

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

<p><b>Half Term 1</b></p> <ul style="list-style-type: none"> <li>Talking about your family. Describing people and your relationship with them. Key verbs – to have and to be.</li> </ul> <p><b>Half Term 2</b></p> <ul style="list-style-type: none"> <li>Talking about your future plans. Knowing how to form the future tense. Describing what technology you use. Saying what you normally do.</li> </ul> <p><b>Half Term 3</b></p> <ul style="list-style-type: none"> <li>Describing positives and negatives of technology. Knowing how to form the present tense of irregular verbs to say what you normally do.</li> </ul>	<p><b>Half Term 4</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Half Term 5</b></p> <ul style="list-style-type: none"> <li>Talking about what you eat and drink. Buying food and ordering food in a restaurant.</li> </ul> <p><b>Half Term 6</b></p> <ul style="list-style-type: none"> <li>Knowing how to form the past tenses in French. Talking about festivals and celebrations in France. Understanding key facts about French festivals.</li> </ul>
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<b>Feedback, Retrieval &amp; Assessment</b>	<b>Super curriculum opportunities / extra-curricular activities</b>	<b>Cultural Capital, SMSC, Careers and Futures</b>
<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>Use <a href="http://languagesonline.org">languagesonline.org</a> to revise and practice core grammar</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>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> <li>Learning about famous French people from a range of fields</li> </ul>

<b>Common misconceptions</b>	<b>Connecting New Knowledge</b>	<b>Challenge for all</b>
<ul style="list-style-type: none"> <li>Differences in pronunciation of key sounds</li> <li>Gender of nouns and adjectival agreement</li> <li>Verb endings for different subjects and in different tenses</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>Skills models remain consistent throughout each unit of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Core vocabulary lists and grammar sheets in each unit.</li> <li>Regular use of scaffolds and structured practice</li> <li>Clearly defined success criteria and use of clear feedback model to show next steps to improve</li> <li>Stretch activities built into each lesson</li> </ul>