

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

Half Term 1

- La diversité
- Les marginalisés
- “Au revoir les enfants”-Essay writing
- “No et moi” – Guided reading of the book

Half Term 2

- La diversité + Les marginalisés- to complete
- La criminalité
- “No et moi”
- IRP (Individual Research Project)

Half Term 3

- Le vote et l’engagement politique
- Les manifestations et grèves
- No et moi
- IRP (Individual Research Project)

Half Term 4

- L’immigration
- Preparation for Speaking exam. Focus on key exam skills.
- Revision of “ Au revoir les enfants” and “No et moi”.

Half Term 5

- Preparation for Unit 1 and Unit 3 exam. Focus on key exam skills.
- Revision of vocabulary and structures from Themes 1 ,2, 3 and 4.

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 • Complete Independent learning tasks 	<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">• Verb endings for different subjects and in different tenses• Summary questions – changing from 1st to 3rd person• Subjunctive mood• Object pronouns	<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
--	--	--