

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
 Ensuring that end points & NC/spec are covered
 Identifying what assessments are planned and when
 Allowing for whole academy intent priorities to be planned for

Year 8 French - 2021/2022 – with Studio / Dynamo						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Theme 1: T'es branché(e)? Quels sont tes loisirs? (A loisir)	Theme 2: Paris je t'adore C'était comment les vacances? (Vive les vacances)	Theme 1/2: Mon identité/ Chez moi, chez toi Quelle est ta fête préférée? (J'adore les fêtes)	Theme 2: Chez moi, chez toi C'est comment ou tu habites? To be updated with Dynamo	Theme 2: Quel talent Qu'est-ce qu'il faut faire pour être un champion? To be updated with Dynamo	Francophonie; Cultural awareness; Révolution française Devrait-on visiter le monde francophone? To be updated with Dynamo
Unit length:	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Knowledge/ Skills: <i>Key Core Powerful</i>	Nouns: TV programs, types of films, types of books, online activities Weather phrases with il fait/il y a... Articles: definite, indefinite Adjective agreement Verbs: -er present tense, avoir, être, faire, lire Opinion verbs: aimer, adorer, détester Comparatives: plus qu e, moins que	Nouns: months; seasons; destinations; activities in Paris and generally; transports; Verbs: on peut+inf; opinions+inf; Adverbs of frequency Tenses: present; perfect; imperfect for opinions Forming questions in the perfect tense: Set phrases: a mon avis; je suis d'accord; c'est vrai; c'est faux	Nouns: numbers, months, French names of festivals, things to buy at a festival Verbs: 3 main groups in present tense, acheter, aller Adverbs of frequency; sequencers Tenses: opinions+inf, present; perfect; imperfect for opinions, near future Phonics: definition of major celebrations-le	>>> Talking about and describing where you live-house and local area-, daily routine, life in a French speaking country. >>> Key questions: C'est comment chez toi? Ou aimerais-tu habiter? Elle est comment ta région? Qu'est-ce qu'on peut faire dans ta région? C'est comment ta routine quotidienne? Qu'est-ce que tu dois faire pour aider à la maison?	>>> Talking about and describing what you must do to become a champion, activities available in a town, what you must and can do, keeping a healthy lifestyle. >>> Key questions: Qu'est-ce qu'on peut faire dans ta ville? Quel est ton talent? Qu'est-ce que tu peux/dois faire pour gagner? Tu aimes le sport? Comment aller+place? Qu'est-ce qu'il faut faire pour être en bonne santé?	>>> Talking about and describing francophone lifestyle, geography, culture, artists... >>> Key questions: Quel pays voudrais-tu visiter? Comment sont les sites extraordinaires? Qu'est-ce que tu aimes faire? C'est comment un pays francophone? Qui sont ces jeunes français influents? Qui sont les artistes francophones? Qu'est-ce que tu vas faire?

	<p>Adverbs of frequency</p> <p>Tenses: present; immediate future</p> <p>Forming questions: qu'est-ce que; est-ce que</p> <p>Set phrases: ma passion c'est...; je suis fan de; mon film/auteur/acteur prefere c'est; a mon avis c'est;</p> <p>Phonics: silent letters, vowels, accents, o/eau/au, oi, - ch, en/an/ant, ai/ais/ait, on, in/ain,</p> <p>>>> Talking about and describing TV programs, films, books, activities on the internet and other general past times.</p> <p>>>> Key questions: How can we use KO to support our learning? Qu'est-ce que tu regardes a la tele? Qu'est-ce que tu aimes comme film? Qu'est-ce que tu lis?</p>	<p>Phonics: è é; liaison; ai/ait/ais; ç (and soft c); qu; j</p> <p>>>> Talking about and describing things you can do/did on a trip/holidays, your likes/dislikes and how it was.</p> <p>>>> Key questions: Que penses-tu des vacances? Qu'est-ce qu'on peut faire a Paris? Qu'est-ce que tu aimes faire en vacances? Qu'est-ce que tu as fait en vacances? C'était comment tes vacances? Comment as-tu voyage?</p>	<p>nouvel an, carnaval, la fete de la musique, paques, l'aid, la saint valentin</p> <p>>>> Talking about and describing likes and dislikes of different celebrations, developing transactional skills, understanding festivals and celebrations in the francophone world.</p> <p>>>> Key questions: Qu'est-ce que les français célèbrent? Quelle est ta fête préférée? (opportunity for past tense here too) C'est comment, une fête de la musique? Que manges-tu à la fête de la musique? Tu vas à une fête bientôt? What have you learnt so far?</p>	<p>C'est comment la vie dans un autre pays francophone? What have you learnt so far?</p>	<p>Comment vous sentez-vous? Comment est la vie d'un sportif?</p>	<p>C'était comment ton tour du Monde?</p>
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	<p>Que fais-tu quand tu es connecte? Qu'est-ce que tu vas faire demain soir? Que fais-tu quand +weather phrase? How can we consolidate everything we have learnt?</p>					
	<p><u>To start to speak spontaneously –for example to give opinions unprompted</u> <u>To be able to work out the meaning in short authentic texts (e.g. adapted adverts, poems and songs).</u> <u>To be able to transcribe short phrases accurately.</u> <u>Making comparisons between students' culture and society and French (Autumn 1: TV programs, films, literature, internet activities; Autumn 2: comparing Capital town features; places of interest)</u> <u>Breaking down stereotypes</u> <u>Using authentic texts –adapted where necessary (adverts, poems, articles, blogs, letters, cartoons)</u> <u>Exposure to examples of French TV programs, films, literature in Autumn 1 and virtual museum visits, key monuments, places in Autumn 2.</u></p>	<p><u>To be able to take part in simple conversations, referring to the present or the past</u> <u>To be able to refer to the past and the present using familiar vocab and common grammar structures</u> <u>To be able to write short texts on a range of topics: give / ask information and use the present/past</u> <u>To be able to understand the main points, opinions, overall message and some details in short written texts, referring to the present or past.</u> <u>To be able to translate longer sentences into English, showing awareness of familiar grammar especially tenses.</u> <u>To be able to understand the main points, opinions and some details in short passages which include reference to either the present or the past</u> <u>Making comparisons between students' culture and society and French (Spring 1: music; fashion; regional identity. Spring 2: types of home; meal traditions; food; local and national celebrations)</u></p>			<p><u>To be able to take part in simple conversations, referring to the present, the past or some future</u> <u>To start to speak spontaneously –for example to give opinions unprompted</u> <u>To be able to refer to the past, the present and some future using familiar vocab and common grammar structures</u> <u>To be able to write short texts on a range of topics: give / ask information and use the present/past</u> <u>To be able to understand the main points, opinions, overall message and some details in short written texts, referring to the present, the past and/or some future.</u> <u>To be able to work out the meaning in short authentic texts (e.g. adapted adverts, poems and songs).</u> <u>To be able to translate longer sentences into English, showing awareness of familiar grammar especially tenses.</u> <u>To be able to transcribe short phrases accurately.</u> <u>To be able to understand the main points, opinions and some details in short passages which include reference to either the present,</u></p>	

			<p><u>the past or the future.</u></p> <p><u>Making comparisons between students' culture and society and French (Summer 1: local/national celebrities; country-specific skills/talents. Summer 2: francophone culture;</u></p> <p><u>Breaking down stereotypes</u></p> <p><u>Using authentic texts –adapted where necessary (adverts, poems, articles, blogs, letters, cartoons)</u></p> <p><u>Watching French films</u></p> <p><u>Exposure to examples of French art and music</u></p>
<p>End points covered:</p>	<p>Communicate ideas and thoughts orally with confidence, fluency and spontaneity, and with accurate pronunciation and intonation</p> <p>Write at varying length, for different purposes and audiences, using a variety of grammatical structures, and be able to translate accurately both to and from the target language</p> <p>Read, understand, and be able to respond to a range of authentic texts</p> <p>Listen to a variety of forms of spoken language to obtain information and be able to respond appropriately</p> <p>Develop an appreciation for French-speaking culture</p> <p>Grammar (key concepts)</p>		
<p>NC/Spec coverage:</p>	<p>Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> <p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <p>Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</p> <p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p> <p>Transcribe words and short sentences that they hear with increasing accuracy</p>		

	<p>Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</p> <p>Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</p> <p>Use accurate grammar, spelling and punctuation</p>					
Cross-curricular links:	Performing arts, english, geography	Geography, history	RE, ethics and philosophy	Geography, PSHE	PE, performing arts, Health and social care	Geography, history
Assessments:	<p>Formative assessment: In class Reading and Listening activities In class speaking to have a short conversation 20/30/50 words writing</p> <p>Summative assessment: End of unit cumulative assessment in 1 receptive 1 productive skill</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking to have a short conversation 20/30/50 words writing</p> <p>Summative assessment: End of unit cumulative assessment in 1 receptive 1 productive skill</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking to have a short conversation 20/30/50 words writing</p> <p>Summative assessment: End of unit cumulative assessment in 1 receptive 1 productive skill</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking to have a short conversation 20/30/50 words writing</p> <p>Summative assessment: End of unit cumulative assessment in 1 receptive 1 productive skill</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking to have a short conversation 20/30/50 words writing</p> <p>Summative assessment: End of unit cumulative assessment in 1 receptive 1 productive skill</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking to have a short conversation 20/30/50 words writing</p> <p>Summative assessment: End of unit cumulative assessment in all 4 skills</p>
<i>Other academy intent priorities</i>						
Curriculum Careers - Gatsby 4	Teacher, actor, writer, games creator	Teacher, translator, tour guide	Teacher, translator, historian	Teacher, translator, social worker, doctor for MSF	Artist, performer	
Culturally rich – broadening horizons						Looking into all the French speaking countries around the World. History /Geography
Our intent is to create an engaging curriculum, which motivates and inspires all learners, especially the disadvantaged, to gain knowledge of a foreign language, which is taught by experts to in turn, promote the development of future experts. We wish that students also get the opportunity to develop their general cultural knowledge at local, national and global levels.						

	<p>In year 8, we want to break inhibitions and encourage students to experiment with foreign sounds, play with structures and discover the patterns of French. We want our students to enjoy the language and the culture behind it by taking part in cultural and cross-curriculum projects and understand that learning a language can be linked to all areas of the curriculum.</p>
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