

Plan Of Learning For The Year (Unit/Topic/Project Context)
Half Term 1

- Talking about your family. Describing people and your relationship with them. Key verbs – to have and to be.

Half Term 2

- Talking about your future plans. Knowing how to form the future tense. Describing what technology you use. Saying what you normally do.

Half Term 3

- Describing positives and negatives of technology. Knowing how to form the present tense of irregular verbs to say what you normally do.

Half Term 4

- Talking about what you do in your free time. Saying what sports you play and do. Knowing how to form the past tense to say what you did.

Half Term 5

- Talking about what you eat and drink. Buying food and ordering food in a restaurant.

Half Term 6

- Knowing how to form the past tenses in French. Talking about festivals and celebrations in France. Understanding key facts about French festivals.

Feedback, Retrieval & Assessment

- 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

Super curriculum opportunities / extra-curricular activities

- 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

Cultural Capital, SMSC, Careers and Futures

- 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

- 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)

Connecting New Knowledge

- 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

Challenge for all

- 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