

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

**Half Term 1**

- Introducing myself. Talking about school subjects. Giving simple and extended opinions. Understanding nouns are masculine and feminine

**Half Term 2**

- Talking about family. Describing pets. Saying what you have/ don't have. Understanding how adjectives are formed.

**Half Term 3**

- Describing what people look like. Describing people's personality. Using comparisons. Using the verbs to have and to be.

**Half Term 4**

- Describing the rooms in a house. Knowing how to make nouns plural. Describing a photo.

**Half Term 5**

- Talking about where you live. Saying what there is and where a place is. Knowing how to form regular present tense verbs.

**Half Term 6**

- Saying what you wear. Knowing how to form the future tense to say what you are going to do.

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 Carousel 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>• Learning about people from diverse backgrounds</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> </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>• When referring to age : j'ai &amp; je suis</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>