

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

**Half Term 1**

- Talking about sports you do. Explaining your opinion on a range of sports. Knowing how to form regular and some irregular present tense verbs.

**Half Term 2**

- Talking about what you do in your free time. Knowing how to use the future tense to say what you are going to do and why.

**Half Term 3**

- Saying what you eat and drink. Knowing how to form the past tense to say what you ate and drank. Knowing how to order in a restaurant.

**Half Term 4**

- Taking a virtual trip to France and Tahiti. Learning about the history and culture of Paris. Talking about what you are going to do on your trip.

**Half Term 5**

- Talking about holidays. Talking about where you go and what you do on holiday. Describing what the weather is like.

**Half Term 6**

- Saying where you went on holiday last year. Saying where you are going to go on holiday next year and why.

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

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> <li>• Differences in pronunciation of key sounds</li> <li>• Gender of nouns and adjectival agreement</li> <li>• Verb endings for different subjects and in different tenses</li> <li>• Use of "false friends" (false cognates)</li> </ul>	<ul style="list-style-type: none"> <li>• Regular revisiting of core vocabulary, grammar, opinions, key verbs in new contexts</li> <li>• Phonics learning supports pronunciation and reading of new vocabulary</li> <li>• Use of Knowledge Organisers to see where new learning fits with bigger picture</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Organisers to support with vocabulary and key grammar points in each unit.</li> <li>• Regular use of scaffolds and structured practice</li> <li>• Clearly defined success criteria and use of skills matrix to show next steps to improve</li> <li>• Stretch activities built into each lesson</li> </ul>