

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

<p>Half Term 1</p> <ul style="list-style-type: none"> Revision of Theme 2 topics. Learning to answer key speaking questions about house and region, social and global issues and holidays. <p>Half Term 2</p> <ul style="list-style-type: none"> Talking about media, technology and the impact it has on our lives. Writing our speaking questions to express our opinions. <p>Half Term 3</p> <ul style="list-style-type: none"> Discussing the environment, the problems our planet faces and looking for solutions. 	<p>Half Term 4</p> <ul style="list-style-type: none"> Revision of vocabulary and structures from Themes 1 and 2. Focus on key exam skills. <p>Half Term 5</p> <ul style="list-style-type: none"> Revision of vocabulary and structures from Themes 1, 2 and 3. Focus on key exam skills.
---	--

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 and our Vocabulary study guides. 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