

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"> • 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 Quizlet to learn core vocabulary on a regular basis and discover new vocabulary • Put the language on Netflix into French. Watch with English subtitles • Research a place in a French speaking country or a French person and write key facts in French • 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 • Use of Knowledge Organisers to see where new learning fits with bigger picture 	<ul style="list-style-type: none"> • Knowledge Organisers to support with vocabulary and key grammar points in each unit. • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of skills matrix to show next steps to improve • Stretch activities built into each lesson