

 **Alcester Academy Curriculum Planning:** Key Stage 4 (Year 10)

| <div> <div>Department:</div> <div>Year Group:</div> </div> |               |                       |                       |                                 |  |                                 |  |
|--|---------------|-----------------------|-----------------------|---------------------------------|--|---------------------------------|--|
| Term   | Topic/subject | Assessment Objectives | Knowledge acquisition | Skill building<br><i>Intent</i> | Wider reading opportunities to include numeracy and SMSC | Final assessment task and title | SEND & PP<br>Identify where access and learning is supported |

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| Autumn 1 | <b><u>M3 Ma vie scolaire</u></b> | To demonstrate knowledge and vocabulary about School, school subjects and school rules. | Express opinions about school subjects, homework, rules, uniform, exams, teachers<br><br>Describe weekly routine - school day, school activities, clubs<br><br>Refer to primary school days<br><br>Refer to post 16 education | <b><u>Skills</u></b><br><br>Describing photos<br>Using opinions with reasons<br>Agreeing and disagreeing<br>Translating into French<br>Recognising negatives<br><br><b><u>Higher</u></b><br><br>Using a word which refers to a similar item<br><br>Developing knowledge of French-speaking countries | <b><u>Grammar</u></b><br><br>Using comparative adjectives<br><br>Using impersonal verb structures + infinitive<br><br>Irregular verbs in the perfect tense<br><br>The imperfect tense<br><br>Using imperfect, present and near future tenses<br><br><b><u>HIGHER</u></b><br><br>- Après avoir<br><br>- Avant de + inf<br><br>- Future with avoir, faire être | AP1: Listening, reading, describing a photo | Key vocab is on the first slide of each lesson. SEND students are provided with a list of vocab.<br><br>Subject specific terms e.g cognate will have a support sheet.<br><br>Differentiated card sorts, listening & reading tasks, writing frames and learning mats.<br><br>Seating plans will have PP and SEN students strategically placed.<br><br>PP students will have revision materials freely provided.<br><br>LSAs will be provided with work in advance of lessons and will be directed as needed if appropriate. |
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|  |  |  |  |  | <ul style="list-style-type: none"> <li>- Present participles - étant/ayant/faisant</li> <li>- Conditional tense regular ER verbs</li> <li>- Si + imp+ cond</li> </ul> <p><b><u>SMSC</u></b></p> <p>European Day of Languages</p> <p>Differences between school systems in France and England</p> <p><b><u>Phonics</u></b></p> <p>a</p> <p>oi/oy</p> <p>ch</p> <p>ç (and soft c)</p> <p>open o</p> |  | Students will have a vocab booklet for this module |
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| Autumn 2 | <b><u>M4 En pleine forme</u></b> | To demonstrate knowledge and vocabulary about healthy lifestyles | <p><b><u>Content</u></b></p> <p>Give preferences for food and drink</p> <p>Discuss attitudes to vaping, drugs, alcohol and dangers</p> <p>Refer to physical and mental health well-being</p> <p>Describe ways of keeping fit</p> <p>Compare past and present lifestyle choices and future intentions</p> | <p><b><u>Skills</u></b></p> <p>Understanding and giving advice</p> <p>Spotting small words that can alter meaning</p> <p>Taking part in role plays</p> <p>Distinguishing between tenses when listening</p> <p>Using more complex structures</p> <p><b><u>Higher</u></b></p> <p>Building longer sentences</p> <p>Using intensifiers</p> | <p><b><u>Grammar</u></b></p> <p>Negatives - ne...rien</p> <p>Using modals - devoir, vouloir, pouvoir</p> <p>Perfect tense of reflexive verbs</p> <p>Avoir phrases - j'ai faim</p> <p>Simple future tense</p> <p>Impersonal verbs - il me faut</p> <p>Infinitive used as a noun - vapoter n'est pas...</p> <p>Using the partitive article - du/de la</p> <p><b><u>Higher</u></b></p> <p>Aucun</p> <p>Negatives - ni...ni</p> <p>Modals in perfect</p> | <p>AP2 assessment:</p> <ul style="list-style-type: none"> <li>•Listening</li> <li>•Role play activity</li> </ul> | <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 &amp; reading tasks, writing frames and learning mats.</p> <p>Seating plans will have PP and SEN students strategically placed.</p> <p>PP students will have revision materials freely provided.</p> <p>LSAs will be provided with work in advance of</p> |
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|  |  |  |  |  | <p>Imperative - sois</p> <p>Simple future je serai</p> <p>Present participle</p> <p><b><u>SMSC</u></b></p> <p>Christmas in France</p> <p>Culture - different regions in France</p> <p><b><u>Phonics</u></b></p> <p>z</p> <p>un</p> <p>r</p> <p>open eu/oeu</p> <p>qu</p> |  | <p>lessons and will be directed as needed if appropriate.</p> <p>Students will have a vocab booklet for this module</p> |
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| Spring | <b><u>M5</u></b><br><b><u>Vacances</u></b> | To demonstrate knowledge of grammar and vocabulary about holidays. | <p><b><u>Content</u></b></p> <p>- Give opinions on and discuss:</p> <ul style="list-style-type: none"> <li>• Destinations</li> <li>• Locations</li> <li>• Transport</li> <li>• Weather</li> <li>• Activities</li> <li>• Accommodation</li> </ul> <p>Discuss recent and future holidays</p> <p>Places of interest locally and elsewhere</p> <p>Ideal holidays</p> | <p><b><u>Skills</u></b></p> <p>Extending spoken and written responses</p> <p>Forming different types of questions</p> <p>Creating complex sentences with relative pronouns</p> <p>identifying opinions</p> <p>Using a range of tenses</p> | <p><b><u>Grammar</u></b></p> <p>Using je voudrais/j'aimerais</p> <p>Using the conditional</p> <p>Il vaut la peine/il vaut mieux</p> <p>Perfect and imperfect together</p> <p>Perfect tense of modal verbs</p> <p>Using a range of tenses</p> <p><b><u>SMSC</u></b></p> <p>Regions of French speaking countries</p> <p>French holiday preferences</p> | AP3 - Listening, reading, writing past exam questions on holidays | <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 &amp; reading tasks, writing frames and learning mats.</p> <p>Seating plans will have PP and SEN students strategically placed.</p> <p>PP students will have revision materials freely provided.</p> <p>LSAs will be provided with work in advance of</p> |
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|  |  |  | Staycation activities |  | <p>The economy in France</p> <p><u>Phonics</u></p> <p>i/y</p> <p>en, an, em, am</p> <p>x-liaison</p> <p>h</p> <p>oy</p> |  | <p>lessons and will be directed as needed if appropriate.</p> <p>Students will have a vocab booklet for this module</p> |
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| Sum<br>mer<br>1 | <b><u>Revision<br/>and Year<br/>10<br/>exams</u></b> | To complete examinations in all 4 papers – listening, reading, writing and speaking. |  |  |  | End of year 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 will have a support sheet.</p> <p>Differentiated card sorts, listening &amp; reading tasks, writing frames and learning mats.</p> <p>Seating plans will have PP and SEN students strategically placed.</p> <p>PP students will have revision materials freely provided.</p> <p>LSAs will be provided with work in advance of</p> |
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| Summer 2 | <b><u>M6 Notre planète</u></b> | To demonstrate knowledge of grammar and vocabulary about environment. | <p><b><u>Content</u></b></p> <p>Describe the local environment and environment issues</p> <p>Refer to activities to protect the environment - past, present, future</p> <p>Express opinions and refer to wider global issues such as climate change</p> <p>Discussing new technology</p> | <p><b><u>Skills</u></b></p> <p>Understanding infographics</p> <p>Understanding the difference between perfect and imperfect</p> <p>Identifying correct statements</p> | <p><b><u>Grammar</u></b></p> <p>Comparatives and superlatives</p> <p>Present form of passive voice</p> <p>En + present participle</p> <p>Etre en train de and venir de</p> <p><b><u>Numeracy</u></b></p> <p>Infographics</p> <p>Numbers and percentages</p> <p><b><u>SMSC</u></b></p> <p>Environmental awareness</p> | <p><b><u>Assessment:</u></b></p> <p>Listening and 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 will have a support sheet.</p> <p>Differentiated card sorts, listening &amp; reading tasks, writing frames and learning mats.</p> <p>Seating plans will have PP and SEN students strategically placed.</p> <p>PP students will have revision materials freely provided.</p> <p>LSAs will be provided with work in advance of lessons and will be directed as needed if appropriate.</p> |
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