

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 7 French - 2021/2022 – with Studio 1 / Dynamo						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	Introduction à la francophonie + accès	Theme 1: C'est perso Qui suis-je (2)	Theme 3: Mon college C'est comment ton college?	Theme 1: Mes passe-temps Qu'est-ce que tu fais pendant ton temps libre?	Theme 2: Ma zone TBC	Theme 2: 3...2...1... Partez! TBC
Unit length:	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Knowledge/ Skills: <i>Key Core Powerful</i>	<p>Nouns: numbers, months, days, animals, family members, housing</p> <p>Possessive pronouns</p> <p>Verbs: avoir, etre, habiter, reflexive 's'appeler', s'ecrire', avoir +age</p> <p>Opinion verbs: aimer, adorer, detester</p> <p>Tenses: Present; 'je voudrais'</p> <p>Forming questions: Comment...</p> <p>Phonics: silent letters, vowels, accents, o/eau/au, oi, - ch, en/an/ant, ai/ais/ait, on,</p>	<p>>>> Talking about and describing more detailed and extended personal information</p> <p>>>> Key questions: Qui as-tu dans ta famille? Qu'est-ce que tu aimes? Qu'est-ce qu'il y a dans ton salon?/kit de survie? Quelle est ta couleur preferee? Tu es comment? Et tes copains? Qu'est-ce que tu fais?</p> <p>How can we consolidate everything we have learnt?</p>	<p>> Talking about and describing school and school life</p> <p>>>> Key questions: C'est comment ton college? Qu'est-ce qu'il y a dans ta salle de classe? Tu as cours a quelle heure? Qu'est-ce que tu penses de ton emploi du temps? Qu'est-ce que tu etudies? Que penses-tu de tes matieres? Qu'est-ce que tu portes au college?</p> <p>How can we consolidate everything we have learnt?</p>	<p>>>> Talking about and describing what you do in your free time</p> <p>>>> Key questions: Quel temps fait-il? Tu es sportif/sportive? Qu'est-ce que tu fais? Qu'est-ce que tu aimes faire? Qu'est-ce que font les francais?</p> <p>How can we consolidate everything we have learnt?</p>		

	<p>in/ain,</p> <p>>>> Talking about and describing basic personal information</p> <p>>>> Key questions: C'est quoi la francophonie? Comment ca va? Comment t'appelles-tu? Comment ca s'écrit? Quel âge as-tu? Quelle est la date de ton anniversaire? Tu as un animal? Decris ta famille. How can we consolidate everything we have learnt?</p>					
		<p>To know how to pronounce all single letter sounds</p> <p>To be able to pronounce letter strings</p> <p>To understand how accents (in particular é, è, ç) change sounds</p> <p>To be able to ask simple questions</p> <p>To be able to take part in brief dialogues, using short phrases in the present tense</p> <p>To be able to write short phrases or sentences correctly</p> <p>To be able to translate simple sentences with familiar words and structures into French</p> <p>To be able to match sounds to written words</p> <p>To be able to use a bilingual dictionary to look up unfamiliar words.</p> <p>To be able to translate simple sentences</p>	<p>To be able to give basic information and opinions</p> <p>To be able to write a few sentences with support, giving basic information and using the present tense</p> <p>To be able to understand the main points and opinions in short texts which contain familiar language.</p> <p>To be able to understand the main points and opinions from short passages using familiar vocabulary and short phrases</p> <p><u>Understand the geography of the Francophone world</u></p> <p><u>Exposure to examples of French art and music</u></p>			<p>To be able to write several short sentences with support to give information and express simple opinions</p> <p>To be able to express opinions and give simple justifications</p> <p>To be able to read (including out loud) and understand a range of familiar words and phrases, and opinions.</p> <p>To be able to match sounds to written words</p> <p>Making comparisons between students' culture and society and French (food and drink, school, sports, festivals and celebrations etc)</p> <p>Breaking down stereotypes.</p> <p>Using authentic texts – adapted where necessary (adverts, poems, articles, blogs, letters, cartoons)</p>

	<p>containing familiar vocabulary and grammar into English</p> <p>To be able to understand familiar words, phrases and opinions, sometimes needing them repeated.</p> <p>To be able to transcribe familiar words.</p> <p>Understand the geography of the Francophone world</p> <p>Exposure to examples of French art and music</p>			<p>Watching French films</p>		
End points covered:	<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>					
NC/Spec coverage:	<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:	<p>Art (colours)</p> <p>Maths (numbers)</p> <p>Geography (places)</p>	<p>Performing arts</p>		<p>PE (type of sports/activities)</p>	<p>Geography</p>	<p>Geography</p>

<p>Assessments:</p>	<p>Formative assessment: In class Reading and Listening activities In class speaking to have a short conversation about self intro 20/30/50 words writing about self intro</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 about self and others 20/30/50 words writing about self, family and friends</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 about self intro 20/30/50 words writing about school life</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 about self intro 20/30/50 words writing about hobbies</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 about self intro 20/30/50 words writing about local area</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 about self intro 20/30/50 words writing about holidays</p> <p>Summative assessment: End of unit cumulative assessment in all 4 skills</p>
<p><i>Other academy intent priorities</i></p>						
<p>Curriculum Careers - Gatsby 4</p>						
<p>Culturally rich – broadening horizons</p>	<p>Looking into all the French speaking countries around the World. History /Geography Haiti</p>					
<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. In year 7, 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>						