




French

Key Stage 3 Framework for Learning

Year 8 2016-2017: Creative Foundations


Autumn 1

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| <p>Knowledge</p> | <p>Travel and Tourism</p> <p>Week 1: Paris je t'adore An introduction to Paris & France a top holiday destination</p> <p>Weeks 2 + 3 : "Une semaine à Paris" Asking and Saying what you did in Paris Grammar: the perfect tense of regular verbs + negative as a challenge.</p> <p>Weeks 4 + 5: "Mon album photo" Saying when you did things Grammar: the perfect tense of irregular vbs</p> <p>Week 6: " C'était comment les catacombes?" Understanding information about tourist attractions + Giving opinions Reading & writing</p> <p>Week 7: Reading about what you do/ did (extend by adding going to do) in Paris.</p> |
| <p>Skills</p> | <p>Reading Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C] Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [D] Demonstrate understanding of main point and opinions in short texts using familiar language. Reference to one tense only. [E] Identify and note main point and extract some details from short, simple texts. [F]</p> |
| <p>Assessment</p> | <p>Week 3 Graded writing (past tense in Paris) Week 5 Graded reading (what you do/did in Paris)</p> |
| <p>Reward & enrichment</p> | <p>Introduction to Paris and its attractions. France as a top 5 holiday destination.</p> <p>Week 6: After School French Film Club. "Les Choristes" (The Choir)</p> |
| <p>Character</p> | <p>QofS – Curiosity Curious to develop their ability to conjugate and manipulating verbs ending to become more autonomous in language manipulation & learning. Curious to understand how online verb tables can be used to strive to become successful language learner.</p> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.</p> <div data-bbox="1305 1664 1509 1805" style="float: right; border: 1px solid black; padding: 5px; text-align: center;">  </div> |

Autumn 2

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| <p>Knowledge</p> | <p>Travel and Tourism</p> <p>Weeks 1 & 2</p> |
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| | <p>“J’adore les sensations fortes” Imagining adventure Holidays Grammar: Using the conditionals.</p> <p>Prepare revision handout for end of term exam</p> <p>Weeks 3 & 4 “Mes videos de vacances” Describing what happened on holiday Grammar: combining different tenses.</p> <p>Week 5 Revision of key TOPIC VOCAB + 3 tenses Self-assessment = diagnostic PLC (what do I know / what can I do?)</p> <p>Week 6 End of Term exams Listening skill Writing skill</p> <p>Week 7 Talking about what you are planning to do for x mas (using the same frequency vbs in their infinitive forms) - introduce JE VAIS/ IL VA / ELLE va...</p> <p>Week 8 PLC end of year assessment + Christmas in France</p> |
| Skills | <p>Writing Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past AND the future. [C] Write short texts giving and seeking information and opinions, referring to the past OR future as well the present. [D] Write short text using mainly memorized language on a familiar topic referring to the present or the future and expressing simple opinions such as likes and dislikes. [E]</p> |
| Assessment | <p>Week 3 Graded reading (holiday and past tense)</p> <p>Week 5 End of term exam: Listening skill. Writing skill.</p> |
| Reward & enrichment | <p>Week 6: An afternoon of sampling French foods and delicacy.</p> |
| Character | <p>QoFS – Creativity & Motivation French speaking film to motivate and engage and the topic of celebrities to introduce the world of the famous in France.</p> <p>CV –Solidarity & Social Responsibility Paired and group works to help each other and self- manage in their own learning.</p>  |

Spring 1

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| Knowledge | <p>Weeks 1 & 2 Short intro about the ten most widely spoken languages in the world</p> <p>“Mon caractère” Grammar: adjectival agreement</p> <p>Weeks 3 & 4 “On se dit tout” Talking about Relationships: Grammar: Reflexive verbs.</p> <p>Weeks 5 & 6 “Quelle musique écoutes-tu? Pourquoi ?” Talking about music Key skill: agreeing/ disagreeing & giving reasons.</p> |
| Skills | <p>Listening</p> |



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| | Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language [E] Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future spoken clearly. [D] Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. |
| Assessment | Week 3 Graded reading (relationships) Week 5 Graded writing (Quelle musique écoutes-tu?) |
| Reward & enrichment | Week 6: An afternoon of sampling French foods and delicacy. |
| Character | QofS – Resiliency & Practice By practicing and learning the vocabulary and structures needed for key transactional Spanish: ordering food and drinks, asking for the bill and pointing out basic mistakes. CV – Equality & Equity |



Spring 2


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| Knowledge | Weeks 1 & 2 De quoi es-tu fan? Grammar: Past, present and future tense. Prepare revision handout for end of term exam Weeks 3 "Mon style" Talking about clothes Grammar: the near future Week 4 & 5 END OF TERM EXAMS: Speaking assessment PLC |
| Skills | Speaking Begin to initiate and develop conversations and narrate event. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future[B-] Take part in longer conversations, expressing and justifying opinions, giving detail AND referring to the present, the past and future. [C] Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to the past OR the future as well as the present. [D] Take part in simple conversations, referring to the present OR the future. Exchange opinions and give simple reasons. [E] |
| Assessment | Week 1 Peer-assessed speaking (what I am going to wear) Week 5 & 6 End of Term exams Speaking skill. |
| Reward & enrichment | Week 6: After School French Film Club. "Asterix aux Jeux Olympiques" |
| Character | QofS – Optimism & Empathy Maintaining a positive outlook in the learning of a foreign language especially before the challenge some may face before a writing assessment CV – Openness & Honesty Open tools for students' collaboration in peer and self-assessment leading to more autonomy. |



Summer 1

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| Knowledge | Weeks 1 + 2 A short intro about French TV |
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| | <p>“La télé” Talking about TV programmes Grammar: The present tense of ER VERBS. + NEG (X3)</p> <p>Week 3 & 4 “J’ai une passion” Talking about films Grammar: The present tense of avoir and etre</p> <p>Prepare revision handout for end of year exam</p> <p>Weeks 5 & 6 “Que fais –tu quand tu es connecté(e) ? Talking about the internet</p> | |
| Skills | <p>Reading Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least 3 tenses, opinions and some less familiar vocabulary and more complex grammatical structures. [B-] Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C] Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [D]</p> | |
| Assessment | <p>Week 2 Graded listening (films)</p> <p>Week 5 Graded reading (using the internet)</p> | |
| Reward & enrichment | <p>Week 6: After School French Film Club “Les Triplettes de Belleville” National sport in France</p> | |
| Character | <p>QofS – Reflection Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Caring for Others & Self-Help Paired work and mixed ability group work ensures students can help and support each other.</p> |  |

Summer 2

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| Knowledge | <p>Week 1 Revision End of Year exam</p> <p>Week 2 “Fou de musique”</p> <p>Week 3 End of year exams Listening, Reading & Writing skill</p> <p>Week 4 ELE / Self-assessment of EOY EXAMS (with checklist)</p> <p>Week 6: “Fou de musique” finish chapter 21st Juin Les Fêtes de la musique” in France.</p> <p>Week 7: Le tour de France Explain different stages, coloured shirts, different races. OR La fête nationale (Bastille Day) and a short introduction to French revolution</p> | |
| Skills | <p>Writing Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. [B-] Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past and the</p> | |



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| | <p>future. [C] Write short texts giving and seeking information and opinions, referring to the past OR future as well the present. [D] Write short text using mainly memorized language on a familiar topic referring to the present or the future and expressing simple opinions such as likes and dislikes. [E]</p> |
| Assessment | <p>Week 1 Graded reading task (reading)</p> <p>Week 3 End of year exams Speaking exam + Listening exam</p> |
| Reward & enrichment | |
| Character | <p>QofS – Responsibility A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. They will have used their vocabulary booklet and key websites to build up vocabulary knowledge and will have practiced key language structures in all 4 skills in readiness</p> <p>CV - Democracy Rights and responsibility as learners of a foreign language: i.e. mutual respect/ rights to be listened/ heard.</p> |

