



# YEAR 9 FRENCH SPRING TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Music

<b>Intent</b>		In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/National Curriculum Links</b>	<p>In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p><b>sn</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>To begin to interpret what they hear from content and tone and listen for inferences</li> <li>How to report or paraphrase what they hear</li> <li>How to use questions or text as a stimulus for a spoken response</li> <li>How to make extended and/or frequent contributions to classroom work and talk</li> <li>How to identify and adapt the degree of formality of language to suit different situations</li> </ul>	<p>In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>How to use their knowledge of context and grammar to understand texts involving complex language</li> <li>To notice simple features used for effect in written text</li> <li>How to use and develop their language knowledge and skills through contact with authentic texts</li> <li>How to select from and use appropriately a range of support materials when reading or writing</li> <li>To begin to write creatively in the target language using simple literary devices and standard text conventions such as paragraphs</li> <li>How to adapt a simple text for a different audience and purpose</li> </ul>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> Learning how to express yourself and respect other people's views/ culture, consider how you can participate in the local community through paid and voluntary work</p> <p><b>PSHE/British Values:</b> Use direct contact or media (job adverts) to discuss the qualities required in particular jobs</p> <p><b>Literacy:</b> 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><b>Numeracy:</b> Numbers, dates, time, money (euros)</p> <p><b>Skills Builder:</b> Listening, Presenting, Problem Solving, Creativity, Staying Positive, Aiming Higher, Leadership, Teamwork</p>	
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. Learning a language means you add an extra dimension to your personal skills profile: a language GCSE on your CV impresses employers; it shows you have developed an excellent range of communication and thinking skills; your ability to analyse and interpret information will be stronger and your knowledge and application of the grammar of English is often enhanced.</p> <p><b>Employability:</b> You will be in a stronger position to find work with companies abroad or for companies in the UK with international links</p>	
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:	
<b>QFT/SEND Provision</b>	<p><b>By product:</b> 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><b>By resource:</b> 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 kinesthetic learners.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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><b>By Offering Optional Activities:</b> 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>	
<b>Intent &amp; Implementation</b>	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>I can talk about musical tastes</p> <p>I can say which instrument I play</p> <p>I can <b>compare</b> types of music</p> <p><b>I can describe future plans</b></p> <p>I can talk about a past music concert</p> <p>I can learn about a young musician</p> <p>Red denotes grammar possibly covered in year 7, 8 or Autumn and Spring of year 9.</p>
<b>Learning Outcomes (Most powerful knowledge)</b>	
<b>Learning Outcomes (Grammar)</b>	<p>Red denotes grammar possibly covered in year 7, 8 or Autumn and Spring of year 9.</p> <ul style="list-style-type: none"> <li>• Understanding direct object pronouns</li> <li>• <b>Adjectival agreement</b></li> <li>• <b>Using the comparative</b></li> <li>• <b>Using the present and near future together</b></li> <li>• <b>Using the perfect tense</b></li> <li>• <b>Using the present and perfect tenses together</b></li> </ul>
<b>Current learning to be developed in the future within:</b>	<ul style="list-style-type: none"> <li>• All grammar to be revisited at GCSE</li> <li>• All vocab to be revisited at GCSE</li> </ul>
<b>Impact</b>	
<b>Assessment</b>	<b>See assessment map</b>