

 Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)

Department: French		Year Group: 8					
Term	Topic/subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Autumn 1	<p>Ca c'est mon truc</p> <p>Mon Look</p> <p>Qu'est-ce que tu portes? Tu en fais souvent ?</p> <p>Mon week-end</p>	<p>NC - cultural awareness</p> <p>NC - developing conversations</p> <p>NC present tense</p> <p>NC - key grammatical structures</p> <p>NC</p>	<p>Content</p> <p>- Be able to discuss what you like to wear</p> <p>- Be able to describe items of clothing with brands and preferences</p> <p>- Understanding the place of France as a lead in the fashion industry</p> <p>- Being able to understand and give weather</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Pronunciation</p> <p>Differentiated card sorts, listening & reading tasks, writing frames and learning mats.</p> <p>Revisiting listening strategies</p>	<p><u>Literacy</u></p> <p>- Reflexive verbs</p> <p><u>Numeracy</u></p> <p>- Using time expressions</p> <p>- Telling the time</p> <p><u>Grammar</u></p> <p>- Be able to express opinions on clothing</p> <p>- Using j'aime with porter</p> <p>- Using the possessive adjectives - son,sa,ses</p> <p>- Using quand/si to</p>	<p>Mid point marked task on the skill of listening. Based on Mon quartier from Year 7. RETRIEVAL</p>	<p>Key vocab is on the first slide of each lesson. SEND students are provided with a list of vocab.</p> <p>Subject specific terms e.g cognate will have a support sheet.</p> <p>Differentiated card sorts, listening & reading tasks, writing frames and learning mats.</p> <p>Seating plans will have PP and SEN students</p>

 **Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)**

		express opinions	forecasts - Being able to tell the time - Learn how to discuss your daily routine - Say how often you do activities - Describe what you wear depending upon the weather.		extend sentences - Understand when to use faire/jouer with activities - Be able to use simple reflexive verbs. <u>SMSC</u> Paris as fashion capital of the world Weather in different parts of France European Day of Languages - September 26th - national competition entries		
Autumn 2	Destination vacances Je vais en vacances L'essenti	NC express ideas and discuss NC cultural awareness	Content - Be able to talk about your holiday preferences - Be able to discuss where you usually go on holiday	Listening Speaking Reading Writing Pronunciation Differentiated card sorts, listening & reading tasks, writing	<u>Literacy</u> - present tense - perfect tense - future tense <u>Numeracy</u>	Mid point marked task on the skill of translation. Based on Autumn 1. RETRIEVAL End of term assessment based on Aut 1 and Aut 2 Listening, Reading,	Key vocab is on the first slide of each lesson. SEND students are provided with a list of vocab. Subject specific terms e.g cognate

 **Alcester Academy Curriculum Planning: Key Stage 3 (Year 8)**

	<p>el pour les vacances Mes vacances de reve</p>	<p>NC give and justify opinions.</p> <p>NC - cultural awareness</p> <p>NC perfect tense</p> <p>NC asking questions</p> <p>NC future tense</p> <p>NC present tense</p> <p>NC recognising different tenses</p>	<p>- Be able to describe what you take on holiday</p> <p>- Understand where French people go on holiday and why</p> <p>- Be able to talk about your dream holiday</p> <p>- Understand about popular holiday destinations in France</p>	<p>frames and learning mats.</p> <p>Use the skill of adapting a text/model answer</p> <p>Improve reading skills by learning a range of strategies to cope with extended texts</p> <p>Be confident with using a French dictionary</p>	<p>- Time phrases</p> <p>- seasons</p> <p><u>Grammar</u></p> <p>- Be able to conjugate choisir/finir in the present tense - ir verbs</p> <p>- Use the verb prendre in past/present/future</p> <p>- Understand how to form the past using avoir for a fixed amount of verbs</p> <p>- Be able to answer questions and understand question words</p> <p>- Be able to use the near future</p> <p><u>SMSC</u></p>	<p>Writing</p>	<p>will have a support sheet.</p> <p>Differentiated card sorts, listening & reading tasks, writing frames and learning mats.</p> <p>Seating plans will have PP and SEN students</p>
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					Where do French people go on holiday and why?		
					Popular holiday destinations in France		
					Christmas traditions in France		
Spring 1	<p>Bouger, c'est important!</p> <p>Tu aimes le sport? Sports d'été ou d'hiver Centre aéré Aie, j'ai mal</p>	<p>NC discussion and extended ideas</p> <p>NC future tense</p> <p>NC cultural awareness</p> <p>NC perfect tense</p> <p>NC strategies for</p>	<p>Content</p> <ul style="list-style-type: none"> - Be able to discuss what sports you like and can do - Be able to describe winter and summer sports - Be able to discuss what sports you would like to attempt in the future - Understand the French culture of colonies de vacances - Be able to describe what 	<p>Listening Speaking Reading Writing Pronunciation</p> <p>Differentiated card sorts, listening & reading tasks, writing frames and learning mats.</p> <p>Strategies to improve reading skills</p> <ul style="list-style-type: none"> - Looking at strategies to improve pronunciation - Being able to answer questions 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> - Perfect tense - Connectives <p>Understanding the term modal verb</p> <p><u>Numeracy</u></p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> - Revisit when to use jouer and faire with activities - Use of depuis - Introduction to the perfect tense with être with aller Be able to use the construction - j'ai 	<p>Mid point marked task on the skill of reading comprehension. Based on Les vacances. RETRIEVAL</p> <p>Subject specific terms e.g cognate will have a support sheet.</p> <p>Differentiated card sorts, listening & reading tasks, writing frames and learning mats.</p> <p>Seating plans will have PP and SEN students</p>	<p>Key vocab is on the first slide of each lesson. SEND students are provided with a list of vocab.</p>

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		<p>pronunciation</p> <p>NC key grammatical structures</p>	sports you have done in the past		<p>mal</p> <p>-Be able to use je peux/je ne peux pas with activities.</p> <p>- Including the connectives parce que/donc in sentences to improve quality of writing</p> <p><u>SMSC</u></p> <p>Mardi Gras</p> <p>Advertising of the Paris trip</p> <p>Culture of French summer camps</p>		
Spring 2	<p>Le monde des médias</p> <p>La téléma réalité</p> <p>La</p>	<p>NC - give extended opinions</p> <p>NC - cultural awareness</p>	<p>Content</p> <p>- Understand how to describe genres of television programmes</p> <p>- Be able to listen to French music</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Pronunciation</p> <p>Differentiated card sorts, listening & reading tasks, writing</p>	<p><u>Literacy</u></p> <p>- direct object pronouns</p> <p>- perfect and imperfect tenses</p>	<p>Mid point marked task on the skill of speaking role play Based on illness. RETRIEVAL</p> <p>End of term assessment - Listening, Reading,</p>	<p>Key vocab is on the first slide of each lesson. SEND students are provided with a list of vocab.</p> <p>Subject specific terms e.g cognate</p>

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<p>musique ma muse Le ciné, ma passion</p> <p>Accro à la technolo gie</p> <p>Alors, quoi de neuf? La technolo gie juste pour s’amuse r? Les ados et les réseaux sociaux</p>	<p>NC Discussio n of ideas, giving opinions</p> <p>NC - translatio n of texts</p> <p>NC pronuncia tion</p> <p>NC developin g conversat ions</p> <p>NC writing at varying lengths</p> <p>NC Key grammati cal structures</p>	<p>and give the genre and your opinion</p> <p>- Be able to name film genres and understand reviews of films.</p> <p>- Investigate the popularity of songs/film/tv in France.</p> <p>- Understanding how technology has changed over time.</p> <p>- Using technology for leisure</p> <p>- Comparing types of technology</p> <p>- Identifying potential dangers of social networks</p>	<p>frames and learning mats.</p> <p>Revisit reading strategies</p> <p>Revisit strategies for translation</p> <p>Improve your knowledge of French phonics</p> <p>Revisit listening and writing strategies.</p> <p>Being involved in a debate</p> <p>Revisiting memorisation strategies.</p> <p>Using extended sentences.</p>	<p>- Position and agreement of adjectives</p> <p>- connectives</p> <p><u>Numeracy</u></p> <p><u>Grammar</u></p> <p>- Be introduced to direct object pronouns (le,la,les)</p> <p>- Identify and express opinions</p> <p>- Justify opinions</p> <p>- Use the perfect and imperfect tenses to describe things you have seen/read.</p> <p>Revising the position and agreement of adjectives</p> <p>- Using connectives</p>	<p>Writing</p>	<p>will have a support sheet.</p> <p>Differentiated card sorts, listening & reading tasks, writing frames and learning mats.</p> <p>Seating plans will have PP and SEN students</p>
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		<p>NC Speaking to obtain information</p> <p>NC expressing opinions</p> <p>NC perfect tense</p> <p>NC giving and justifying opinions</p>	<ul style="list-style-type: none"> - Being able to describe the pros and cons of technology - Talking about the technology of the future 		<p>to justify opinions</p> <ul style="list-style-type: none"> - Using the structure - verb + prep + infinitive <p>-Being able to use impersonal structures</p> <p><u>SMSC</u></p> <p>Easter in France</p> <p>Poisson d'avril</p> <p>Authentic French music and film</p> <p>The culture of technology in France</p>		
Summer 1	Un métier, un rêve!	<p>NC memorisation strategies</p> <p>NC Translation strategies</p>	<ul style="list-style-type: none"> - Talking about the jobs and qualities needed for certain professions 	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Pronunciation</p> <p>Differentiated card sorts, listening & reading tasks, writing</p>	<p><u>Literacy</u></p> <p>Improving speaking and writing skills</p> <p>Translation strategies</p> <p><u>Numeracy</u></p>	Speaking assessment	<p>Key vocab is on the first slide of each lesson. SEND students are provided with a list of vocab.</p> <p>Subject specific terms e.g cognate</p>

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		<p>NC improving speaking and writing skills</p>	<ul style="list-style-type: none"> - Discussing ideal jobs and ambitions - Talking about part-time jobs - Talking about success and failure 	<p>frames and learning mats.</p> <p>Being able to ask and answer questions</p> <p>Being able to pronounce tricky words</p> <p>Improving speaking and writing skills</p> <p>Using translation strategies</p> <p>Combining tenses to improve speaking and writing</p>	<p><u>Grammar</u></p> <p>Masculine and feminine job forms</p> <p>Imperfect tense revision</p> <p>The conditional</p> <p>Using 'si' clauses</p> <p>Quand with different tenses</p> <p><u>SMSC</u></p> <p>La fête du travail</p>		<p>will have a support sheet.</p> <p>Differentiated card sorts, listening & reading tasks, writing frames and learning mats.</p> <p>Seating plans will have PP and SEN students</p>
Summer 2	Cultural projects	<p>NC - Authentic sources</p> <p>NC Discussion of ideas, giving opinions</p>	<p>Cultural projects: Le projet Bart Un film - les choristes/Le petit Nicolas/A cat in Paris La musique La Tour de France La coupe du monde/Mr Men project</p>	<p>Content and grammar will depend upon the project selected.</p>	<p><u>SMSC</u></p> <p>Authentic resources used for a variety of cultural projects</p> <p>Le 14 juillet</p>		<p>Handing in of end of term project. Prizes available.</p>

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