



YEAR 7 FRENCH SPRING TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Family and myself + School



<p>Intent</p> <p>Skills (Linguistic Competence & National Curriculum Links)</p>	<p>Listening and Speaking In addition to working further on objectives from KS2 pupils should be taught:</p> <ul style="list-style-type: none"> • How to engage with the sound patterns and other characteristics of the spoken language • How to improve their capacity to follow speech of different kinds and in different contexts • To identify gist and some detail in continuous spoken passages about specific contexts • How to respond to face-to-face instructions, questions and explanations • How to contribute to spontaneous talk in the target language • How to evaluate and improve the quality and fluency of what they say 	<p>Reading and Writing In addition to working further on objectives from KS2 pupils should be taught:</p> <ul style="list-style-type: none"> • How to read and understand simple texts using cues in language, layout and context to aid understanding • How to read aloud a simple written text, attempting authentic pronunciation and some expression with regard to content • How to assess simple texts for gist, purpose, intended audience and degree of difficulty as a preliminary to reading • How to use a dictionary and other resources appropriately when working on text • How to assemble a short text using familiar sentence structure and known vocabulary • How to use simple texts as models or prompts for their own writing • How to evaluate and improve the quality of their written work
<p>Cross Curricular Links</p>	<p>SMSC: Learning how to express yourself and respect other people's views/ culture. PSHE: Pros and cons of school life in France/Francophone countries compared with the UK. Careers: Consider skills, qualities and interests to work in the education 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</p>	
<p>Becoming future ready</p>	<p>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</p>	
<p>Differentiation</p> <p>QFT/SEND Provision</p>	<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 kinesthetic 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>	

<p>Intent & Implementation</p>	<p>In Year 7, we have planned to provide pupils with a firm foundation of foreign language learning. Although our Year 7 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.</p>
<p>Learning Outcomes (Most powerful knowledge)</p>	<p>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 7 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 Spanish, 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</p> <p>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.</p> <p>I can talk about family members I can talk about the age of others I can describe my hair and eyes I can describe others' hair and eyes I can describe myself and others (personality) I can talk about likes and dislikes I can say what I do in my free time</p> <p>I can tell the time I can talk about school subjects and give opinions of them I can name clothes I can say what I wear to school I can describe my school day I can say what I eat for breakfast</p> <p>Red denotes knowledge possibly covered in KS2/AUT.</p>
<p>Learning Outcomes (Grammar)</p>	<p>Red denotes grammar possibly covered in KS2/AUT</p> <p>I can use the verb avoir in 1st, 2nd and 3rd person – Challenge: whole paradigm I can use the possessive pronouns my and your I can use il y a I can use adjectival position and agreement I can use the verb être in the 1st, 2nd and 3rd person – Challenge: whole paradigm I can use negatives I can use the verb aimer + noun with definite article I can understand what an infinitive is</p>

	<p>I can use regular er verbs whole paradigm – QFT/SEN: 2st, 2nd and 3rd person</p> <p>I can understand when to use on and nous</p>
<p>Current learning to be developed in the future within:</p>	<p>All grammar to be recapped throughout KS3</p> <p>Time – arranging to go to the cinema – year 8</p> <p>Clothes – year 9 module 1</p> <p>Likes and dislikes – throughout KS3</p>
<p>Impact</p>	<p>See assessment map</p>
<p>Assessment</p>	