

Learning Plans



Year: 11
Subject: The world of work
Autumn 1
Knowledge Focus:
> listen to extracts;
> Read: skim and scan to extract/locate details, translate extracts into English;
> Speaking: role-play; questions & answers;
> Writing about money and your chores or part-time job.

Autumn 1 Objectives:
<ul style="list-style-type: none"> revisit A*-C grade descriptors for Speaking and Writing; understand new specification amendments for this summer exams; understand and speak/write on “Employment” (Theme 3); identify key topical phrases to use in our own productive language to enhance our performance.

Knowledge, understanding and skills to be developed:
Revisit A*-C grade descriptors: identify key enhancing grammatical structures during lessons, identify and learn key topical vocabulary; to then use in your own spoken or written answers.
<ul style="list-style-type: none"> Preparing for Role-Plays; Skimming and scanning, using context and develop awareness of synonyms and antonyms; identify new complex structures to use when creating our own answers.

Key Vocabulary to be learned this half-term:			
<p>Les tâches ménagères Household chores</p> <p>Je dois ... aider à la maison faire la vaisselle garder ma petite sœur mettre la table</p> <p><i>I have to ... help around the house do the washing-up look after my little sister lay the table</i></p> <p>passer l'aspirateur (m) promener le chien ranger ma chambre sortir la poubelle vider le lave-vaisselle</p> <p><i>do the vacuum-cleaning walk the dog tidy my bedroom take the dustbin out empty the dishwasher</i></p>	<p>L'argent de poche Pocket money</p> <p>Je reçois (10 euros). Ma mère me donne/Mes parents me donnent (10 euros). par semaine/mois Mes parents paient ... mes affaires (F) scolaires mes vêtements (m) Je suis content(e). C'est pas mal/assez généreux. Je ne suis pas content(e). Je trouve ça dur/injuste. Ce n'est pas juste. J'ai besoin d'argent.</p> <p><i>I get (10 euros). My mother/My parents give(s) me (10 euros). per week/month My parents pay for ... my school things my clothes I'm happy. It's not bad/quite generous. I'm not happy. I find it hard/unfair. It's not fair. I need money.</i></p> <p>Avec: mon argent, j'achète ... du matériel scolaire des bonbons (m) et des chocolats (m) des jeux de console (m) quelquedfois/parfois toujours l'économise./Je fais des économies pour ... Je mets de l'argent de côté pour ...</p> <p><i>With my money, I buy ... make-up school equipment sweets and chocolates console games sometimes alloways I'm saving up for ... I put money aside for ...</i></p>	<p>Les offres d'emploi Job adverts</p> <p>L'aptitude (F) sportive la maîtrise de l'anglais les langues (F) étrangères J'ai vu votre annonce ... Je voudrais poser ma candidature pour le poste de ...</p> <p><i>sporting ability fluency in English foreign languages I saw your advert ... I would like to apply for the job of ...</i></p> <p>Au téléphone On the telephone</p> <p>Ici, (Pierre Dupont). Je voudrais parler à ... Je regrette, il/Elle n'est pas là en ce moment. Vous voulez laisser un message? C'est de la part de qui?</p> <p><i>(Pierre Dupont) speaking. I'd like to speak to ... I'm sorry. He/She isn't here at the moment. Do you want to leave a message? Who's it from?</i></p>	<p>On reçoit un pourboire. On travaille en équipe. On voyage beaucoup. Les heures (F) sont longues.</p> <p><i>You get a tip. You work in a team. You travel a lot. The hours are long.</i></p> <p>Comme vous verrez dans mon CV, ... Veuillez attendre ci-joint ... Dans l'attente de votre réponse Je vous prie d'agréer l'expression de mes salutations sincères</p> <p><i>As you will see from my CV ... Please find attached ... Looking forward to hearing from you Yours sincerely</i></p> <p>Ca s'écri comment? Ne quittez pas. Je vais vous passer (Madame Mérieux). Quel est votre numéro (m) de téléphone/portable/fax? Je rappellerai demain.</p> <p><i>How do you spell that? Hold the line. I'll put you through to (Madame Mérieux). What's your telephone/mobile/fix number? I'll call back tomorrow.</i></p>
<p>Les petits boulots Part-time jobs</p> <p>Je travaille dans ... un centre de loisirs un fast-food un salon de coiffure un supermarché Je fais du baby-sitting. Je livre des journaux. Je travail le soir (shift) à (17h30).</p> <p><i>I work in ... a leisure centre a fast-food restaurant a hairdresser's a supermarket I do babysitting. I deliver newspapers. I work from 9 a.m. until (5.30 p.m.).</i></p> <p>Je gagne (5€) par heure. Je fais le café pour les clients. Je travaille à la caisse. Je fais des livraisons. Je sers les clients. Je range l'équipement sportif. Je remplis les rayons.</p> <p><i>I earn (€) an hour. I make coffee for the customers. I work on the till. I do deliveries. I serve the customers. I tidy up the sports equipment. I fill the shelves.</i></p>	<p>Les métiers Jobs/Professions</p> <p>l'agent (m) de police le/la boulanger/ère le/la caissier/ère le/la chauffeur/de poids lourds le/la chef de cuisine</p> <p><i>police man/policewoman baker cashier/checkout person lorry driver cook/chef</i></p> <p>le facteur/la factrice le/la médecin le serveur/le garçon de café la serveuse le steward/Flôtesse (F) de l'air</p> <p><i>postman/postwoman doctor waiter waitress airline steward/stewardess</i></p>	<p>Les problèmes au travail Problems at work</p> <p>Le plus grand problème, c'est ... le racisme les blagues (F) racistes la discrimination contre</p> <p><i>The biggest problem is ... I make coffee for the customers. I work on the till. I do deliveries. I serve the customers. I tidy up the sports equipment. I fill the shelves.</i></p> <p>l'handicapé(e) l'immigré(e) le/la musulman(e) il ne faut pas tolérer tout à fait inacceptable le préjugé</p> <p><i>disabled person immigrant Muslim you/are must not tolerate completely unacceptable prejudice</i></p>	<p>Les stades en entreprise Work experience</p> <p>J'ai fait mon stage dans ... J'ai fait ça pendant une semaine. J'ai passé deux semaines dans ... un garage une agence de voyages une banque une école primaire/maternelle une usine J'ai appris beaucoup de choses. Je n'ai pas appris grand-chose. Je n'ai rien appris. Ça va ... une perte de temps totale une expérience positive Ce n'était pas complètement positif.</p> <p><i>I did my work experience in ... I did it for a week. I spent two weeks in ... a garage a travel agency a bank a primary/nursery school a factory I learned a lot. I didn't learn much. I didn't learn anything. It was ... a complete waste of time a positive experience It wasn't completely positive.</i></p> <p>J'étais les mécaniciens. Je rangeais les outils. Je faisais des photocopies. Je classais des fiches. Je prenais des commandes. Je servais les clients. Je travaillais à l'ordinateur. Je répondais au téléphone. Je voyais des brochures. Je faisais le café. Je surveillais les enfants. J'étais pendant leurs leçons. Je n'avais pas grand-chose à faire. Je (ne) m'entendais (pas) bien avec ... Je me suis ennuyé(e). Je me sentais un peu exploité(e).</p> <p><i>I helped the mechanics. I put away the tools. I did the photocopying. I did the filing. I took down orders. I booked appointments. I served customers. I worked on the computer. I answered the telephone. I sent out brochures. I made the coffee. I watched the children. I helped in lessons. I didn't have much to do. I didn't get on well with ... I was bored. I felt a bit exploited.</i></p>

Remember: you can listen to these key phrases from home to help you with French pronunciation further (Moodle)

Activities	Resources	Work to be submitted by
<p>Week 1 Activities</p> <ul style="list-style-type: none"> Listen to how people earn pocket money and what they do to earn it; Revise numbers/euros; Say how you earn pocket money- chores. 	<p>Resources and where to access them:</p> <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation –module 6; Instructions and additional support materials on Resource Share WJEC vocabulary booklet. 	<p>Learn chores vocab and numbers</p>
<p>Week 2 Activities:</p> <ul style="list-style-type: none"> Amendments to specs and what it means for candidates; 	<p>Resources and where to access them:</p> <ul style="list-style-type: none"> WJEC specs; amended lists of topics; Moodle: EXPO Higher/Foundation –module6; 	<p>Learn WJEC vocabulary to prepare for listening</p>

<ul style="list-style-type: none"> Emphasis on grammar and how to improve your answers further: use of indirect pronouns, narration, 3 time frames, justified opinions; 		<ul style="list-style-type: none"> Instructions and additional support materials on Resource Share WJEC vocabulary booklet. 	assessment coming up. Practise spellings.
Week 3 Activities: <ul style="list-style-type: none"> Skim and scan a variety of texts to identify details about jobs, including advantages & inconvenients; Grammatical focus-present participle, how to introduce opinions, varying adverbs, idiomatic phrases. 	➔	Resources and where to access them: <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation –module 6; Instructions and additional support materials on Resource Share WJEC vocabulary booklet. 	Learn 6-10 key phrases seen this term so far to enhance your productive language. Practice pronunciation and spellings.
Week 4 Activities: <ul style="list-style-type: none"> Listen to a survey of young French people on work-note details; Prepare question-answers on the topic of money; Revisit your writing on “pocket money”. 	➔	Resources and where to access them: <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation –module 6; Instructions and additional support materials on Resource Share WJEC vocabulary booklet. 	Reading comprehension 1)from an extract of “L’Étranger” (Camus); 2)understand details of jobs people do-p.124
Week 5 Activities: <ul style="list-style-type: none"> Revisit teacher’s feedback to improve my work further; Correct Reading tasks (hwk); Use of present infinitive. 	➔	Resources and where to access them: <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation –module 6; Instructions and additional support materials on Resource Share WJEC vocabulary booklet. 	Finish correcting your answers using Moodle at home.
Week 6 Activities: <ul style="list-style-type: none"> Listening comprehension (Céline’s summer holiday); Translation skills (English into French); The use of “depuis”. 	➔	Resources and where to access them: <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation –module 6; Instructions and additional support materials on Resource Share WJEC vocabulary booklet. 	Record yourself speaking about money

Feedback Given	Support/Extension/Challenge Tasks/	Useful Websites
<ul style="list-style-type: none"> Whole Class Feedback WAGOLL/ Modelled example Success Criteria 	<ul style="list-style-type: none"> Record yourself speaking (reading out if needed at first) your own answers on pocket money and work; Tackle extra activities in EXPO (foundation or Higher) 	<ul style="list-style-type: none"> Linguascope BCC bitesize (French GCSE section) Moodle course with spoken vocabulary and video clips available; WJEC interactive website (reading, listening and translation activities); Teams and emails to idespres@newtown-hs.powys.sch.uk.
Skills Development		
Reading/Writing/Oracy Development	Numeracy Development	ICT Development
Oracy: listen out for key words (predict what details/vocabulary could come up within context); use what you heard to enhance your own spoken answers. Reading: skimming & scanning unfamiliar texts, using context, inferring, using cognates; Writing: using key phrases, narration, variety of vocabulary and phrases, extending your answers (referring to past, present and future events whilst giving and justifying opinions regularly).	French numbers (70s, 80s and 90s)	Regular use of websites

Learning Plans



Year: 10
Subject: Moi et la technologie
Autumn 1
Knowledge Focus:
> listen to extracts;
> Read: skim and scan to extract/locate details, translate extracts into English;
> Speaking: role-play; photocard; questions & answers;
> Writing about myself, and technology.

Autumn 1 Objectives:
 Understand A*-C grade descriptors: identify key enhancing grammatical structures during lessons, identify and learn key topical vocabulary; to then use in your own spoken or written answers.

Knowledge, understanding and skills to be developed:







- Understand people introducing themselves; and introducing yourself;
- how young people use technology;
- the potential dangers of Social Media;
- how to stay safe online..

Key Vocabulary to be learned this half-term:

Interdire / autoriser / permettre
 Avoir raison / avoir tort
 Un appareil photo numérique
 Un ordinateur (portable)
 Un clavier
 Le courrier électronique
 Une souris, un tapis de souris
 Une touche / la touche SHIFT
 Une imprimante
 Un réseau informatique
 Un moteur de recherche
 Allumer / éteindre
 Télécharger
 Personnaliser sa page perso

<p>Moi Je me présente ... Je m'appelle ... J'ai quinze ans. Mon anniversaire est le 10 mai. J'ai une sœur qui s'appelle ... Mes frères s'appellent ... J'habite à Bruxelles. Je suis ... anglais(e)</p>	<p>Me Let me introduce myself ... I'm called ... I'm fifteen years old. My birthday is 10th May. I have a sister, who's called ... My brothers are called ... I live in Brussels. I'm ... English</p>	<p>Français(e) sœur petit(e)/grand(e) de taille moyenne blond(e)/brun(e) J'ai ... les yeux bleus/marron/verts les cheveux blonds/bruns/noirs/roux J'ai un chien. Nous n'avons pas d'animal.</p>	<p>French Sister small/tall of average height fair/dark I have ... blue/brown/green eyes blond/brown/black/red hair I have a dog. We don't have a pet.</p>	<p>Mes parents Je m'entends bien avec eux. Je ne m'entends pas bien avec lui. Je ressemble plutôt à ma mère qu'à mon père. Mes parents sont séparés.</p>	<p>My parents I get on well with them. I don't get on well with him. I look more like my mother than my father. My parents are separated.</p>		
<p>Mes copains Mon (petit) copain est ... Ma (petite) copine est ... branché(e) bruyant(e) décontracté(e) drôle égoïste</p>	<p>My friends My (boy)friend is ... My (girl)friend is ... chatty switched on, trendy noisy laid-back/relaxed funny selfish</p>	<p>gentil(le) insupportable nerveux /euse organisé(e) paresseux /euse rigolo(e) sympa travailleur /euse</p>	<p>kind dreadful nervous organised lazy funny nice hardworking</p>	<p>Le temps libre Lundi, je suis allé(e) ... au centre de loisirs J'ai fait ... du théâtre de la natation de la danse de la plongée de l'entraînement (m)</p>	<p>Free time On Monday, I went ... to the leisure centre I did ... drama swimming dancing scuba diving training</p>	<p>de l'escrime (f) des arts (m) martiaux J'ai nagé. J'ai bavardé avec mes copains. J'ai lu des BD. J'ai écouté de la musique. Nous avons mangé une pizza.</p>	<p>fencing martial arts I swam. I chatted with my friends. I read comic books. I listened to music. We ate a pizza.</p>
<p>Les choses que j'aime faire Qu'est-ce que tu aimes faire? Ma passion, c'est ... J'aime ... faire du vélo/ski/camping/kayak/canoë jouer au football/basket/tennis/volley/handball jouer à l'ordinateur jouer aux cartes/aux échecs jouer du piano/violon jouer de la guitare/batterie Je n'aime pas le foot. Je n'aime pas faire de sport.</p>	<p>The things I like doing What do you like doing? What I really like is ... I like ... going cycling/skiing/camping/kayaking/canoeing playing football/basketball/tennis/volleyball/handball playing on the computer playing cards/chess playing the piano/violin playing the guitar/drums I don't like football. I don't like doing sport.</p>	<p>souvent d'habitude en été/hiver</p>	<p>often usually in summer/winter</p>	<p>C'était comment? C'était super/fantastique/enfantin/génial Bof./C'était pas mal.</p>	<p>How was it? It was great/fantastic/cool/great! It was OK.</p>	<p>C'était nul. Ce n'est pas mon truc.</p>	<p>It was rubbish. It's not my thing.</p>
<p>Quand est-ce que tu en fais? J'en fais ... une/des fois par semaine</p>	<p>When do you do it? I do it ... once/twice a week</p>	<p>Ma famille un frère cadet/aîné une sœur cadette/aînée un demi-frère une demi-sœur un beau-père une belle-mère séparé(e) divorcé(e) célibataire</p>	<p>My family a younger/older brother a younger/older sister a half-brother a half-sister a stepfather a stepmother separated divorced single</p>	<p>remarié(e) On s'entend bien. Elle m'embête m'énerve. Je dois m'occuper d'elle. Il se moque toujours de moi. On s'amuse bien. Je m'ennuie. Il ne s'ennuie jamais.</p>	<p>remarried We get on well. She annoys me. I have to look after her. He's always making fun of me. We have fun. I get bored. He never gets bored.</p>	<p>Le sport Il a commencé à jouer à l'âge de ... gagner un titre devenir champion du monde (junior) être classé(e) au premier rang un des meilleurs joueurs du monde une demi-finale un tournoi le numéro un mondial Il a dû arrêter de jouer. Il a réussi à gagner.</p>	<p>Sport He started playing at the age of ... to win a title to become (junior) world champion to be ranked highly one of the best players in the world a semi-final a tournament the world number one He had to stop playing. He managed to win.</p>
<p>Les métiers Il/Elle est ... coiffeur/euse comptable cuisinier/ère infirmier/ère informaticien(ne) ingénieur instituteur/trice kinésithérapeute macron mécanicien(ne)</p>	<p>Jobs He/She is a(n) ... hairdresser accountant cook nurse computer operator engineer primary teacher physiotherapist builder mechanic</p>	<p>ménisier nourricier plombier sapeur-pompier vendeur/euse Il/Elle travaille ... dans un bureau dans un hôpital dans une école primaire dans une garderie sur un chantier</p>	<p>carpenter child minder plumber fireman salesperson He/She works ... in an office in a hospital in a primary school in a nursery on a building site</p>	<p>Quelle est votre passion? Je me passionne pour le sport. Ma passion, c'est le foot. Je joue au foot depuis cinq ans. J'en fais depuis deux ans. Je l'ai choisi parce que ... J'en fais parce que ... C'est bien pour la santé J'aime la camaraderie J'ai gagné je suis devenu(e) accro je me suis inscrit(e) au club Ça m'a prévenu, ... je vais participer aux compétitions je vais être dans la première équipe</p>	<p>What do you really like? I really like sport. I really like football. I've been playing football for five years. I've been doing it for two years. I chose it because ... I do it because ... it's good for your health I like the camaraderie I won I got hooked (a fan) I joined the club Next year, ... I'm going to take part in competitions I'm going to be in the first team</p>		

Remember: you can listen to these key phrases from home to help you with French pronunciation further (Moodle)

Activities		Resources	Work to be submitted by
Week 1 Activities <ul style="list-style-type: none"> WJEC exam requirements; Reading comprehension: skim & scan text for details about people (age, family, etc); Translation French into English in pairs. 		Resources and where to access them: <ul style="list-style-type: none"> WJEC specifications; Moodle: EXPO Higher/Foundation– module 1; Instructions and additional support materials on Resource Share WJEC vocabulary booklet. 	Learn key vocabulary identified in lessons
Week 2 Activities: <ul style="list-style-type: none"> How to get an A*-A grade; Reading comprehension: skim & scan texts for details about people (age, family, etc); Write about myself. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation– module 1; Instructions and additional support materials on Resource Share WJEC vocabulary booklet on Resource Share. 	Learn key time phrases to “flag up” narration
Week 3 Activities: <ul style="list-style-type: none"> Identify key phrases to revisit my written piece and improve my own writing further; Understand advantages and inconvenients of having a mobile phone; the importance of mobile phones for young people; Develop translation skills French into English; Identify key phrases we could re-use. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation– module 1; Instructions and additional support materials on Resource Share WJEC vocabulary booklet available on Resource Share. 	Learn A* phrases to introduce your opinions; Translate sentences from French into English (p.20)
Week 4 Activities: <ul style="list-style-type: none"> understanding the dangers of social media – listening out for key words; skimming and scanning for details about a recount from Lily-Rose Depp; identify key phrases and vocab that could be used in our responses. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation– module 1; Instructions and additional support materials on Resource Share WJEC vocabulary booklet. 	Learn key vocab on Technology.
Week 5 Activities: <ul style="list-style-type: none"> Understand the requirements of the Role-Play task in the Speaking Exam (unit 1); How to ask questions; How to use what we know; listen out for details about a new invention; further translation; Revise / learn complex negatives. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation– module 1; Instructions and additional support materials on Resource Share WJEC vocabulary booklet. 	Revise key vocab on Technology. Learn Negatives: “ne...pas”, “ne...jamais”, “ne...rien”, “ne...plus” and “ne...que”.
Week 6 Activities: <ul style="list-style-type: none"> Revisit your earlier piece of writing following Teacher’s CAR; Develop reading skills (answer in English); Revise the future tense ending in “-rai”; Learn how to use the future tense with “aller” Use key grammatical points and challenging structures identified this year so far to answer questions about Technology. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: EXPO Higher/Foundation –module 1; Instructions and additional support materials on Resource Share WJEC vocabulary booklet. 	Complete listening and/or reading tasks on WJEC website according to your current skill development.

Feedback Given	Support/Extension/Challenge Tasks/	Useful Websites
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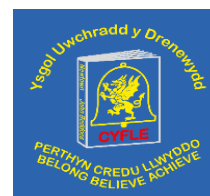
<ul style="list-style-type: none"> • Whole Class Feedback • WAGOLL/ Modelled example • Success Criteria. 	<ul style="list-style-type: none"> • Record yourself speaking (reading out if needed at first) your own answers on pocket money and work; • Tackle extra activities in EXPO (foundation or Higher) 	<ul style="list-style-type: none"> • Linguascope • BCC bitesize (French GCSE section) • Moodle course with spoken vocabulary and video clips available • WJEC interactive website (reading, listening and translation activities); • Teams and emails to idespres@newtown-hs.powys.sch.uk
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Skills Development

Reading/Writing/Oracy Development	Numeracy Development	ICT Development
<p>Oracy: listen out for key words (predict what details/vocabulary could come up within context); use what you heard to enhance your own spoken answers.</p> <p>Reading: skimming & scanning unfamiliar texts, using context, inferring, using cognates;</p> <p>Writing: using key phrases, narration, variety of vocabulary and phrases, extending your answers (referring to past, present and future events whilst giving and justifying opinions regularly).</p>	N/A	N/A

BELONG, BELIEVE, ACHIEVE
PERTHYN, CREDU, LLWYDDO





Learning Plans



Year: 9
Subject: Mon corps et ma santé (Healthy Living)
Autumn 1
Knowledge Focus: > listen to extracts; > Read: skim and scan to extract/locate details, translate extracts into English; > Speaking; > Writing.

Autumn 1 Objectives: <ul style="list-style-type: none"> Level descriptors: identify key enhancing grammatical structures during lessons, identify and learn key topical vocabulary; to then use in your own spoken or written answers; Understand different layers in past, present, future; Talk about your own level of fitness using a range of tenses (3 tenses for a level 6).
Knowledge, understanding and skills to be developed: <ul style="list-style-type: none"> Learn parts of the body and new food vocabulary; Understand and discuss our life styles.
Key Vocabulary to be learned this half-term: <p>Le pied le nez La tête la bouche La jambe les oreilles Le genou les yeux Le bras le front L'épaule le dos</p> <p>Les boissons gazeuses L'eau Le thé Le café La confiture Le pain grillé Les matières grasses Le sel</p> <p>Faire de l'exercice / du foot / du vélo Jouer au rugby / aux boules Il faut apprendre à suivre les règles Il faut manger 5 portions de fruits et légumes par jour Il faut manger équilibré</p> <p>Remember: you can listen to these key phrases from home to help you with French pronunciation further (Moodle-Studio 3)</p>

Activities		Resources	Work to be submitted by
Week 1 Activities <ul style="list-style-type: none"> Listen out for parts of the body; Develop reading skills; Use reading habits (skim & scan, use context/personal knowledge of paintballing, cognates, click & clunk); Think numeracy. 	➔	Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 3 – module 2; Instructions and additional support materials on Resource Share. 	Learn parts of the body ; and face – if possible, play on Linguascope and print certificate.
Week 2 Activities: <ul style="list-style-type: none"> Understand details about sports people do; Listening and reading skills; Identify key phrases to use later on in our answers; Use new, challenging structures to write about my view of sports. 	➔	Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 3 – module 2; Instructions and additional support materials on Resource Share. 	Learn outside sports – Linguascope. Learn vocabulary sections "Sport and Fitness", "Do you like Sport?",

			“Opinions” (Studio 3, page 50; virtual access from home on Moodle).
Week 3 Activities: <ul style="list-style-type: none"> Learn food and drinks; Discuss/understand what you need to eat or avoid to keep fit; Understand present and future details; Study how to extend sentences (identify a variety of conjunctions to recycle). 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 3 – module 2; Instructions and additional support materials on Resource Share. 	Learn inside sports. Learn vocabulary section on “Healthy Eating” from page 51 (Studio 3; virtual access also available from home on Moodle)..
Week 4 Activities: <ul style="list-style-type: none"> Understand future resolutions to keep fit; Identify key verbal structures; Learn how to use the future tense and use all we learnt to create your own answers. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 3 – module 2; Instructions and additional support materials on Resource Share. 	Learn foods (4 categories to pick from on Linguascope)- if possible evidence learning. Learn vocabulary section on “In order to Keep Fit” from page 51.
Week 5 Activities: <ul style="list-style-type: none"> Reading assessments; Understand different levels of fitness. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 3 – module 2; Instructions and additional support materials on Resource Share. 	Revise vocabulary for end of term listening and reading assessment
Week 6 Activities: <ul style="list-style-type: none"> Listening assessments; Using three tenses in spoken and written answers 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 3 – module 2; Instructions and additional support materials on Resource Share. 	

Feedback Given	Support/Extension/Challenge Tasks/	Useful Websites
<ul style="list-style-type: none"> Whole Class Feedback WAGOLL/ Modelled example Success Criteria: <ul style="list-style-type: none"> <u>Level 6:</u> pupils understand texts that includes familiar language in less familiar context, some layers in past, present, future. <u>Level 5:</u> pupils can understand texts in familiar context in past and present tenses. <u>Level 4:</u> pupils can understand most details in the present tense. 	<ul style="list-style-type: none"> Record yourself speaking (reading out if needed at first) your own answers on pocket money and work; Tackle extra activities in Studio 3 (Vert or Rouge) 	<ul style="list-style-type: none"> Linguascope BCC bitesize (French section) Moodle course with spoken vocabulary and video clips available; WJEC interactive website (reading, listening and translation activities); Teams and emails to idespres@newtown-hs.powys.sch.uk
Skills Development		
Reading/Writing/Oracy Development	Numeracy Development	ICT Development
<ul style="list-style-type: none"> understand spoken and written extracts; write/speak about my life-style. 	Analyze some data on eating habits in France; Encourage people to look out for equivalents in the text (minutes into hours, grams into kilos, etc)	N/A





Learning Plans



Year: 8
Subject: Paris, je t'adore
Autumn 1
Knowledge Focus: Discovering Parisian monuments and culture > listen to extracts; > Read: skim and scan to extract/locate details, translate extracts into English; > Speaking; > Writing: recount.

Autumn 1 Objectives: <ul style="list-style-type: none"> • Use reading habits; • Use fix-up strategies; • Use cognates, your personal experience and context to help you deduce the meaning of new words.
Knowledge, understanding and skills to be developed: <ul style="list-style-type: none"> • Revisit level descriptors: identify key enhancing grammatical structures during lessons, identify and learn key topical vocabulary; to then use in your own spoken or written answers; • Understanding past tense verbs and opinions; • Listen out for details of a visit; • Skim and scan for details; • Develop the use of cognates.
Key Vocabulary to be learned this half-term: J'ai gagné un concours J'ai passé une semaine/un mois J'ai visité... J'ai mangé au restaurant marocain J'ai admiré... J'ai regardé le feu d'artifice. J'ai rencontré un beau garçon. / une jolie fille. J'ai envoyé des cartes postales. J'ai pris des photos. J'ai vu la Joconde. J'ai attendu le bus. J'ai très bien dormi à l'hôtel. Je n'ai pas visité Notre Dame. On a fait les magasins. On a bu une limonade. On a fait un tour de la ville en segway. On a fait une balade en bateau-mouche. C'était... J'ai trouvé ça... ...bien/bizarre/cool/cher/amusant/fabuleux ...horrible /ennuyeux/ nul Remember: you can listen to these key phrases from home to help you with French pronunciation further (Moodle, Studio 2)

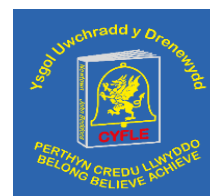
Activities		Resources	Work to be submitted by
Week 1 Activities <ul style="list-style-type: none"> • Understand what people did in Paris; • Recognise and use the perfect tense of regular verbs; • Use what we read/listened to create your own answers. 	➔	Resources and where to access them: <ul style="list-style-type: none"> • Moodle: Studio 2 (Vert or Rouge) –module2; • Instructions and additional support materials on Resource Share. 	Research at least one/your favourite Parisian monument.
Week 2 Activities: <ul style="list-style-type: none"> • Understand when people did things; • Recognise and use the perfect tense of irregular verbs; • Use what we read/listened to create your own answers. 	➔	Resources and where to access them: <ul style="list-style-type: none"> • Moodle: Studio 2 (Vert or Rouge) –module2; • Instructions and additional support materials on Resource Share. 	Learn past tense verb forms selected by your class teacher.

Week 3 Activities: <ul style="list-style-type: none"> Understand more detailed information about a tourist attraction; Understand a range of opinions in the past; Use newly identified verb forms and opinions to create my own answers. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 2 (Vert or Rouge) –module2; Instructions and additional support materials on Resource Share. 	Learn opinions page 44 (take a photo on your phone; or from home using Moodle).
Week 4 Activities: <ul style="list-style-type: none"> Revise how to spot a past or present tense verb; Identify and learn time expressions; Identify and learn time connectives; 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 2 (Vert or Rouge) –module2; Instructions and additional support materials on Resource Share. 	Learn means of transport – you may use Moodle or Linguascope (ask/email your teacher if you forgot your password).
Week 5 Activities: <ul style="list-style-type: none"> Draft a skeleton for a recount; Create a recount incorporating all the previously identified phrases and verb forms, and opinions. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 2 (Vert or Rouge) –module2; Instructions and additional support materials on Resource Share. 	Revise all vocabulary and past tense verbs we have seen so far this term before our assessment.
Week 6 Activities: <ul style="list-style-type: none"> FIT session 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 2 (Vert or Rouge) –module2; Instructions and additional support materials on Resource Share. 	Finish your recount and correct any SPGs in green pen. Research costings of souvenirs, postcards and stamps.

Feedback Given	Support/Extension/Challenge Tasks/	Useful Websites
<ul style="list-style-type: none"> Whole Class Feedback WAGOLL/ Modelled example Success Criteria 	<ul style="list-style-type: none"> Record yourself speaking (reading out if needed at first) your own answers on Health/Sports; Tackle extra activities in Studio 2 (Vert or Rouge) 	<ul style="list-style-type: none"> Linguascope BCC bitesize (French section) Moodle course with spoken vocabulary and video clips available
Skills Development		
Reading/Writing/Oracy Development	Numeracy Development	ICT Development
<ul style="list-style-type: none"> Listening comprehension; Speaking about Sport and Eating Habits and resolutions; Develop the use of Reading habits and coping strategies; Writing habits. 	N/A	N/A

BELONG, BELIEVE, ACHIEVE
PERTHYN, CREDU, LLWYDDO




Learning Plans



Year: 7
Subject: Je me présente
Autumn 1
Knowledge Focus: Greetings, Date, Personal Profile
Please, note that French is a totally new subject. It is an exciting new learning experience as everyone starts at the same point and works towards level 1c this September.

<p>Autumn 1 Objectives:</p> <ul style="list-style-type: none"> > listen to extracts; > Read: skim and scan to extract/locate details, translate extracts into English; > Speaking; > Writing: write a French profile.
<p>Knowledge, understanding and skills to be developed:</p> <ul style="list-style-type: none"> • Learn greetings; • Learn how to say the date; • Learn how to count, • Learn the French alphabet; <p>Learn how to sustain a French conversation.</p>
<p>Key Vocabulary to be learned this half-term:</p> <p>Lundi Bonjour! Mardi Ça va? Mercredi Ça va bien, merci. Jeudi Vendredi Samedi Dimanche</p> <p>Janvier Juillet Février Août Mars Septembre Avril Octobre Mai Novembre Juin Décembre</p> <p>Je m'appelle... J'ai ... ans. Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, ..., trente, trente-et-un</p> <p>Remember: you can listen to these key phrases from home to help you with French pronunciation further (Moodle-Access Studio)</p>

Activities		Resources	Work to be submitted by
<p>Week 1 Activities</p> <ul style="list-style-type: none"> • Learn French greetings; • Learn the days of the week, and months to write the date. 	➡	<p>Resources and where to access them:</p> <ul style="list-style-type: none"> • Moodle: Accès Studio; • Instructions and additional support materials on Resource Share. 	<p>Research French culture; Learn greetings (using song from Youtube maybe?).</p>
<p>Week 2 Activities:</p> <ul style="list-style-type: none"> • Listen out for key words, identify who is speaking; link the graphemes with the phonemes • Learn how to say when your birthday is. 	➡	<p>Resources and where to access them:</p> <ul style="list-style-type: none"> • Moodle: Accès Studio; • Instructions and additional support materials on Resource Share. 	<p>Learn numbers 1-20 (maybe use a song or Linguascope)</p>
<p>Week 3 Activities:</p> <ul style="list-style-type: none"> • Understand details in a short profile; 	➡	<p>Resources and where to access them:</p> <ul style="list-style-type: none"> • Moodle: Accès Studio; • Instructions and additional support materials on Resource Share. 	<p>Learn days of the week and months (song?)</p>

<ul style="list-style-type: none"> Use key phrases seen so far this term to create my own profile in French. 			
Week 4 Activities: <ul style="list-style-type: none"> Learn the French alphabet; Learn how to spell your name out; Create a conversation with several exchanges. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Accès Studio; Instructions and additional support materials on Resource Share. 	Learn the alphabet (using Moodle or a song from Youtube at home).
Week 5 Activities: <ul style="list-style-type: none"> Spell days of the week; months; Practise and perfect our conversation, Correct SPGs (FIT). 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Accès Studio; Instructions and additional support materials on Resource Share. 	Learn new phrases and questions to perform from memory in pairs.
Week 6 Activities: <ul style="list-style-type: none"> Understand people's ages- listen out for key words; Use what I read to say my own name; Complete French sums; Oral assessment. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Accès Studio; Instructions and additional support materials on Resource Share. 	Revise conversation, learn how to say how old you are.

Feedback Given	Support/Extension/Challenge Tasks/	Useful Websites
<ul style="list-style-type: none"> Whole Class Feedback WAGOLL/ Modelled example Success Criteria: Level 1 (writing): I can copy simple French words accurately; Level 1 (Oracy-speaking): I can repeat simple words accurately; Level 1 (Oracy-listening): I can recognise the correct month when I hear it (song!). 	<ul style="list-style-type: none"> Record yourself speaking (reading out if needed at first) about yourself in French. 	<ul style="list-style-type: none"> Linguascope BCC bitesize (French section) Moodle course with spoken vocabulary and video clips available

Skills Development		
Reading/Writing/Oracy Development	Numeracy Development	ICT Development
<ul style="list-style-type: none"> Predicting when listening or reading extracts; Developing reading habits and coping strategies; Use what we read to help us write our own sentences in this totally new foreign language. 	Numbering system in French; Compare with Welsh	Some pupils will be able to type their profile, import a picture.

BELONG, BELIEVE, ACHIEVE
PERTHYN, CREDU, LLWYDDO