

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1

- Talking about your house. Explaining where things are. Explaining what chores you do. Talking about your ideal home. Learning to use the conditional tense. Talking about where you live.

Half Term 2

- Saying what there is to do where you live. Saying what you can do to help the environment. Talking about different environmental issues. Using verbs with the infinitive.

Half Term 3

- Talking about charities and different charity work. Learning to form the conditional tense. Talking about poverty and inequalities. Learning to recognise imperatives.

Half Term 4

- Talking about healthy eating and comparing old and new habits. Using more complex infinitive phrases.

Half Term 5

- Talking about holiday destinations, transport and accommodation. Saying what the weather is like. Talking about past holidays using the perfect and imperfect tenses.

Half Term 6

- Talking about visiting different towns and cities in France. Talking about different places in France using three time frames.

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment • On-going formative assessment during lessons by teacher • Student/teacher one-to-one discussions • Termly teacher assessed tasks • Termly formal assessments • Regular vocabulary learning homework and quizzing 	<ul style="list-style-type: none"> • Use Quizlet to learn core vocabulary on a regular basis and discover new vocabulary • Put the language on Netflix into French. Watch with English subtitles • Use languagesonline.org to revise and practice core grammar • Complete activities on http://lyricstraining.com/ to listen to some French music 	<ul style="list-style-type: none"> • Learning about other countries, cultures and traditions • Working independently, in pairs and in groups. • Understanding the role of individuals in a team • Encouraging and empathising • Broaden students' horizons • Learning about famous French people from a range of fields

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Differences in pronunciation of key sounds • Gender of nouns and adjectival agreement • Verb endings for different subjects and in different tenses • Use of "false friends" (false cognates) 	<ul style="list-style-type: none"> • Regular revisiting of core vocabulary, grammar, opinions, key verbs in new contexts • Phonics learning supports pronunciation and reading of new vocabulary • Skills models remain consistent throughout each unit of vocabulary 	<ul style="list-style-type: none"> • Core vocabulary lists and grammar sheets in each unit. • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of clear feedback model to show next steps to improve • Stretch activities built into each lesson

