

### **Subject Vision**

The aim of the MFL curriculum at Ratton School is for pupils to develop respect, understanding and appreciation of the foreign language-speaking culture through study of its language. This will involve the ability to communicate confidently in the language through both writing and speaking. The ability to also understand the written and aural form of the language will be integral to learning. Through these learning experiences pupils will develop a greater appreciation of internationalism and the value of understanding the world beyond their own country. Through increased confidence in communicating with people from a diverse range of backgrounds, it is hoped that pupils possess the open-mindedness and bravery to seek out new life experiences and friendships around the world. In addition, the meta-cognitive problem-solving skills that are enhanced through learning languages should place pupils in a strong position to be competitive in the world of work.

### **Subject End Points**

EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation

EP2 Write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language

EP3 Read understand and to be able to respond to a variety of authentic texts

EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately

EP5 Develop an appreciation for French speaking culture

Subject Domains of Knowledge	Subject Key Concepts		
D1 Myself D2 Family D3 Home D4 Area D5 Free time D6 Sports D7 School D8 Holidays and travel D9 Future plans D10 Festivals and celebrations D11 Environment D12 Life online D12 Tourism D13 Food and Drink D14 Daily Life	C1 Nouns <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> C2 Articles <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> C3 Adjectives <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul>	C4 Adverbs <ul style="list-style-type: none"> <li>• Comparative</li> <li>• Superlative</li> <li>• Regular</li> <li>• Interrogative</li> <li>• Adverbs of time and place</li> </ul> C5 Quantifiers/intensifiers C6 Conjunctions (coordinating conjunctions and subordinate conjunctions) C7 Pronouns <ul style="list-style-type: none"> <li>• Personal</li> <li>• Reflexive</li> <li>• Relative</li> <li>• Direct and indirect object</li> <li>• Demonstrative</li> <li>• Indefinite</li> <li>• interrogative</li> </ul>	C8 Verbs <ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Negatives</li> <li>• Tenses</li> <li>• Present</li> <li>• Perfect</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> C9 Idiomatic expressions C10 Opinion expressions

### Medium Term Curriculum Plan

#### Year 8 French

Term	Term 1: Studio 1 Module 5: 3...2...1... Partez!	Term 2: Studio 2 Module 1: T'es branché(e)?
Unit Overview	<i>In this unit pupils will learn to talk about holidays and activities they would like to do in future.</i>	<i>In this unit pupils will learn to describe how they use different forms of media and what they have read recently.</i>
Sequence of lessons	1. <b>Les vacance mode d'emploi</b> In this lesson students will learn to use nouns to say "we" and talk about their holidays	1. <b>La télé</b> In this lesson students will learn to talk about television programmes and use the present tense of er verbs

	<ol style="list-style-type: none"> <li>2. <b>Je me prépare</b> In this lesson students will learn to talk about getting ready to go out and use reflexive verbs (singular)</li> <li>3. <b>Au café de la plage</b> In this lesson students will learn to buy drinks and snacks and use higher numbers</li> <li>4. <b>Je vais aller en colo</b> In this lesson students will learn to talk about holiday plans and use the near future tense</li> <li>5. <b>Mes rêves</b> In this lesson students will learn to say what they would like to do and use je voudrais+infinitive</li> </ol>	<ol style="list-style-type: none"> <li>2. <b>J'ai une passion pour le cinéma</b> In this lesson students will learn to talk about films and use the present tense of avoir and être</li> <li>3. <b>La lecture</b> In this lesson students will learn to talk about reading and use re and ir verbs</li> <li>4. <b>Que fais tu quand tu es connecté(e)</b> In this lesson students will learn to talk about the internet and use aller and faire</li> <li>5. <b>Qu'est-ce que tu as fait hier soir?</b> In this lesson students will learn to talk about what they did yesterday evening and use the perfect tense</li> </ol>
<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p>D1 Myself D8 Holidays and travel D9 Future plans D13 Food and Drink</p> <p>C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> </ul> <p>C4 Adverbs</p> <ul style="list-style-type: none"> <li>• Adverbs of time and place</li> </ul> <p>C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)</p> <p>C8 Verbs</p>	<p>D1 Myself D3 Home D5 Free time D12 Life online D14 Daily Life</p> <p>C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> </ul> <p>C4 Adverbs of time and place</p> <p>C5 Quantifiers/intensifiers</p> <p>C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)</p>

	<ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Tenses</li> <li>• Present</li> <li>• Future</li> <li>• Conditional</li> </ul> <p>C10 Opinion expressions</p>	<p>C8 Verbs</p> <ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Negatives</li> <li>• Tenses</li> <li>• Present</li> <li>• Perfect</li> </ul> <p>C10 Opinion expressions</p>
<b>KS4 End Points</b>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for French speaking culture</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for French speaking culture</p>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• Using the nous form. / Talking about your holiday</li> <li>• Talking about getting ready to go out. / Using reflexive verbs</li> <li>• Buying drinks and snacks / Using higher numbers</li> <li>• Talking about holiday plans / Using the near future</li> <li>• Saying what you would like to do / Using je voudrais + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about television programmes / The present tense of –er verbs</li> <li>• Talking about films / The present tense of avoir and être</li> <li>• Talking about reading / -ir and –re verbs</li> <li>• Talking about the internet / aller and faire</li> <li>• Talking about what you did yesterday evening / The perfect tense</li> </ul>

<p><b>Procedural Knowledge (Students should be able to do)</b></p>	<ul style="list-style-type: none"> <li>• I can talk about my holidays and use the nous form of the present tense. I use some support when talking about past holidays.</li> <li>• I can talk about my daily routine using reflexive verbs using support. I can also use the negative forms of reflexive verbs.</li> <li>• I can understand higher numbers with some support. I can order food and drink.</li> <li>• I can talk about my holiday plans and use near future tense with no support. I can give justified opinions and use time phrases.</li> <li>• I can create an interview asking what someone else would like to do in the future with some support.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write an extended paragraph using opinions, negatives and accurate use of –er verbs such as regarder.</li> <li>• I can listen and identify different opinions about film.</li> <li>• I can create a dialogue about different kinds of books using a variety of adjectives.</li> <li>• I can listen and recognise different activities on the internet, frequency words and opinions.</li> <li>• I can create a dialogue describing what I do on the internet by using time phrases and asking others what they do.</li> <li>• I can write an extended paragraph describing what I did yesterday using frequency expressions, opinions. I can use the perfect tense correctly.</li> </ul>
<p><b>Developing T3 Literacy and Numeracy</b></p>	<ul style="list-style-type: none"> <li>• Use of higher numbers</li> <li>• Refer to Year 8 student handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging reading through talking about favourite book types.</li> <li>• Refer to Year 8 student handbook</li> </ul>
<p><b>Assessment (Summative and Formative)</b></p>	<ul style="list-style-type: none"> <li>• Plenaries, Q&amp;A, tests as starters in lesson, a variety of starters and plenaries, use of mini whiteboards, Afl techniques</li> <li>• Formative and summative assessment.</li> <li>• Starter activities that review and consolidate prior learning. Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson. Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Plenaries, Q&amp;A, tests as starters in lesson, a variety of starters and plenaries, use of mini whiteboards, Afl techniques</li> <li>• Formative and summative assessment.</li> <li>• Starter activities that review and consolidate prior learning. Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson. Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	<p>Use of opinion phrases to develop answers when speaking and writing in Year 7 Term 5 (je pense que c'est...)</p> <p>Use of irregular verb (aller) in the present in Year 7 Term 5. Helps with understanding between regular and irregular forms.</p> <p>Use of tu veux in Year 7 Term 5 to use different subject in the sentence. This will help with understanding the nous form.</p>	<p>Covering nous allons / nous faisons in Year 8 Term 1 gives the students an idea of the irregular tense in the present. This permits them to build on their understanding of the regular tense for -ir / -re regular tenses and irregular tenses (aller / faire). Talking about holidays gives the students confidence in covering subjects related to them, such as: reading, films and the internet.</p>
<b>Next steps in learning</b>	<ul style="list-style-type: none"> <li>• Recognition of key vocabulary, cognates and scanning for key words and annotating the text when improving reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can recognise cognates, understand simple words, the main points used in the conversation, understand gist of new words, and some can understand high level vocabulary when improving listening skills</li> </ul>
<b>Common Barriers to learning in this unit</b>	<ul style="list-style-type: none"> <li>• Use of the nous form in the present tense.</li> <li>• Use of conditional "je voudrais" when ordering</li> <li>• Recognising when someone is talking in the present or the future</li> <li>• Use of correct preposition for cities/countries (in/at) (à/en/aux)</li> </ul>	<ul style="list-style-type: none"> <li>• Use different subject pronouns</li> <li>• Differences between etre and avoir in the present tense</li> <li>• Regular ending for -ir and -er verbs in the present tense</li> </ul> <p>Forming the perfect tense of -er verbs</p>

Term	Term 3: <i>In this unit pupils will learn to describe an imaginary trip to Paris that took place in the past</i>	Term 4: <i>In this unit pupils will learn to describe their personality, relationships, clothing preferences and their passions.</i>
<b>Sequence of lessons</b>	<ol style="list-style-type: none"> <li>1. <b>Une semaine a Paris</b> In this lesson students will say what they did in Paris and use the perfect tense of regular verbs</li> <li>2. <b>Mon album photos</b> In this lesson students will learn to say when they did things and use the perfect tense of irregular verbs</li> <li>3. <b>C'est comment les catacombes</b> In this lesson students will learn to understand information about a tourist attraction and use c'était and j'ai trouvé ça..</li> <li>4. <b>24 heures chrono</b> In this lesson students will learn to say where they went and how and use the perfect tense with être</li> <li>5. <b>Qui a vole la Joconde</b> In this lesson students will learn to interview a suspect and ask questions in the perfect tense</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Mon caractère</b> In this lesson students will learn to talk about personality and use adjectival agreement</li> <li>2. <b>On se dit tout</b> In this lesson students will learn to talk about relationships and use reflexive verbs</li> <li>3. <b>Quelle musique écoutes-tu?</b> In this lesson students will learn to talk about music and agree and disagree giving reasons</li> <li>4. <b>Mon style?</b> In this lesson students will learn to talk about clothes and use the near future tense</li> <li>5. <b>De quoi es-tu fan?</b> In this lesson students will learn to talk about their passion and use past, present and future tenses</li> </ol>
<b>Key Domains and Concepts taught in this Unit / Term</b>	D1 Myself D2 Family D3 Home D4 Area D5 Free time D6 Sports D7 School D8 Holidays and travel D9 Future plans D10 Festivals and celebrations D11 Environment D12 Life online D12 Tourism	D1 Myself D2 Family D3 Home D4 Area D5 Free time D6 Sports D7 School D8 Holidays and travel D9 Future plans D10 Festivals and celebrations D11 Environment D12 Life online D12 Tourism

	<p>D13 Food and Drink D14 Daily Life</p> <p>C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C4 Adverbs</p> <ul style="list-style-type: none"> <li>• Comparative</li> <li>• Superlative</li> <li>• Regular</li> <li>• Interrogative</li> <li>• Adverbs of time and place</li> </ul> <p>C5 Quantifiers/intensifiers</p> <p>C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)</p> <p>C7 Pronouns</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Reflexive</li> </ul>	<p>D13 Food and Drink D14 Daily Life</p> <p>C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C4 Adverbs</p> <ul style="list-style-type: none"> <li>• Comparative</li> <li>• Superlative</li> <li>• Regular</li> <li>• Interrogative</li> <li>• Adverbs of time and place</li> </ul> <p>C5 Quantifiers/intensifiers</p> <p>C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)</p> <p>C7 Pronouns</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Reflexive</li> </ul>
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	<ul style="list-style-type: none"> <li>• Relative</li> <li>• Direct and indirect object</li> <li>• Demonstrative</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C8 Verbs</p> <ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Negatives</li> <li>• Tenses</li> <li>• Present</li> <li>• Perfect</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> <li>• Relative</li> <li>• Direct and indirect object</li> <li>• Demonstrative</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C8 Verbs</p> <ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Negatives</li> <li>• Tenses</li> <li>• Present</li> <li>• Perfect</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>
<p><b>KS4 End Points</b></p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p>

	<p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for French speaking culture</p>	<p>EP5 develop an appreciation for French speaking culture</p>
<b>Declarative Knowledge (Students should know)</b>	<ul style="list-style-type: none"> <li>• Saying what you did in Paris / The perfect tense of regular verbs</li> <li>• Saying when did things / The perfect tense of irregular verbs</li> <li>• Understanding information about a tourist attraction / Using c'était and j'ai trouvé ça</li> <li>• Saying where you went and how / Using the perfect tense with être</li> <li>• Interviewing a suspect / Asking questions in the perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about personality / adjectival agreement</li> <li>• Talking about relationships / reflexive verbs</li> <li>• Talking about music / Agreeing, disagreeing and giving reasons</li> <li>• Talking about clothes / The near future tense</li> <li>• Talking about your passion / past, present and future tenses</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<ul style="list-style-type: none"> <li>• I can write an extended piece of text (e-mail) describing what I did in Paris, using opinions and reasons and apply the negative to perfect tense sentences</li> <li>• I can take part in a short exchange, using irregular -er, -ir, -re verbs in past tense and time expressions</li> <li>• I can create a poster about a tourist attraction using adjectives, past and imperfect tense, qualifiers and negative sentences</li> <li>• I can recognise different places, methods of transport and perfect tense verbs with être</li> <li>• I can take part in an exchange using the perfect tense and questions words</li> </ul>	<ul style="list-style-type: none"> <li>• I can interview a few students using the questions given</li> <li>• I can write a paragraph describing my relationship (positive and negative) with other people using: Reflexive verbs, possessive adjectives, perfect tense verbs, negative sentences and reasons</li> <li>• I can read an extract and find which statements are correct</li> <li>• I can listen to an extract and write down what each person is going to do and wear in English</li> <li>• I can write a presentation talking about my passion using: present, past, future</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Refer to Year 8 student handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Year 8 student handbook</li> </ul>

<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Starter activities that review and consolidate prior learning.</li> <li>• Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>• Regular PP FIRST targeted questioning throughout the lesson.</li> <li>• Afl techniques to assess depth of understanding of new concepts.</li> <li>• Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>• Fortnightly low-stakes vocabulary testing.</li> <li>• Tick time on vocabulary tests and one other piece of written work per term.</li> <li>• End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	<p>Questions words would have been seen before since Year 7 in the teacher's slides. The time was covered in Year 7.</p>	<p>Talking in the first person about character and relationships links in well with having had to expressions in oneself in the first person in Term 2. Music was covered in the song of the month was all students in Year 7 and 8. Student will be familiar with some of the vocabulary for the music section.</p>
<b>Next steps in learning</b>	<p>Students can write simple words without guidance, express opinions, use different tenses accurately, use higher level vocabulary, vary the verb subject agreement, and conjugate accurately when improving writing skills (Term 3)</p>	<p>Students can pronounce familiar words correctly, use a range of familiar phrases, express opinions, use negatives, employ simple conjunctions in their sentences, use a variety of adjectives and nouns, justify opinions, and use different tenses when improving speaking skills. (Term 4)</p>
<b>Common Barriers to learning in this unit</b>	<p>The students will need to have the difference between the perfect and the imperfect tense explained to them. The student will have to distinguish between using the perfect tense to talk in the first person and the third person.</p>	<p>Reflexive verbs would be a relatively new concept to the Year 8s. We will be able to base our teaching around the reflexive verbs in English. Student may struggle with the use of the near future.</p>



# French Year 8

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Term	Term 5:	Term 6:
<b>Unit Overview</b>	<i>In this unit pupils will learn to describe their home, where they live and what they enjoy eating.</i>	<i>In this unit pupils will learn to describe their talents and future ambitions.</i>
<b>Sequence of lessons</b>	<p>6. <b>Chez moi, chez toi, là où j'habite</b> In this lesson students will learn to describe where they live and use comparative adjectives</p> <p>7. <b>Dans mon appart'</b> In this lesson students will learn to describe their home and use prepositions</p> <p>8. <b>À table tout le monde!</b> In this lesson students will learn to talk meals and use boire and prendre</p> <p>9. <b>Il faut faire des crêpes</b> In this lesson students will learn to discuss what food to buy and use il faut</p> <p>10. <b>On est allés au carnaval</b> In this lesson students will learn to talk about an event and use three tenses</p>	<p>1. <b>La France a du talent</b> In this lesson students will learn to talk about talent and ambition and use infinitives and the verb vouloir</p> <p>2. <b>Je dois gagner</b> In this lesson students will learn to encourage or persuade someone and use pouvoir and devoir</p> <p>3. <b>Ne fais pas ça</b> In this lesson students will learn to rehearse for the contest and use the imperative</p> <p>4. <b>C'est qui le meilleur?</b> In this lesson students will learn to say who is the best, the most, the least and use the superlative adjectives</p> <p>5. <b>Et le gagnant est</b> In this lesson students will learn to show how much they can use the French language and use a variety of structures and tenses</p>
<b>Key Domains and Concepts taught in this Unit / Term</b>	<p>D1 Myself D2 Family D3 Home D4 Area D5 Free time D6 Sports D7 School D8 Holidays and travel D9 Future plans D10 Festivals and celebrations D11 Environment D12 Life online D12 Tourism D13 Food and Drink</p>	<p>D1 Myself D2 Family D3 Home D4 Area D5 Free time D6 Sports D7 School D8 Holidays and travel D9 Future plans D10 Festivals and celebrations D11 Environment D12 Life online D12 Tourism D13 Food and Drink</p>

	<p>D14 Daily Life</p> <p>C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C4 Adverbs</p> <ul style="list-style-type: none"> <li>• Comparative</li> <li>• Superlative</li> <li>• Regular</li> <li>• Interrogative</li> <li>• Adverbs of time and place</li> </ul> <p>C5 Quantifiers/intensifiers</p> <p>C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)</p> <p>C7 Pronouns</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Reflexive</li> <li>• Relative</li> </ul>	<p>D14 Daily Life</p> <p>C1 Nouns</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Singular and plural</li> </ul> <p>C2 Articles</p> <ul style="list-style-type: none"> <li>• definite</li> <li>• Indefinite</li> <li>• partitive</li> </ul> <p>C3 Adjectives</p> <ul style="list-style-type: none"> <li>• Agreements</li> <li>• Position</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative</li> <li>• Possessive</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C4 Adverbs</p> <ul style="list-style-type: none"> <li>• Comparative</li> <li>• Superlative</li> <li>• Regular</li> <li>• Interrogative</li> <li>• Adverbs of time and place</li> </ul> <p>C5 Quantifiers/intensifiers</p> <p>C6 Conjunctions (coordinating conjunctions and subordinate conjunctions)</p> <p>C7 Pronouns</p>
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	<ul style="list-style-type: none"> <li>• Direct and indirect object</li> <li>• Demonstrative</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C8 Verbs</p> <ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Negatives</li> <li>• Tenses</li> <li>• Present</li> <li>• Perfect</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>	<ul style="list-style-type: none"> <li>• Personal</li> <li>• Reflexive</li> <li>• Relative</li> <li>• Direct and indirect object</li> <li>• Demonstrative</li> <li>• Indefinite</li> <li>• interrogative</li> </ul> <p>C8 Verbs</p> <ul style="list-style-type: none"> <li>• Regular and irregular</li> <li>• Negatives</li> <li>• Tenses</li> <li>• Present</li> <li>• Perfect</li> <li>• Imperfect</li> <li>• Future</li> <li>• Conditional</li> <li>• Pluperfect</li> <li>• Subjunctive</li> <li>• Passive</li> <li>• Imperative</li> <li>• Present participles</li> </ul> <p>C9 Idiomatic expressions C10 Opinion expressions</p>
<p><b>KS4 End Points</b></p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to</p>	<p>EP1 Communicate ideas and thoughts orally with confidence, fluency and spontaneity and with accurate pronunciation and intonation</p> <p>EP2 write at varying length for different purposes and audiences using a variety of grammatical structures and to be able to translate accurately both to and from the target language</p>

	<p>be able to translate accurately both to and from the target language</p> <p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for French speaking culture</p>	<p>EP3 read understand and to be able to respond to a variety of authentic texts</p> <p>EP4 Listen to a variety of forms of spoken language to obtain information and to be able to respond appropriately</p> <p>EP5 develop an appreciation for French speaking culture</p>
<p><b>Declarative Knowledge (Students should know)</b></p>	<ul style="list-style-type: none"> <li>• Describe where you live and learn how to use comparative adjectives</li> <li>• Describe your home and learn how to use prepositions</li> <li>• Learn how to talk about meals / Using boire and prendre</li> <li>• Discussing what food to buy / Using Il faut (it is necessary to)</li> <li>• Talking about an event / Using three tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about talent and ambition / Infinitives and the verb vouloir</li> <li>• Encouraging or persuading someones / Using the verbs pouvoir and devoir</li> <li>• Rehearsing for the contest / Using the imperative</li> <li>• Saying who is the best, the most, the least / Using superlative adjectives.</li> <li>• Showing how much you can do with the French language / Using a variety of structures and tenses.</li> </ul>
<p><b>Procedural Knowledge (Students should be able to do)</b></p>	<ul style="list-style-type: none"> <li>• I can write a sketch about 2 people having a conversation about where they live using comparative adjectives in the correct gender agreement and further justified details</li> <li>• I can take part in a conversation describing my house using “il y a/ il n’y a pas” with support</li> <li>• I can write up the results of a survey using third person singular and plural forms of boire and prendre with some support.</li> <li>• I can write an e-mail inviting my friends to a creperie explaining what we’re going to be doing using the near future (on va..) and what they need to buy/bring/wear using il faut</li> <li>• I can take part in a more detailed conversation about past, present and future carnival plans using</li> </ul>	<ul style="list-style-type: none"> <li>• I can read a text and respond to the relevant questions with some support</li> <li>• I can listen and write different expressions in the right order with support</li> <li>• I can translate different verses of the song given</li> <li>• I can write an extended paragraph giving my opinion about a singer taking part in a competition. I can use superlative adjectives and past tense accurately</li> <li>• I can adapt a text using the new information given</li> </ul>



	<p>further time expressions and frequency phrases with some support.</p>	
<b>Developing T3 Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>Refer to Year 8 student handbook</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Year 8 student handbook</li> </ul>
<b>Assessment (Summative and Formative)</b>	<ul style="list-style-type: none"> <li>Plenaries, Q&amp;A, tests as starters in lesson, a variety of starters and plenaries, use of mini whiteboards, Afl techniques</li> <li>Formative and summative assessment.</li> <li>Starter activities that review and consolidate prior learning. Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>Regular PP FIRST targeted questioning throughout the lesson. Afl techniques to assess depth of understanding of new concepts.</li> <li>Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>Fortnightly low-stakes vocabulary testing.</li> <li>Tick time on vocabulary tests and one other piece of written work per term.</li> <li>End of unit formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Plenaries, Q&amp;A, tests as starters in lesson, a variety of starters and plenaries, use of mini whiteboards, Afl techniques</li> <li>Formative and summative assessment.</li> <li>Starter activities that review and consolidate prior learning. Plenary activities that review learning from the lesson, including use of mini whiteboards for instant feedback.</li> <li>Regular PP FIRST targeted questioning throughout the lesson. Afl techniques to assess depth of understanding of new concepts.</li> <li>Active Learn online independent learning homework providing instant feedback to both pupil and teacher.</li> <li>Fortnightly low-stakes vocabulary testing.</li> <li>Tick time on vocabulary tests and one other piece of written work per term.</li> <li>End of unit formative assessment.</li> </ul>
<b>Links to Prior Learning</b>	<p>Students would have seen adjectives such as gros / beau / belle / cool / joli in Year 7. Students would have seen il y a / il n'y a pas in Year 7. Students would be familiar with the concept of different pronouns from Year 7.</p>	<p>Students would have been shown the common verbs such as chanter, danser and faire before. They are either familiar or near-cognates. Students would have seen time expressions in Year 7. Students would have seen the use of comparatives during Year 8. They will know come to terms with the concept of superlatives.</p>



SOUTH DOWNS

LEARNING TRUST

## French Year 8

<b>Next steps in learning</b>	Students can pronounce familiar words correctly, use a range of familiar phrases, express opinions, use negatives, employ simple conjunctions in their sentences, use a variety of adjectives and nouns, justify opinions, and use different tenses when improving speaking skills. (Term 5)	Students can pronounce familiar words correctly, use a range of familiar phrases, express opinions, use negatives, employ simple conjunctions in their sentences, use a variety of adjectives and nouns, justify opinions, and use different tenses when improving speaking skills. (Term 6)
<b>Common Barriers to learning in this unit</b>	Students would need the concept of comparative explained to them. Fortunately, it is close to the English equivalent. Students won't have been exposed to prepositions of place before. Students will need the concept of three different tenses explained them and will need to know the importance of using all three in writing and speaking. The irregular of forms of the perfect won't be familiar to the students.	Modals verbs such as vouloir, pouvoir and devoir will need to be explained to students. Students will have to be aware of always following them with the infinitive of a verb. Students will need to be aware of the different subjects / pronouns for the modal verbs.