YEAR 8 FRENCH SPRING TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Festivals (cont.) and leisure (technology)

Intent		
Skills (Linguistic Competence & National Curriculum Links)	**Listening and Speaking:** **In addition to working further on objectives from Year 7 pupils should be taught:** • To begin to listen for subtleties of speech and imitate them • Skills they need to use when listening to media • How to relay both the gist and relevant detail in a spoken message or item • How to add interest to what they say by using extended sentences • How to take part in short unscripted dialogues and exchanges, speaking coherently and confidently with increasing accuracy • How to make use of important social conventions such as formal modes of address • How to recognise and add expression in speech	**Reading and Writing:** **In addition to working further on objectives from Year 7 pupils should be taught:** • That words and phrases can have different meanings in different contexts • To recognise simple features which add authenticity, expression or emphasis to a written text • To begin to associate aspects of language with different text types • To make regular use of glossaries and dictionaries, finding the appropriate section readily • How to extend, link and develop sentences to form continuous text • How to use a given text as a source of information, language and a stimulus for their own writing • How to write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language • How 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	**SMSC:** Learning how to express yourself and respect other people's views/ culture. **PSHE:** Digital technology – pros and cons **Careers:** Consider skills, qualities and interests to work in the technology sector; meet the work of some famous figures in this career of the country **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. **Numeracy:** Numbers and dates

Becoming future ready	**Personal Skills:** 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. **Employability:** You will be in a stronger position to find work with companies abroad or for companies in the UK with international links

Differentiation	
QFT/SEND Provision	Throughout this topic, quality first teaching will provide differentiation: **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. **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 kinesthetic learners. **By Intervention**: by providing different levels of supervision and support **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender, social preference, preferred learning style. **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. **By Offering Optional Activities:** In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson by lesson schemes of work.

Intent & Implementation	In Year 8, we have planned to provide pupils with a firm foundation of foreign language learning. Although our Year 8 pupils will have had a difference of experience in their learning of a Modern Foreign Language in their respective Primary School, pupils will transition by building up in depth and breadth on their understanding of what it means to learn a foreign language. The purpose of the languages curriculum at Crompton House School is to foster curiosity about the wider world, train and enhance literacy and problem-solving skills, whilst equipping our learners with a versatile skill that will enable future success in a global and multicultural society.
Learning Outcomes (Most powerful knowledge)	Our aim is not merely coverage of the national curriculum, but the idea of mastery. A range of knowledge and skills will be developed throughout each unit with repeated practice. Our scheme of learning for Year 8 is vertically integrated with vocabulary, grammatical knowledge and key structures sequenced through each topic so that via the constant repetition of familiar concepts with increasing complexity, our pupils will be able to make links between each area to develop their understanding of how French works. Throughout our medium term and lesson by lesson planning, our aim is to make our curriculum relevant, matching the level of our pupils' maturity whilst being ambitious yet accessible and enjoyable to all pupil groups. The Year 7 French curriculum also matches our overall school curriculum intent in valuing the principles of our whole school vision, which is to achieve excellence in creating successful learners, confident individuals and responsible citizens whilst continuing to encourage loving God and caring for each other. Throughout their study of French, our pupils are also encouraged to make cross-curricular links through a range of content and enrichment opportunities to see how studying a language can link to several career paths
	The delivery model and pedagogy which will underpin how our MFL teachers will deliver the curriculum, to help our pupils to learn at a deeper level, is based on automaticity and over-learning. Our pupils are introduced to the core competencies that make a successful linguist which are revisited in each topic of study until pupils are able to recall and manipulate language with confidence. New technologies are also widely used to support in-class learning and improve upon the digital literacy of our learners. The skills we would expect to see include more than pupils just learning the language itself, but how to understand it, produce it and combine elements of it to produce new utterances, answer new questions and meet new situations.
	I can talk about a future trip. I can make New Year's resolutions. I can talk about celebrities. I can talk about types of TV programmes. I can talk about digital technology I can arrange to go to the cinema I can understand a French film. Red denotes knowledge possibly covered in year 7 or Autumn term.
Learning Outcomes (Grammar)	Red denotes grammar possibly covered in year 7 or Autumn term. - Conjugating aller - Using the near future tense - Using questions in the near future tense - Using the present and the near future together - Using singular and plural adjectival agreement - Giving reasons why you like something - Asking questions
Current learning to be developed in the future within:	All grammar to be built on in future years
Impact **Assessment**	**See assessment map**