

## Alcester Academy Curriculum Planning: Key Stage 3 - year 8 FRENCH

Department: <i>MFL</i>						Year Group: <i>8</i>
Term	Topic/Sub ject	Assessment Objectives and Knowledge  (include differentiation)	Skills  (include differentiation)	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summ ative Assessment
Autumn 1	Ca c'est mon truc  Mon Look Qu'est-ce que tu portes? Tu en fais souvent? Mon weekend	<b><u>Content</u></b> - Be able to discuss what you like to wear - Be able to describe items of clothing with brands and preferences - Understanding the place of France as a lead in the fashion industry <b>NC - cultural awareness</b> - Being able to understand and give weather forecasts - Being able to tell the time - Learn how to discuss your daily routine - Say how often you do activities <b>NC - developing conversations</b> - Describe what	Listening Speaking Reading Writing Pronunciation  Differentiated card sorts, listening & reading tasks, writing frames and learning mats.  Revisiting listening strategies	<b><u>Literacy</u></b> - Reflexive verbs  <b><u>Numeracy</u></b> - Using time expressions - Telling the time  <b><u>Grammar</u></b> - Be able to express opinions on clothing <b>NC express opinions</b> - Using j'aime with porter - Using the possessive adjectives - son,sa,ses <b>NC</b> - key <b>grammatical structures</b> - Using quand/si to extend	<b><u>SMSC</u></b>  Paris as fashion capital of the world  Weather in different parts of France  European Day of Languages - September 26th - national competition entries	Mid point marked task on the skill of listening. Based on Mon quartier from Year 7. <b>RETRIEVAL</b>

		you wear depending upon the weather.		<p>sentences</p> <ul style="list-style-type: none"> <li>- Understand when to use faire/jouer with activities</li> </ul> <p>NC present tense</p> <ul style="list-style-type: none"> <li>- Be able to use simple reflexive verbs. NC present tense</li> </ul>		
Autumn 2	<p>Destination vacances</p> <p>Je vais en vacances</p> <p>L'essentiel pour les vacances</p> <p>Mes vacances de rêve</p>	<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>- Be able to talk about your holiday preferences</li> <li>- Be able to discuss where you usually go on holiday NC express ideas and discuss</li> <li>- Be able to describe what you take on holiday</li> <li>- Understand where French people go on holiday and why NC cultural awareness</li> <li>- Be able to talk about NC give and justify opinions. your dream holiday</li> <li>- Understand about popular holiday destinations in France NC - cultural awareness</li> </ul>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Pronunciation</p> <p>Differentiated card sorts, listening &amp; reading tasks, writing 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><u>Literacy</u></p> <ul style="list-style-type: none"> <li>- present tense</li> <li>- perfect tense</li> <li>- future tense</li> </ul> <p><u>Numeracy</u></p> <ul style="list-style-type: none"> <li>- Time phrases</li> <li>- seasons</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>- Be able to conjugate choisir/finir in the present tense - ir verbs NC present tense</li> <li>- Use the verb prendre in past/present/future NC recognising different tenses</li> <li>- Understand how to form the past using avoir for a fixed amount of verbs NC perfect tense</li> </ul>	<p><u>SMSC</u></p> <p>Where do French people go on holiday and why?</p> <p>Popular holiday destinations in France</p> <p>Christmas traditions in France</p>	<p>Mid point marked task on the skill of translation. Based on Autumn 1. RETRIEVAL</p> <p>End of term assessment based on Aut 1 and Aut 2</p> <p>Listening, Reading, Writing</p>

				- Be able to answer questions and understand question words <b>NC asking questions</b>  - Be able to use the near future <b>NC future tense</b>		
Spring 1	Bouger, c'est important !  Tu aimes le sport? Sports d'été ou d'hiver Centre aéré Aie, j'ai mal	<b><u>Content</u></b>  - Be able to discuss what sports you like and can do <b>NC discussion and extended ideas</b> - Be able to describe winter and summer sports - Be able to discuss what sports you would like to attempt in the future <b>NC future tense</b> - Understand the French culture of colonies de vacances <b>NC cultural awareness</b> - Be able to describe what sports you have done in the past <b>NC perfect tense</b>	Listening Speaking Reading Writing Pronunciation  Differentiated card sorts, listening & reading tasks, writing frames and learning mats.  Strategies to improve reading skills  - Looking at strategies to improve pronunciation <b>NC strategies for pronunciation</b>  - Being able to answer questions	<b><u>Literacy</u></b>  - Perfect tense - Connectives Understanding the term modal verb  <b><u>Numeracy</u></b>  <b><u>Grammar</u></b>  - Revisit when to use jouer and faire with activities - Use of depuis - Introduction to the perfect tense with être with aller <b>NC - perfect tense</b> - Be able to use the construction - j'ai mal - Be able to use je peux/je ne peux pas with activities.  - Including the connectives parce que/donc in sentences to improve	<b><u>SMSC</u></b>  Mardi Gras  Advertising of the Paris trip  Culture of French summer camps	Mid point marked task on the skill of reading comprehension. Based on Les vacances. <b>RETRIEVAL</b>

				quality of writing NC key grammatical structures		
Spring 2	<p>Le monde des médias</p> <p>La télé ma réalité</p> <p>La musique ma muse</p> <p>Le ciné, ma passion</p>	<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>- Understand how to describe genres of television programmes</li> <li>- Be able to listen to French music and give the genre and your opinion NC - give extended opinions</li> <li>- Be able to name film genres and understand reviews of films.</li> <li>- Investigate the popularity of songs/film/tv in France. NC - cultural awareness</li> </ul>	<p>Listening Speaking Reading Writing Pronunciation</p> <p>Differentiate d card sorts, listening &amp; reading tasks, writing frames and learning mats.</p> <p>Revisit reading strategies</p> <p>Revisit strategies for translation NC - translation of texts</p> <p>Improve your knowledge of French phonics NC pronunciation</p> <p>Revisit listening and writing strategies.</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>- direct object pronouns</li> <li>- perfect and imperfect tenses</li> </ul> <p><u>Numeracy</u></p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>- Be introduced to direct object pronouns (le,la,les) NC - key grammatical structures</li> <li>- Identify and express opinions NC express opinions</li> <li>- Justify opinions</li> <li>- Use the perfect and imperfect tenses to describe things you have seen/read. NC perfect tense</li> </ul>	<p><u>SMSC</u></p> <p>Easter in France</p> <p>Poisson d'avril</p> <p>Authentic French music and film</p>	<p>Mid point marked task on the skill of speaking role play NC speaking to obtain info. Based on illness. RETRIEVAL</p> <p>End of term assessment - Listening, Reading, Writing</p>
Summer 1	Accro à la technologie	<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>- Understanding how technology has changed over time.</li> </ul>	<p>Listening Speaking Reading Writing Pronunciation</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>- Position and agreement of adjectives</li> </ul>	<p><u>SMSC</u></p> <p>The culture of technology in France</p>	<p>Mid point marked task on the skill of photocard. Based on</p>

	<p>Alors, quoi de neuf? La technologie juste pour s'amuser? Les ados et les réseaux sociaux</p>	<ul style="list-style-type: none"> <li>- Using technology for leisure</li> <li>- Comparing types of technology</li> <li>- Identifying potential dangers of social networks</li> <li>- Being able to describe the pros and cons of technology</li> </ul> <p>NC Discussion of ideas, giving opinions</p> <ul style="list-style-type: none"> <li>- Talking about the technology of the future</li> </ul>	<p>Differentiate d card sorts, listening &amp; reading tasks, writing frames and learning mats.</p> <p>Learning how to structure an argument</p> <p>Being involved in a debate NC developing conversations</p> <p>Revisiting memorisation strategies.</p> <p>Using extended sentences. NC writing at varying lengths</p>	<ul style="list-style-type: none"> <li>- connectives</li> </ul> <p><u>Numeracy</u></p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>- Revising the position and agreement of adjectives NC</li> <li>- key grammatical structures</li> <li>- Using connectives to justify opinions NC - giving and justifying opinions.</li> <li>- Using the structure - verb + prep + infinitive</li> <li>- Being able to use impersonal structures</li> </ul>	La fête du travail	les médias. RETRIEVAL
Summer 2	Cultural projects	<p>Pour ou contre la technologie</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</p>	<p>Content and grammar will depend upon the project selected.</p> <p>NC - Authentic sources</p> <ul style="list-style-type: none"> <li>- Being able to describe the pros and cons of technology</li> </ul> <p>NC Discussion of ideas,</p>	<p><u>Literacy</u></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> <p>End of Year exam</p>

			giving opinions			
--	--	--	--------------------	--	--	--

Last updated: *July 2020*