



YEAR 10 French SUM TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Education and Healthy Lifestyle



Curriculum Intent	In addition to working further on objectives from Years 7-9, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<p>AO1: understand and respond to spoken language in speaking and in writing AO2: understand and respond to written language in speaking and in writing AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification.</p> <p>Specifics:</p> <ul style="list-style-type: none"> • understand written texts in Spanish. Texts will predominantly focus on the defined vocabulary and grammar for each tier and will be of limited complexity at Foundation tier • understand spoken extracts comprising the defined vocabulary and grammar for each tier which are delivered at a pace which is no faster than a moderate pace, where each word is clearly discernible (as appropriate to pronunciation norms for each language), and which do not contain extraneous distractions or interruptions • undertake dictation of short, spoken extracts (including some vocabulary from outside the vocabulary list) with credit for accurate spelling • write text in Spanish in a lexically and grammatically accurate way in response to simple and familiar stimuli • translate in writing short sentences or texts, from Spanish to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means an appropriate and sufficient rendering of the meaning of the original language • infer, by using knowledge of the vocabulary and grammar specified for each tier, plausible meanings of single words from outside the vocabulary list when they are embedded in the context of written sentences • speak using clear and comprehensible language to: • read aloud a short written text in Spanish and undertake a short unprepared conversation relating to the text • undertake a Role-play, including asking and answering questions, simulating a context such as a social conversation, where instructions about what to say are unambiguous; talk about visual stimuli and extend this conversation into a short unprepared interaction.
Spiritual, moral, social, and cultural development	<p>SMSC: Learning how to express yourself and respect other peoples' views/culture. PSHE/British Values: Discuss the value of making progress in school, learn about what constitutes a healthy diet and lifestyle (drugs, smoking, diet .etc.) Skills Builder: Opportunities for practicing listening, speaking and teamwork</p>
Numeracy	Numbers, dates, currency and money and percentages
Literacy	<p>Vocabulary Tier 2: See knowledge organiser booklet for GCSE specification vocabulary for these topics Vocabulary Tier 3: Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, connectives, complex structure, justification. Reading: Regular reading activities (every other lesson minimum) – reciprocal strategies used, such as prediction, draw a picture, create a heading, reading bingo, two truths and a lie. Writing: 40, 90- and 50-word essay writing non-negotiable, written prep for a role play, written prep for a written and spoken photo card and answers to be typed to general conversation questions and translations. Oracy: Think, pair, share opportunities in every lesson, reading aloud activities as a whole class/group/pair (popcorn, ping pong reading, 1,2,3,4 game), opportunities for discussion on what makes a good piece of writing/speaking. etc, paired speaking activities (role plays, 30 second speaking challenges, trapdoor, battleships, quiz, quiz, trade .etc.)</p>

Becoming future ready	Careers/Employability: Consider skills, qualities and interests to work in the health service/hospitality industry.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: see short term plan for lesson-by-lesson examples</p> <p>By resource: see short term plan for lesson-by-lesson examples</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>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Most powerful knowledge)	<p>SUM1 Education + Healthy lifestyle</p> <ul style="list-style-type: none"> • Talk about making progress in school • Talk about primary school • Importance of learning languages • Food, drinks, specialties • Mealtimes food trends/healthy diet • Ordering food in a restaurant <p>SUM2 Healthy lifestyle + Consolidation of all skills</p> <ul style="list-style-type: none"> • Mental health • Unhealthy lifestyle choices • Future lifestyle changes • Consolidation of exam skills <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>All topics to be recapped at the end of Y11.</p> <p>All grammar and skills to be recapped throughout the GCSE course.</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.