



YEAR 9 FRENCH AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: My Life and Future Plans



Intent	<p>Listening and Speaking: In addition to working further on objectives from Year 7&8 pupils should be taught:</p> <ul style="list-style-type: none">To begin to listen for subtleties of speech and imitate themSkills they need to use when listening to mediaHow to relay both the gist and relevant detail in a spoken message or itemHow to add interest to what they say by using extended sentencesHow to take part in short unscripted dialogues and exchanges, speaking coherently and confidently with increasing accuracyHow to make use of important social conventions such as formal modes of addressHow to recognise and add expression in speech	<p>Reading and Writing: In addition to working further on objectives from Year 7&8 pupils should be taught:</p> <ul style="list-style-type: none">That words and phrases can have different meanings in different contextsTo recognise simple features which add authenticity, expression or emphasis to a written textTo begin to associate aspects of language with different text typesTo make regular use of glossaries and dictionaries, finding the appropriate section readilyHow to extend, link and develop sentences to form continuous textHow to use a given text as a source of information, language and a stimulus for their own writingHow to write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign languageHow to 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
Cross Curricular Links	<p>SMSC: Learning how to express yourself and respect other people's views/ culture.</p> <p>PSHE: Use direct contact or media to find out about holiday destinations in Spanish speaking countries and young people's interests and attitudes towards it</p> <p>Careers: Exploration of jobs/future plans via the consolidation of job opportunities abroad</p> <p>Literacy: Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation</p> <p>Numeracy: Numbers, dates and time in both analogue and digital form</p>	
Differentiation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: different learners are asked to present outcomes in a different way via pieces of writing, models and drawings, a voice recording, a song, a drama presentation etc.</p> <p>By resource: readability to be improved for example, by using a predominance of one or two syllable words, simple sentences, connectives to guide the reader through the text etc. Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Class texts are supplemented or replaced with appropriate differentiated texts. Resources used will appeal to the range of preferred learning styles of pupils e.g. visual, auditory or kinaesthetic learners.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.</p>	
Intent & Implementation	<p>In order to learn and master the specified content, our intent is that pupils will follow a progression model, building on previous learning, and will be able to do the following:</p>	

<p>Learning Outcomes (Most powerful knowledge)</p>	<p>I can talk about what I like and don't like I can talk about after school clubs and activities I can describe my friends I can talk about past birthday celebrations I can name items of clothing I can say what I am going to wear to a future event I can describe clothing</p> <p>I can talk about earning money I can talk about what I want to do when I am older (jobs) I can talk about what I will do in the future</p> <p>Red denotes grammar previously covered in Year 7 and 8. For additional information, see the Year 7 and 8 grammar breakdown for what students have already covered.</p>
<p>Learning Outcomes (Grammar)</p>	<ul style="list-style-type: none"> • Using the verb <i>aimer</i> + noun or infinitive • Asking questions • Using verbs in the present tense • Using <i>jouer à</i> • Using reflexive verbs • Adjectival position and agreement • Using the perfect tense • Using the near future tense • Using negatives • Using the perfect and near future tense together • Using <i>pouvoir</i> and <i>devoir</i> + infinitive • <i>Pour</i> + infinitive • Using the verb <i>vouloir</i> • Introducing the simple future (SEN/QFT: stick with near future) • Using 3 tenses together <p>Red denotes grammar previously covered in Year 7 and 8. For additional information, see the Year 7 and 8 grammar breakdown for what students have already covered.</p>
<p>Impact</p>	<p>We need to ensure high quality ongoing formative assessment takes place across all four skills, ensuring:</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • pupils know what they are meant to be learning • finding out what pupils have learnt • we provide feedback that improves pupils' learning • we develop pupils' ability to monitor and assess their own learning • In line with the school marking policy, quality written feedback for this unit is to be provided on the learning as indicated within the lesson by lesson overview.