

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 10 French – 2021/2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Theme 3 Units 9&10 School and studies Life at school/college	Theme 3 Units 11&12 Education post 16 Career choices and ambitions	Theme 1 Unit 3 Free-time activities, food and eating out	Theme 2 Unit 6 Social issues- healthy/unhealthy eating	Theme 1 Unit 2 Technology in everyday life	Theme 2 Unit 7 Global issues- the environment
Unit length:	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Knowledge/ Skills: <i>Key Core Powerful</i>	Nouns: types of school, rooms, equipment, subjects, uniform clothes, pressures, problems, rules Adjectives of personality, opinions, colour, size: agreements; position possessive; interrogative Use of qui, que, dont Verbs: expressing necessity: devoir, il faut, il est nécessaire+inf Reflexive verb: s'intéresser a Comparatives and superlatives	Nouns: types of studies, future options, jobs, careers, places of work/study Opinion phrases and adjectives Verbs: more complex two-verb structures to express wishes and intentions (avoir l'intention de; avoir envie de; avoir le droit de) Tenses: immediate future, pure future, wishes and intentions/conditional 'Si' clause using Present and future	Nouns: types of music, films, TV programs, food and drink, places to eat, sports and other leisure activities Opinion phrases and adjectives Verbs: extension of two-verb structures Tenses: present, past and future tense including irregular verbs sortir, prendre, mettre, voir, vouloir Negative form with frequency: ne...pas, ne...plus, ne...jamais 'Si', 'quand', 'lorsque' clause using all 3 time frames	Nouns: food categories, problems linked to food, alcohol, drugs, smoking, ailments, medication/solutions Partitive article with food items. Opinion phrases and adjectives Verbs: recap on devoir/il faut and introduce conditional forms in + and – Use valoir: il valait/vaut/vaudrait mieux Tenses: all three time frames to describe previous, current and future health habits	Nouns: types of media, technology items Opinion phrases and adjectives Verbs: enhanced statements of possibility including 'permettre de' Use 'il est possible que' + subjunctive Tenses: revision of perfect and recount how social media have been used; life before technology Comparatives across tenses: avant...maintenant... plus tard...	Nouns: environmental problems and solutions Opinion phrases and adjectives Verbs: modal verbs Il faut, il faudrait, on peut, on pourrait, on doit, on devrait... Tenses: past tense for effects of behaviours on the environment; pluperfect for perspective Comparatives across tenses: avant...maintenant... plus tard... 'Si', 'quand', 'lorsque' clause using all 3 time

<p>Use of tu/vous</p> <p>Sequencing and telling the time</p> <p>Tenses: perfect tense regular avoir verbs (choisir, décider de, laisser tomber)</p> <p>Expressing regret: j'aurais aimé</p> <p>'Si' clause using imperfect and conditional</p> <p>Quantity words: beaucoup; trop; assez; pas assez de (including plural)</p> <p>Adverbs of frequency</p> <p>>>> Understand, talk, write, describe, explain about types of schools, describing school, subjects and teachers. Describing a school day and school life in different countries. Discussing the uniform, pressures, problems and rules.</p>	<p>Ce qui/ce que...c'est sentence pattern</p> <p>>>> Understand, talk, write, describe, explain about future studies, options, university and apprenticeships, job preferences, part-time work, how to get a job and the advantages/inconvenients of a job</p> <p>>>> Key questions: Quelle orientation t'attire? L'université ou le travail? L'université ou un apprentissage? Comment peut-on obtenir un emploi? Voudrais-tu postuler? Quels sont les avantages et les inconvénients des métiers?</p>	<p>Frequency adverbs: d'habitude, normalement...</p> <p>>>> Understand, talk, write, describe, explain, compare television, film and music preferences; free-time activities in the past; hobbies in the future; food worldwide; meals and eating habits; different cuisines and eating out; sports' preferences and habits</p> <p>>>> Key questions:</p>	<p>Negative form with frequency: ne...pas, ne...plus, ne...jamais</p> <p>>>> Understand, talk, write, describe, explain, compare past, current and future healthy living habits including looking at eating disorders, smoking, drugs and alcohol.</p> <p>>>> Key questions:</p>	<p>Idioms: grace a; sans; avec</p> <p>>>> Understand, talk, write, describe, explain, compare different types of social media and mobile technology, the way we use them and their advantages as well as their dangers.</p> <p>>>> Key questions: Comment utilises-tu la technologie? Quels sont les avantages et les inconvénients des réseaux sociaux? Tu t'en sers souvent? Quels sont les bienfaits et les dangers de la technologie?</p>	<p>frames</p> <p>>>> Understand, talk, write, describe, explain, compare local, national, global environment issues and actions.</p> <p>>>> Key questions: Quels sont des problèmes auxquels note planète fait face? Comment peut-on protéger l'environnement? Quel est le problème le plus grave pour la planète?</p>
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	<p>>>> Key questions: Comment est ton collègue? Qu'est-ce que tu aimes et n'aimes pas étudier? Que penses-tu des profs? Qu'est-ce que tu as fait hier au collège? Comment ta vie scolaire a changé? Que penses-tu du règlement?/l'uniforme? Quels sont les problèmes au collège? Voudrais-tu aller au collège en France?</p>					
<p>End points covered:</p>	<p>Communicate ideas and thoughts orally with confidence, fluency and spontaneity, and with accurate pronunciation and intonation 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 Read, understand, and be able to respond to a range of authentic texts Listen to a variety of forms of spoken language to obtain information and be able to respond appropriately Develop an appreciation for French-speaking culture 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 Express and develop ideas clearly and with increasing accuracy, both orally and in writing Speak coherently and confidently, with increasingly accurate pronunciation and intonation Express and develop ideas clearly and with increasing accuracy, both orally and in writing. Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and</p>					

	<p>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:	History: school life in the last century Law: how do we make rules Pastoral staff survey	Careers fair Business and IT	Performing arts, PE, catering	Health and fitness Psychology Health and social	History: life before technology IT Psychology: impact of	Geography
Assessments:	<p>Formative assessment: In class Reading and Listening activities In class speaking preparation of photo card, role play and/or general conversation questions. 40/90/150 words writing.</p> <p>Summative assessment: End of unit assessment in 1 receptive 1 productive skill</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking preparation of photo card, role play and/or general conversation questions. 40/90/150 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 preparation of photo card, role play and/or general conversation questions. 40/90/150 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 preparation of photo card, role play and/or general conversation questions. 40/90/150 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 preparation of photo card, role play and/or general conversation questions. 40/90/150 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 preparation of photo card, role play and/or general conversation questions. 40/90/150 words writing.</p> <p>Summative assessment: End of year exams in all 4 skills Speaking mock TBC</p>

<i>Other academy intent priorities</i>						
Curriculum Careers - Gatsby 4	Translator, interpreter, teacher, pastoral staff, lawyer	Translator, teacher, interpreter, careers adviser	Translator, teacher, interpreter, cook, restaurant manager, PE instructor	Translator, teacher, interpreter, doctor, councillor, fitness instructor	Translator, teacher, interpreter, IT technician, games creator	Translator, teacher, interpreter, careers adviser
Culturally rich – broadening horizons	Comparing school life in different countries around the world. Debating skills on the pros and cons of the uniform.	Writing a CV and/or motivation letter Starmania: j'aurais voulu etre un artiste	Discovering new sports/activities; Looking at food worldwide and sampling some	Researching celebrities with potential complications to their health habits/mental health issues and how they have been resolved.	Linguistic awareness through the use of text language in France; abbreviations; youth lingo	Study of the 'Free' adverts during Lockdown
<p>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> <p>We want to encourage students to add detail and some more complexity to their language acquisition. We want them to enjoy and develop the cross-curricular links so they can experience the benefits in continuing a language at GCSE.</p>						