



YEAR 7 FRENCH AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Transition, Self and Family



Intent	Listening and Speaking In addition to working further on objectives from KS2 pupils should be taught:	Reading and Writing In addition to working further on objectives from KS2 pupils should be taught:
Skills (Linguistic Competence & National Curriculum Links)	<ul style="list-style-type: none">How to engage with the sound patterns and other characteristics of the spoken languageHow to improve their capacity to follow speech of different kinds and in different contextsTo identify gist and some detail in continuous spoken passages about specific contextsHow to respond to face-to-face instructions, questions and explanationsHow to contribute to spontaneous talk in the target languageHow to evaluate and improve the quality and fluency of what they say	<ul style="list-style-type: none">How to read and understand simple texts using cues in language, layout and context to aid understandingHow to read aloud a simple written text, attempting authentic pronunciation and some expression with regard to contentHow to assess simple texts for gist, purpose, intended audience and degree of difficulty as a preliminary to readingHow to use a dictionary and other resources appropriately when working on textHow to assemble a short text using familiar sentence structure and known vocabularyHow to use simple texts as models or prompts for their own writingHow to evaluate and improve the quality of their written work
Cross Curricular Links	<p>SMSC: Learning how to express yourself and respect other people's views/ culture.</p> <p>PSHE: Use the media to find out about family life and greetings in France.</p> <p>Careers: Discussion of general careers where language skills could be useful</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 and dates</p>	
Becoming future ready	<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.</p> <p>Employability: You will be in a stronger position to find work with companies abroad or for companies in the UK with international links</p>	
Differentiation	Throughout this topic, quality first teaching will provide differentiation:	
QFT/SEND Provision	<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>	
Intent & Implementation	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	

<p>Learning Outcomes (Most powerful knowledge)</p>	<p>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>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 greet people in French I can say the French alphabet I understand French phonics rules I can count to 21 I can give my age I can say the days of the week I can say the months of the year I can say when my birthday is I can describe what is in my bag I can use classroom language I can say what is in my classroom I can recognise colours I can name animals I can count to 100</p> <p>Red denotes knowledge possibly covered in KS2.</p>
<p>Learning Outcomes (Grammar)</p>	<p>Red denotes grammar possibly covered in KS2.</p> <ul style="list-style-type: none"> • Use phonics to pronounce French words • Two vowels together uses an apostrophe • Using the 1st, 2nd and 3rd person of avoir (challenge = full paradigm) • Capital letters not used on days of week and months • Gender + the definite and indefinite articles • Using il y a • Singular vs. Plural nouns • Accents – acute, grave and circumflex • Adjectival agreement and position
<p>Current learning to be developed in the future within:</p>	<ul style="list-style-type: none"> • Name, greetings, age, numbers, days of the week, months and colours to be retrieved throughout key stage 3 • All grammar Year 7, 8 & 9
<p>Impact</p>	<p>See assessment map</p>

Assessment	
------------	--