

Learning Plans

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| Year: 7 |
| Subject: French |
| Spring 1 |
| Knowledge Focus: Spelling Bee & Descriptions of others |



Spring 1 Objectives:

- > Learn/revise French alphabet and how to spell key French vocabulary;
- > Learn Stage 1 Spelling Bee list of words to prepare for our class competition in February;
- > Listening to extracts to understand what people are like (descriptions);
- > Reading: skim and scan to extract/locate details about likes, dislikes and descriptions;
- > Speaking: record a Presentation at home, describe others;
- > Writing: write about others/family members;
- > Particular focus on Punctuation in January and Reading skills in February.

Knowledge, understanding and skills to be developed:






- Increase spelling awareness of key French vocabulary;
- use cognates and develop fix-up strategies;
- skim and scan;
- use visual clues;
- listen out for key words;
- use key phrases to talk about myself (record yourself at home using Flipgrid)- 5Ws;
- Learn how to sustain a French conversation.

Key Vocabulary to be learned this half-term:

The screenshot shows the website interface for the Spelling Bee Cymru competition. At the top, there are navigation options for different languages: Welsh, French, German, and Spanish. The main heading is "French - Stage 1". Below this, there is a grid of 32 buttons, each containing a French word or phrase: bienvenue, et, mais, avec, sans, pour, si, premier, deuxième, troisième, un frère, une soeur, grand, petit, il y a, hier, aujourd'hui, demain, parce que, qui?, où?, comment?, pourquoi?, and combien?.

Remember: you can listen to these key words/phrases from home to help you with French pronunciation further on the Spelling Bee Cymru Interactive website for Stage 1 of our competition (<https://spellingbeecymru.co.uk/fr/word/1/en/?lang=en>)

| Activities | Resources | Work to be submitted by the start of each week |
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| <p>Week 1 Activities</p> <ul style="list-style-type: none"> • revise French alphabet (song/Spelling Bee Cymru website); • Find 10-15 words to learn from the Stage 1 list; • Practise spelling them on paper; • Practise spelling them out loud from memory | <p>Resources and where to access them:</p> <ul style="list-style-type: none"> • https://spellingbeecymru.co.uk/fr/alphabet/?lang=en ; • Instructions and additional support materials on Spelling Bee Cymru Interactive website for Stage 1 of our competition. | <p>Spelling Bee: Each class teacher to decide how many and which words to learn Learn/practise by wb 10th January 2022</p> |

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| using the interactive website. | | | |
| Week 2 Activities: <ul style="list-style-type: none"> Stage 1 list of 25 words to learn from the Stage 1 list; Practise spelling them on paper; Practise spelling as many as possible accurately (out loud from memory if possible) using the interactive website; Prepare for competition- some pupils may spell out loud during live lesson sessions (the ultimate challenge!). |  | Resources and where to access them: <ul style="list-style-type: none"> https://spellingbeecymru.co.uk/fr/word/1/en/?lang=en; Instructions and additional support materials on Spelling Bee Cymru Interactive website for Stage 1 of our competition. | Spelling Bee (use the interactive website to help you from home) by 17/1/22 |
| Week 3 Activities: <ul style="list-style-type: none"> Spelling Bee Class competition trials when back in our classroom; Understand description of other people: eyes, hair, etc. |  | Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio1, module 1; Instructions and additional support materials on Resource Share; Spelling Bee interactive games and competition training tools. | Start Recording a Presentation about yourself at home using your book notes and FLIPGRID (first draft). Spelling Bee task set by individual teacher – by week beginning 24/1/22 |
| Week 4 Activities: <ul style="list-style-type: none"> understand descriptions about family members; Describing their character; Recognising the third person il/elle; descriptions. |  | Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio1, module 1; Instructions and additional support materials on Resource Share; Spelling Bee interactive games and competition training tools. | Revise module 1 vocabulary for final unit assessments by wb 31 st /1/22 |
| Week 5 Activities: <ul style="list-style-type: none"> Listening assessment; Reading assessment; Talking about pets (and singing). |  | Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio1, module 1; Instructions and additional support materials on Resource Share; Spelling Bee interactive games and competition training tools. | Spelling Bee Learn family members by wb 7/2/22 Finalised and record an improved and extended version of your Presentation on Flipgrid, following Teacher's feedback before End of Term. |
| Week 6 Activities: <ul style="list-style-type: none"> FIT time; training; Spelling Bee Class finals to find the 10 winners! |  | Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio1, module 1; Instructions and additional support materials on Resource Share; Spelling Bee interactive games and competition training tools. | Finalised and record an improved and extended version of your Presentation on Flipgrid, following Teacher's feedback |

| 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: • Studio 1, Module 1, Contrôle – READING (AT2) Skills being assessed: <ul style="list-style-type: none"> • Reading level 1-2-3 at the start of term: pupils understand familiar statements, they may need extracts repeated; • level 2-3 at the end of term: pupils understand short, simple passages on familiar topic studied this term. | <ul style="list-style-type: none"> • French Spelling Bee Class competition – learn the 25 words for Stage 1; • Some pupils might start with some Stage 2 words. | <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"> • Spelling focus; • Predicting when listening or reading extracts; listen out for key words; • Developing reading habits and coping strategies; • Use what we read to help us write our own sentences in this new foreign language to present an “exposé” about themselves; ORACY/Writing Habits. | N/A | Nearly all pupils will be able to record themselves using Flipgrid at home. |

BELONG, BELIEVE, ACHIEVE
PERTHYN, CREDU, LLWYDDO

| CAR Assessment 1 | CAR Assessment 2 (Core Only) |
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| Task: Prepare and record your presentation in French about yourself on Flipgrid | Task: <ul style="list-style-type: none"> • |
| Skills being assessed: ORACY (and DCF) | Skills being assessed: |
| ROWND Task Assessment (1 ROWND Task per year group) | |
| Task: N/A | R: O: W: N: D: |
| Date ROWND Task will be completed: N/A | |

| Purpose Healthy, confident individuals who... | Comment on how this is demonstrated within your subject discipline |
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| are building their mental and emotional well-being by developing confidence, resilience and empathy. | Pupils are encouraged by teachers rewarding them with a range of positive points each lesson. |
| have the confidence to participate in performance | Nearly all pupils are actively involved, volunteering in pairs, group or individual answers. |
| form positive relationships based upon trust and mutual respect | Stimulating and supportive learning environment every lesson to establish a good rapport with all pupils. |
| face and overcome challenge | Oracy and spelling – Spelling Bee. Speak -present yourself and your likes/dislikes/talk about your family. Tackling a longer text in this new foreign language. |

| Enterprising creative contributors who.... | Comment on how this is demonstrated within your subject discipline |
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| connect and apply their knowledge and skills to create ideas and products. | Create their own French profile using key phrases previously identified in reading materials; and their growing knowledge of French grammar. |
| think creatively to reframe and solve problems. | Using grammatical clues and cognates to understand new words. |
| identify and grasp opportunities | Pupils are encouraged by positive behaviour points to try their hardest and grasp any chance of praise – use of teacher's board. |
| take measured risks | Pupils are taking risks in deducing the meaning of new words or attempting to pronounce new French words, supported by their teacher and classmates. |
| lead and play different roles in teams effectively and responsibly | When working in pairs or group to tackle new reading tasks: questioner, predictor, clarifier |

| Purpose Ethical, informed citizens who.... | Comment on how this is demonstrated within your subject discipline |
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| find evaluate and use evidence in forming views. | ARTICULATE reward points awarded to pupils who can explain how to retrieve information or attempt to deduce meaning of new words, using grammatical clues or etymology/cognates |
| are knowledgeable about their culture, community, society and the world, now and in the past. | Understand that Welsh/English/Polish/Turkish/Italian/Spanish/French are all linked – language tree/cognates. Introduce translanguaging when applicable. |
| respect the needs and rights of others, as a member of a diverse society. | Pupils listen to each other's answers calmly and politely, as per school policy. Present opposing views calmly and as articulately as possible. |

| Purpose Ambitious Capable Learner who.. | Comment on how this is demonstrated within your subject discipline during this topic |
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| set themselves high standards and seek and enjoy challenge. | French Teacher rewards RESILIENCE when pupils are faced with increasingly challenging tasks; variety of activities; quality of final pupil product; lesson obs. |
| are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts. | Pupils will make great progress and start by listening and speaking about themselves in short sentences, develop strategies building sentences |
| are questioning and enjoy solving problems. | Pupils are developing awareness of inner voice questioning techniques when faced with new French words, retrieving key information from a text. |
| Can communicate effectively in different forms and settings, using both Welsh and English. | Pupils will start to communicate in FRENCH and will discuss in English. |
| Can explain the ideas and concepts they are learning about. | Pupils are able to make and explain links with English/Welsh/Polish/Italian/Spanish/Turkish words (prefixes, suffixes, roots, etymology) |
| Can use number effectively in different contexts. | Pupils discover, analyse and compare the way French/Welsh/English numbers are formed before completing some mental maths through the medium of French. |
| Use digital technologies creatively to communicate, find and analyse information | Some pupils may produce a digital version of their final profile; nearly all pupils will record/film a piece of speaking using Flipgrd at home. |
| Undertake research and analyse critically what they find | Pupils will undertake some research into French culture. |

| AOLE What Matters statements | Comment on how this is being addressed within this learning |
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| Languages connects us. | <ul style="list-style-type: none"> - Use different linguistic queues from various languages in order to develop understanding of new French language structures and vocabulary. - Use what's learnt in other areas in the LLC to reflect on grammatical formation of positive and negative sentences. |
| Understanding languages is key to understanding the world around us. | <ul style="list-style-type: none"> - Analyse how punctuation used in a written form can affect its meaning. - Show empathy towards others based off their views and respond in Teams to feedback on peers' work. |
| Expressing ourselves through languages is key to communication. | <ul style="list-style-type: none"> - Calling for the ability to choose an appropriate language and to make links between learning across the LLC. - Use language in a creative way in order to express opinions and understand the opinions of others and build relationships. - Speak and Write about yourself. |

