (◀D1: M2, 3, 4, 5, D2R: M1, 2, 4, 5, ▶M3)	Decoding meaning/negotiating texts (inc. literary texts) (◀M1, 2, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M4, 5) TRAPS (L/R) (◀M1, 2, D2R: M1, 2, 3, 4, 5, ▶M4, 5) Translation skills (◀M1, 2, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M4, 5) Understanding/forming questions (◀M1, 2, D1: M1, 2, 3, 5, D2R: M1, 2, 3, ▶M5) Forming answers (S/W) (◀M1, 2, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M4, 5) Preparing a photo task (S/W) (◀M1, D1: M1, 2, 3, 4, 5, D2R: M2, 3, 4, 5, ▶M4, 5) Extended speaking (role play) (◀M2, D1: M2, 3, 4, 5, D2R: M1, 2, 4, 5)	Dealing with listening (◀M1, D1: M1, 2, 3, 4, 5, D2R: M2, 4, 5, ▶M5) Decoding meaning/negotiating texts (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M5) TRAPS (L) (◀M1, 2, 3, D2R: M1, 2, 3, 4, 5, ▶M5) Translation skills (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M5) Forming answers (S/R/W) (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5, ▶M5) Preparing a photo task (L/S/W) (◀M1, 3, D1: M1, 2, 3, 4, 5, D2R: M2, 3, 4, 5, ▶M5)	Dealing with listening (◀M1, 4, D1: M1, 2, 3, 4, 5, D2R: M2, 4, 5) Decoding meaning/negotiating texts (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5) TRAPS (L/R) (◀M1, 2, 3, 4, D2R: M1, 2, 3, 4, 5) Translation skills (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5) Understanding/forming questions (◀M1, 2, 3, D1: M1, 2, 3, 5, D2R: M1, 2, 3) Forming answers (S/R/W) (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5, D2R: M1, 2, 3, 4, 5) Preparing a photo task (◀M1, 3, 4, D1: M1, 2, 3, 4, 5, D2R: M2, 3, 4, 5)

Dynamo 3 Vert

	Module 1: *Mon monde à moi*	Module 2: *Projets d'avenir*	Module 3: *Ma vie en musique*	Module 4: *Le meilleur des mondes*	Module 5: *Le monde francophone (Grammaire)*
Topics	Pupils able to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise the present and perfect tenses.	Pupils able to talk about their plans and hopes for the future. Pupils consolidate their knowledge of the near future and perfect tenses. Pupils work in two time frames (present and near future) in context of ways to make money.	To allow pupils to express their musical tastes and preferences, justifying their opinions with reasons. Further practice of using two time frames (present and near future/perfect) in context of interviews with young musicians. Also an opportunity for pupils to learn about traditional music from French-speaking countries.	Pupils continue to develop their command of the present and perfect tenses, as well as being introduced to the conditional structure *je voudrais* in context of creating a better world. Pupils are encouraged to use three time frames (present, past and *je voudrais*).	Further practice and consolidation of key grammatical structures and tenses. Pupils operate in three time frames using multiple tenses in context of travel and popular culture in the Francophone world. Also an opportunity for pupils to practise transactional language in context of the tourist office.
Grammar	*aimer*, *adorer*, *détester* + definite article / infinitive (◀D1: M1, 2, 3, 5, ▶M5) Present tense regular *-er* verbs and key irregular verbs (*aller*, *faire*) (◀D1: M1, 2, 3, 5, D2V: M2, 5, ▶M2, 5) *jouer à / de* (◀D1: M3, D2V: M5, ▶M5) Present tense of *avoir* and *être* (◀D1: M1, D2V: M1, ▶M5) Perfect tense (◀D1: M5 Extension, D2V: M1, 3, ▶M2, 3, 4, 5) Two tenses together (present and perfect) (inc. asking questions) (◀D2V: M3, 4, ▶M3, 4) (Extension) Near future tense (◀D1: M5, D2V: M2, 3, 5, ▶M2, 3, 5) (Extension) Three tenses together (◀D2V: M5, ▶M5)	*on peut* + infinitive (◀D2V: M4, ▶M5) Present tense (◀M1, D1: M1, 2, 3, 5, D2V: M2, ▶M5) *vouloir* + infinitive (◀D1: M5, ▶M5) Near future tense (inc. negative) (◀M1, D1: M5, D2V: M2, 3, 5, ▶M3, 5) Perfect tense (inc. negative) (◀M1, D2V: M1, 3, ▶M3, 4, 5) Two tenses together (present and near future) (◀D1: M5, D2V: M5, ▶M3)	Near future tense (◀M1, 2, D1: M5, D2V: M2, 3, 5, ▶M5) Two tenses together (present and near future) (◀M2, D1: M5, D2V: M5) Perfect tense (inc. negative) (◀M1, 2, D2V: M1, 3, ▶M4, 5) Two tenses together (present and perfect) (inc. asking questions) (◀M1, D2V: M3, 4, ▶M4)	Negatives (◀D1: M1, D2V: M3) *il faut/il ne faut pas* + infinitive (◀D2V: M5) Perfect tense (◀M1, 2, 3, D2V: M1, 3, ▶M5) Two tenses together (present and perfect) (inc. asking questions) (◀M1, 3, D2V: M3, 4) *je voudrais* + infinitive (▶M5)	Infinitives after opinion verbs (◀M1, D1: M3, 5) Infinitives after modal verbs (◀M2, D1: M5, D2V: M4) Present tense (inc. *faire*) (◀M1, 2, D1: M1, 2, 3, 5, D2V: M2, 5) Near future tense (inc. negative) (◀M1, 2, 3, D1: M5, D2V: M2, 3, 5) Perfect tense (◀M1, 2, 3, 4, D2V: M1, 3) *c'était* and *il y avait* (◀D2V: M1) Three tenses together (◀M1 Extension, D2V: M5)
			Adjectival agreement (sing) (◀D1: M1, 2, D2V: M3, 5, ▶M5) The comparative (◀D2V: M3 Extension, 5, ▶M5)		Adjectival agreement (sing and pl) (◀M3, D1: M1, 2, D2V: M3, 5) inc. adjectives that come before the noun (◀D2V: M4) The comparative (◀M3, D2V: M5)
				Partitive articles (◀D1: M4, D2V: M2, ▶M5)	Definite and indefinite articles (inc. after *à* and *de*) (◀M1, 4, D1: M1, 3, 4, 5, D2V: M2, 5)
Skills	Dealing with listening (◀D1: M1, 2, 3, 4, 5, D2V: M2, 4, 5, ▶M2, 4) Decoding meaning/negotiating texts (◀D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M2, 3, 4) TRAPS (L/R) (◀D2V: M1, 2, 3, 4, 5, ▶M2, 3, 4) Translation skills (◀D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5) Forming answers (S/W) (◀D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M2, 3, 4, 5) Preparing a photo task (L/R/S) (◀D1: M1, 2, 3, 4, 5, D2V: M2, 3, 4, 5, ▶M3, 4, 5)	Dealing with listening (◀M1, D1: M1, 2, 3, 4, 5, D2V: M2, 4, 5, ▶M4) Decoding meaning/negotiating texts (inc. authentic text) (◀M1, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M3, 4) TRAPS (L/R) (◀M1, D2V: M1, 2, 3, 4, 5, ▶M3, 4) Translation skills (◀M1, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M3, 4, 5) Forming answers (S/W) (◀M1, M1, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M3, 4, 5) Extended speaking (role play) (◀D1: M2, 3, 4, 5, D2V: M1, 2, 3, 5, ▶M3)	Decoding meaning/negotiating texts (inc. literary text) (◀M1, 2, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M4) TRAPS (L/R) (◀M1, 2, D2V: M1, 2, 3, 4, 5, ▶M4) Translation skills (◀M1, 2, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M4, 5) Forming answers (S/W) (◀M1, 2, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M4, 5) Preparing a photo task (◀M1, D1: M1, 2, 3, 4, 5, D2V: M2, 3, 4, 5, ▶M4, 5) Extended speaking (role play) (◀M2, D1: M2, 3, 4, 5, D2V: M1, 2, 3, 5)	Dealing with listening (◀M1, 2, D1: M1, 2, 3, 4, 5, D2V: M2, 4, 5) Decoding meaning/negotiating texts (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5) TRAPS (L/R) (◀M1, 2, 3, D2V: M1, 2, 3, 4, 5) Translation skills (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M5) Understanding/forming questions (S) (◀D1: M1, 2, 3, 5, D2V: M3, 4, 5) Forming answers (S/W) (◀M1, 2, 3, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5, ▶M5) Preparing a photo task (L/R/S) (◀M1, 3, D1: M1, 2, 3, 4, 5, D2V: M2, 3, 4, 5, ▶M5)	Translation skills (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5) Forming answers (S/W) (◀M1, 2, 3, 4, D1: M1, 2, 3, 4, 5, D2V: M1, 2, 3, 4, 5) Preparing a photo task (L/R/W) (◀M1, 3, 4, D1: M1, 2, 3, 4, 5, D2V: M2, 3, 4, 5)