

Learning Plans

Year: 9
Subject: French
Spring 1
Knowledge Focus: vivre sainement et réfléchir à notre futur



Spring 1 Objectives:

- Discuss our fitness regime, good and bad foods;
- Learn how to keep fit, give opinions;
- Discuss what you do during the Holidays to keep fit,
- Discuss what you would like to do in 2022 to improve your life style and why.;
- Discuss why French is a great language to learn – The Francophone World; career prospects.

Knowledge, understanding and skills to be developed:

- Learn the Fitness and Jobs vocabulary;
- Understand spoken and written extracts;
- Write/speak about Healthy Living;
- Make parallels between National Curriculum levels and GCSE grades' success criteria.

Key Vocabulary to be learned this half-term:

Les parties du corps • Parts of the body

la bouche	mouth
le bras	arm
le corps	body
le dos	back
l'épaule (f)	shoulder
les fesses (fpl)	buttocks
le front	forehead
le genou	knee
la jambe	leg
la main	hand
le nez	nose
les oreilles (fpl)	ears
le pied	foot
la tête	head
le visage	face
les yeux (mpl)	eyes

Le sport et le fitness • Sport and fitness

Pour arriver en forme, il faut ...	In order to get fit, you must ...
avoir un bon programme	have a good schedule
bien manger	eat well
bien dormir	sleep well
être motivé(e)	be motivated
faire du sport tous les jours	do sport every day
jouer dans une équipe	play in a team

Tu aimes le sport? • Do you like sport?

Le sport ...	Sport ...
diminue le stress	decreases stress
est bon pour le moral	is good for morale
est important dans la vie	is important in life
Ça me fatigue.	It makes me tired.
Il faut apprendre à suivre les règles.	You must learn to follow rules.

On joue au paintball • We go paintballing

Qu'est-ce qui s'est passé?	What happened?
Tu es touché(e)?	Have you been hit?
Où est-ce que tu es touché(e)?	Where have you been hit?
le terrain	grounds
les billes (fpl)	paintballs
le casque	helmet
le matériel	materials
les règles (fpl)	rules
le fairplay	fairplay
le respect	respect

Les opinions • Opinions

À mon avis, ...	In my opinion, ...
Moi, je trouve ça très ennuyeux de ... (+ inf).	I find it very boring to ...
Je crois fermement que ...	I firmly believe that ...

Manger sain • Healthy eating

les boissons gazeuses	fizzy drinks
les céréales (fpl)	cereals
les chips (fpl)	crisps
l'eau (f)	water
les fruits (mpl)	fruit
les gâteaux (mpl)	cakes
les légumes (mpl)	vegetables
les légumes secs	pulses
la nourriture salée	salty food
les œufs (mpl)	eggs
le pain	bread
le poisson	fish
les pommes de terre (fpl)	potatoes
les produits laitiers (mpl)	dairy products
le repas	meal
le sel	salt
les sucreries (fpl)	sweets/confectionery
la viande	meat
manger équilibré	to have a balanced diet



Les mots essentiels • High-frequency words

alors	so/then
au moins	at least
c'est-à-dire	that is to say
ce qui veut dire	which means
chaque	each
d'abord	first
de bonne heure	early
deux fois par semaine	twice a week
donc	so
ensuite	then
finalement	finally
où	where
peut-être	perhaps
pour le futur	for the future
quand	when
tous les jours	every day
Voilà!	That's that!/ Here you are!/ There you go!



Pour être en forme ... • In order to keep fit ...

Je ferai du sport.	I will do sport.
Je ferai trente minutes d'exercice par jour.	I will do 30 minutes' exercise a day.
J'irai au collège à vélo et pas en voiture.	I will go to school by bike and not by car.
Je jouerai au foot.	I will play football.
Je mangerai équilibré.	I will eat a balanced diet.
Je marcherai jusqu'au collège.	I will walk to school.
Je ne boirai jamais de boissons gazeuses.	I will never drink fizzy drinks.
Je ne jouerai plus à des jeux vidéo.	I won't play with video games any more.
Je ne mangerai plus de frites/hamburgers.	I will not eat chips/hamburgers any more.
Je ne prendrai pas le bus.	I will not take the bus.
Je prendrai les escaliers.	I will take the stairs.
Je prendrai des cours d'arts martiaux.	I will take martial-arts classes.







Stratégie 2

Endings, not beginnings

When you want to work out what a verb means, look at the end of the word as well as the beginning.

manger	to eat (the infinitive)
mange	eat/am eating (present tense)
mangé	ate (past participle)
mangerai	will eat (future tense)

Activities		Resources	Work to be submitted by
<p>Week 1 Activities</p> <ul style="list-style-type: none"> Lesson 1- blended learning Read about a Fitness Camp; Deduce key vocab for holidays using cognates; Reading skills: activate prior knowledge, develop use of cognates, context, visual clues to correct statements and translate into English. 	➔	<p>Resources and where to access them:</p> <ul style="list-style-type: none"> Teams; Instructions and additional support materials on Resource Share. 	<p>Complete learning certificate on Foods on Linguascope and reading task by wb 10/1/22</p>
<p>Week 2 Learning Objectives:</p> <ul style="list-style-type: none"> Discuss my New Year Resolutions Deduce key vocab for holidays using cognates Revisit FUTURE tense Listen out for key words 	➔	<p>Resources and where to access them:</p> <ul style="list-style-type: none"> Teams; Studio 3 – module 3 Instructions and additional support materials on Resource Share. 	<p>Complete a certificate on another Food topic on Linguascope by wb 17/1/2022</p>

<ul style="list-style-type: none"> • First listening assessment. 			
<p>Week 3 Learning Objectives:</p> <ul style="list-style-type: none"> • Develop reading skills when reading about Gabriel & Léo; • Use reading habits (skim & scan, use context/personal knowledge of activities, cognates, click & clunk); • Identify new phrases to adapt and use when creating our own answers orally. 		<p>Resources and where to access them:</p> <ul style="list-style-type: none"> • Teams; Studio 3 – module 3 • Instructions and additional support materials on Resource Share. 	<p>Complete a certificate on another Food topic on Linguascope by wb 24/1/2022</p>
<p>Week 4 Learning Objectives:</p> <ul style="list-style-type: none"> • Develop reading and translation skills further within the context of other people's fitness level; • Use reading habits (skim & scan, use context/personal knowledge of activities, cognates, click & clunk); • First Reading assessment; • Listen out for key words to identify fitness levels; • Identify new phrases to adapt and use when creating our own answers orally 		<p>Resources and where to access them:</p> <ul style="list-style-type: none"> • Studio 3 – module 4; • Instructions and additional support materials on Resource Share. 	<p>Complete a certificate on another Food topic on Linguascope by wb 31/1/2022</p>
<p>Week 5 Learning Objectives:</p> <ul style="list-style-type: none"> • Listen out for key words • Understand details about Healthy Living, skim & scan for key words and phrases; • Identify key verbs in different tenses to use and write my own extended RECOUNT – using Rubrics and NC level descriptors for level 5-6-7; • Look at GCSE Health & Fitness and grade descriptors. 		<p>Resources and where to access them:</p> <ul style="list-style-type: none"> • Teams; Studio 3 – module 3 • Instructions and additional support materials on Resource Share; • Moodle EXPO Higher/Foundation to look at GCSE Holiday topic. 	<p>Revise module 3 vocabulary and new key topical challenging structures for Final assessments (Reading and Listening) by 7/2/21</p>
<p>Week 6 Learning Objectives:</p> <ul style="list-style-type: none"> • Final Listening and Reading assessments to show progression towards levels 5c-6-7c 		<p>Resources and where to access them:</p> <ul style="list-style-type: none"> • Studio 3 – module 3; • Instructions and additional support materials on Resource Share. 	

Feedback Given	Support/Extension/Challenge Tasks/	Useful Websites
<ul style="list-style-type: none"> • Whole Class and individual Feedback • WAGOLL/ Modelled example • Success Criteria: ORACY level 7: pupils understand longer passages which contain some complex sentences and unfamiliar language. They try to be more spontaneous when speaking about Health, justifying opinions. Level 6: pupils understand spoken extracts including familiar language in less familiar contexts and some longer items containing three time frames. They can identify key phrases to use and speak about Health. Level 5: as above but two time frames. Level 4: as above but pupils are only able to understand some of the information. They may need some items repeated. They can take part in simple conversations. Reading Level 6: pupils understand texts that includes familiar language in less familiar context, some layers in past, present, future. Level 5: pupils can understand texts in familiar context in past and present tenses. Level 4: 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 “ma santé”; • Tackle En Plus activities in Studio 3 (Vert or Rouge); • Listening task to show progression towards the end of Module 3 (levels 5c to 7a for nearly all pupils). 	<ul style="list-style-type: none"> • Linguascope • BCC bitesize (French section) • Moodle course with spoken vocabulary and video clips available from home; • Teams; • 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 on Health; • write/speak about my Life Style and Career Plans preferences, recount and future plans. 	N/A	N/A

BELONG, BELIEVE, ACHIEVE
PERTHYN, CREDU, LLWYDDO