

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

<p>Half Term 1</p> <ul style="list-style-type: none"> My family and the relationships I have with people. Using the comparative and reflexive verbs. <p>Half Term 2</p> <ul style="list-style-type: none"> Healthy living and what it means to be in good health. Talking about what I did yesterday to stay healthy. <p>Half Term 3</p> <ul style="list-style-type: none"> Education, my school and what I plan to do in the future. The use of the future tense. 	<p>Half Term 4</p> <ul style="list-style-type: none"> What I like to do in my spare time. Talking about different sports. Giving balanced opinions <p>Half Term 5</p> <ul style="list-style-type: none"> Celebrations and festivals. Looking at different festivals in the past and the future. <p>Half Term 6</p> <ul style="list-style-type: none"> Looking at celebrities in the French speaking world. Looking at the conditional tense. Preparation for Year 10 end of year exams.
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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 Carousel to learn core vocabulary on a regular basis and discover new vocabulary Put the language on Netflix into French. Watch with English subtitles Using our Vocabulary revision book 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