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| **Yr8 Subject French - Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT 2** | **Topic : J’adore Paris** – Broad Theme: Holidays and Transports | | | | | **Number of lessons in sequence** | **11** |
| **Overarching Curricular Goals** | | **By the end of this unit students will:**  - have researched about the city of Paris and have acquired a broader knowledge about the capital of France, Paris with its most famous land marks and tourist attractions.  - be given the opportunity to further practice the perfect tense using ‘avoir’ as auxiliary but also ‘être’ to describe a visit to Paris in the past.  - Read for clues to solve a mystery in Topic: ‘Who stole the Mona Lisa?’ – using interviewing / questioning technics to work out the mystery. | | **Links to National Curriculum**  **Links to & building upon prior learning in KS3** | Reinforce present tense of verb ‘être’ to be used as auxiliary in perfect tense. Sequencers and time phrases. Opinion verbs + infinitive; Adjectival agreement + Forms of transports.  In Yr7 students have studied opinions, adjectival agreements, verb ‘avoir’ + ‘être’ mainly in 1st and 2nd person and the present tense of regular verbs intensively. | | |
| **Outcomes/**  **Success Criteria** | | **Knowledge**  **Learners will:**   * Recap and become more confident with perfect tense with ‘avoir’ * Learn and use the perfect tense with ‘être’ as an auxiliary (DRMRSVANDETRAMP) * Be able to form questions in French * Use different sequencers and time phrases to make a text flow better.   **Skills:**  **Learner..** will increasingly get more confident in reading, speaking, listening and writing in the perfect tense.  Most units in this topic will equip students to secure the perfect tense, sequencers and time phrases to support this. | |
| **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:  **Le feu d’artifice, un beau garçon/ une belle fille, la Joconde, une balade en bateau mouche, c’était cher, j’ai trouvé ça bizarre, horaires, tarifs d’entrée, jeune, gratuit, visite guidées, avion, car, voiture, à pied, à vélo, est-ce que tu ..**  **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 2  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 5 – Ex. 7 – 11 Verb ‘être’ present tense + ex. 30 – 33 for ‘avoir’ +  2nd yr of Learning :  Les transport Ex. 1- 4 & ‘les verbes avec être au passé composé (Unité 6)’  <https://www.lightbulblanguages.co.uk/resources-spanish.htm>  **Grammar** | | | |