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| **Yr8 Subject French - Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 1** | **Topic : T’es branché(e)**– Broad Theme: Technology + Entertainment and leisure | | | | | **Number of lessons in sequence** | **15** |
| **Overarching Curricular Goals** | | **By the end of this unit students will:**  -Answer the key questions on topic ‘Free time and technology’  - be able to state which TV programme and types of films they prefer watching using opinion verb + infinitive rule.  - have some cultural awareness about the birth of cinema in France with the brothers Lumière  - Start looking and using the perfect tense to say what they did yesterday on the internet | | **Links to National Curriculum**  **Links to & building upon prior learning in KS3** | Reinforce present tense of –ER verbs + verb FAIRE & AVOIR to form the perfect tense.  Opinion verbs + infinitive; Adjectival agreement.  In Yr7 students have studied opinions, adjectival agreements, verb ‘jouer’ and the present tense intensively. | | |
| **Outcomes/**  **Success Criteria** | | **Knowledge**  **Learners will:**   * Recap affirmative and negative structure * Use opinion verbs + infinitive * Learn and use whole –ER verbs in the present tense * Use third person when writing about preferences * Recognise and use irregular verbs ‘Aller’ + ‘Faire’ in the present tense * Start using the perfect tense using only - present tense of ‘avoir’ +infinitive   **Skills:**  **Learner..** all will write about TV and cinema preferences and will also be assessed on writing about what they do on the internet and what they did yesterday using the perfect tense. Students will have the opportunity to prepare and practice these different questions and answers in class improving their work following the teacher’s advice. | |
| **Critical vocabulary.** | | **Differentiation/Scaffolding/Support.** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| Knowledge organiser Vocabulary (hyper link)  Non cognates:  **Dessins animés; la météo; je ne rate jamais, les films d’amour, je lis, les BD, un roman, un livre, barbant, effrayant, émouvant, ennuyeux, formidable, je fais beaucoup de choses, des jeux, des achats, mes devoirs, j’ai téléchargé, j’ai regardé, j’ai envoyé**  **Oracy:**  Students will listen to the teacher speak the target language and will be requested to do so as much as or when possible. | | **Knowledge Support:**  KO with main grammar points covered in Yr8 Fr Topic 1  Modelling and scaffolding used to ensure achievement form all students.  Writing frames to support Lower Ability students  Lower Ability students sitting and interacting with Higher Ability students. Taking part in Role plays.  **Reading support**: students read out loud in class to boost their confidence and improve their pronunciation. Circle key information technic is used to support understanding and practice how to approach unknown text.  **Skills support:** Listening, Speaking, reading and writing are practiced in most lessons with different levels of support and all students are expected to take part at different times. | -Home work is set on a fortnight basis.  -LSQ and Writing assessments done a regular basis to test knowledge and highlight misconceptions  -Extension tasks are set to enable students’ development.  **Scholarship:**  Students learn about the importance of languages in the world of work and how it can widen their professional employability. | **In class student take part in reading, listening and speaking activities in most lessons.**  Encouraged to visit different websites that support French learning and practice of vocab and grammar points:  <https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html>  1st yr of learning :  Unité 6 – Ex. 23 Verbes –ER present tense + Tricolor Total 4 : -ER verbs for beginners, present tense, perfect tense for beginners + Unité 10 – Ex.19 FAIRE  <https://www.lightbulblanguages.co.uk/resources-spanish.htm>  **Grammar** | | | |