

Learning Plans



Year: 8
Subject: French
Spring 1
Knowledge Focus: Mon style et mes passions

Spring 1 Objectives:

- Understand weather phrases and what people like to do depending on weather;
- Using what we read to create our own extended piece of creative script & record yourself as a Spoken Presentation (75-150 words max);
- Understand details about friends' and family's hobbies;
- Develop the use of three time frames when talking about our passions;
- Analyse increasingly complex text layers.

Knowledge, understanding and skills to be developed:

- Reinforce understanding present & past tense verbs and opinions;
- Research French culture/Music;
- Listen out for details (assessments);
- Skim and scan for key phrases to use to enhance our own answers;
- extended writing;
- costings of an outing/CDs/exchange rates.

Key Vocabulary to be learned this half-term:

<p>Les opinions • Opinions</p> <p>Mon chanteur/ma chanteuse préféré(e), c'est ... <i>My favourite singer is ...</i></p> <p>Mon groupe préféré, c'est ... <i>My favourite group is ...</i></p> <p>J'adore/Je déteste la musique de X. <i>I love/I hate X's music.</i></p> <p>J'adore la chanson ... <i>I love the song ...</i></p> <p>Ça me donne envie de ... <i>It makes me want to ...</i></p> <p>danser/chanter/pleurer/ dormir <i>dance/sing/cry/sleep</i></p> <p>Ça me rend joyeux/joyeuse/triste. <i>It makes me happy/sad.</i></p>	<p>La musique • Music</p> <p>le hard rock <i>hard rock</i></p> <p>le jazz <i>jazz</i></p> <p>la musique classique <i>classical music</i></p> <p>le pop-rock <i>pop</i></p> <p>le rap <i>rap</i></p> <p>le R'n'B <i>R'n'B</i></p> <p>un peu de tout <i>a bit of everything</i></p> <p>les chorégraphies <i>choreography</i></p> <p>les mélodies <i>tunes</i></p> <p>les paroles <i>words</i></p>
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La semaine dernière,...

D'abord,... Ensuite... Enfin,
 Je suis allé(e)... j'ai visité...
 J'ai mangé... J'ai bu...
 J'ai rencontré... J'ai écouté...
C'était...super/drôle/nul/bizarre...






Normalement,... je regarde...


Je danse... je vais... **C'est**...

La semaine prochaine,...

Je vais regarder... je vais danser...
 Je vais aller... **Ça va être**...

Remember: you can listen to these key phrases from home to help you with French pronunciation further (Moodle, Studio 2, Module 3)

Activities		Resources	Work to be submitted by
Week 1 Activities (one lesson – blended learning) <ul style="list-style-type: none"> Learn weather phrases; Deduce the meaning of topic specific hobbies; Reading skills: find who does which activity with their friends – skim & scan 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 2 (Vert or Rouge) –module 3; Instructions and additional support materials on Resource Share (model texts); Teams. 	Complete Weather learning on Linguascope – play a variety of games. Certificate by week beginning 10 th January 2022.
Week 2 Activities: <ul style="list-style-type: none"> FIT session; Reading and listening comprehension tasks; Costing of outings. 		Resources and where to access them: <ul style="list-style-type: none"> Qu'est-ce-que tu fais? Instructions and additional support materials on Resource Share. 	Learn and research key vocab/phrases in agreement with personal targets by 17 th January 2022. Learn some high frequency words. Research prices for costing of our outing or purchases.
Week 3 Activities: <ul style="list-style-type: none"> Understand what style of music people like and why; Identify key phrases to talk about my music likes/dislikes; Start writing about my music preferences incorporating all the previously identified phrases and verb forms, and opinions. 		Resources and where to access them: <ul style="list-style-type: none"> Studio 2 (Vert or Rouge) – module 3; Instructions and additional support materials on Resource Share. 	Research French Music to share and discuss in class by 24 th January 2022
Week 4 Activities: <ul style="list-style-type: none"> Self-assess & FIT session. Understand people talking about famous artists; Start gathering materials, checking pronunciation for your Spoken Presentation. 		Resources and where to access them: <ul style="list-style-type: none"> Studio 2 (Vert or Rouge) – module 3; Instructions and additional support materials on Resource Share. 	Revise verb forms; learn key hobbies and weather phrases (Linguascope). Learn 3 to 10 key phrases; some reflexive verbs to use in your presentation from memory – start planning & Record your first draft by w/b 31 st January.
Week 5 Activities: <ul style="list-style-type: none"> Reading assessment; Listening assessment. Using the model interview, adapt and manipulate language to write out your own answers; Record yourself at home. 		Resources and where to access them: <ul style="list-style-type: none"> Moodle: Studio 2 (Vert or Rouge) –module3; Instructions and additional support materials on Resource Share on how to use Flipgrid. 	Revise vocabulary for assessments – Record your first draft at home using Flipgrid. Taking Teacher's feedback into account, record a final version of your Speaking Presentation with

			Flipgrid before the end of term.
Week 6 Activities: improve your Spoken task further in FIT lessons & at home <ul style="list-style-type: none"> Revise/learn clothes understand people talking about French fashion; identify key topical phrases to write how I dress for various occasion/depending on weather. 		Resources and where to access them: <ul style="list-style-type: none"> Studio 2 (Vert or Rouge) – module3; Instructions and additional support materials on Resource Share on how to use Flipgrid. 	Taking Teacher's feedback into account, record a final version of your Speaking Presentation with Flipgrid before the end of term.

Feedback Given	Support/Extension/Challenge Tasks/	Useful Websites
<ul style="list-style-type: none"> Whole Class & Individual Oral Feedback WAGOLL/ Modelled example Success Criteria: Speaking (AT3) 6: pupils can produce more extended speaking, adapting what they read/heard to enhance their performance. They can show a variety of structures such as 3 tenses; opinions, some justified, pronunciation is mostly accurate. Level 5: pupils can produce simple sentences using a variety of structures. Pupils begin to use high frequency words and conjunctions to extend sentences. Their pronunciation is more accurate than inaccurate. Level 4: pupils can adapt a model by substituting words or phrases, checking accuracy and correcting their main pronunciation issues. 	<ul style="list-style-type: none"> Record yourself speaking (reading out if needed at first) your own recount, or part of your recount; Learn clothes vocabulary: Study different clothing styles; or understand details about people's passion including references to past, present and future events. 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 Flipgrid.
Skills Development		
Reading/Writing/Oracy Development	Numeracy Development	ICT Development
Reading Task – read recounts of what people do with friends, Oracy Task – Listen out for details of recounts, discuss how to add impressive structures/variety of tenses/how to hit level 5/6/7; Speak – talk about my passions & friends.	Numeracy Task – cost your hobbies, convert into euros/pounds. Bell work activities: work out discounts, sale prices on CDs; work out price of outings.	N/A

CAR Assessment 1	CAR Assessment 2 (Core Only)
Task: <ul style="list-style-type: none"> Record yourself on Flipgrid talking about yourself, what you like to do with friends and family Skills being assessed: ORACY Speaking (success criteria above per level)	Task: <ul style="list-style-type: none"> Skills being assessed:
ROWND Task Assessment (1 ROWND Task per year group)	
Task: Date ROWND Task will be completed:	R: O: W: N: D:

Four Core Purposes – For Y7 and Y8 Only

Enterprising creative contributors who....	Comment on how this is demonstrated within your subject discipline
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.
lead and play different roles in teams effectively and responsibly	When working in pairs or group to tackle new reading tasks: questioner, predictor, clarifier
express ideas and emotions through different media	Use Flipgrid to record their speech.

Purpose Ambitious Capable Learner who..	Comment on how this is demonstrated within your subject discipline during this topic
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 hobbies and family and friends in longer sentences, develop strategies building sentences. Pupils are building up a topical bank of complex phrases to use in their own productive work.
are questioning and enjoy solving problems.	Pupils are developing awareness of inner voice questioning techniques further 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. Translanguaging.
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) – translanguaging more confidently.

Purpose Healthy, confident individuals who...	Comment on how this is demonstrated within your subject discipline
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. Feedback is regular, both orally and in writing.
have the confidence to participate in performance	Nearly all pupils are actively involved, volunteering in pairs, group or individual answers in lessons to build up to more extended speech (recorded on Flipgrid)..
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 – extended presentation might include up to 3 tenses and increasingly complex phrases, particularly after CARing. Speak – present yourself and your likes/dislikes talk about your family. Tackling a longer text in this new foreign language.

..... AOLE What Matters statements	Comment on how this is being addressed within this learning
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.