



YEAR 8 FRENCH AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Holidays and festivals



Intent	<p>Listening and Speaking: In addition to working further on objectives from Year 7 pupils should be taught:</p> <ul style="list-style-type: none">• 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	<p>Reading and Writing: In addition to working further on objectives from Year 7 pupils should be taught:</p> <ul style="list-style-type: none">• 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
Skills (Linguistic Competence & National Curriculum Links)		
Cross Curricular Links	<p>SMSC: Learning how to express yourself and respect other people's views/ culture.</p> <p>PSHE: Use direct contact or media to find out about holiday destinations in Spanish speaking countries and young people's interests and attitudes towards it</p> <p>Careers: Exploration of jobs/future plans via the consolidation of job opportunities abroad</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, dates and time in both analogue and digital form</p>	
Differentiation	<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 kinaesthetic 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>	
QFT/SEND Provision		
Intent & Implementation	<p>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> <p>I can name countries and say where I went on holiday</p>	

<p>Learning Outcomes (Most powerful knowledge)</p>	<p> I can talk about school holidays I can say what I did during the holidays I can say what my holiday was like I can describe a visit to a theme park I can say how I travelled </p> <p> I can give opinions about festivals and celebrations I can buy food at the market I can find out about typical French food and Christmas celebrations </p> <p>Red denotes vocabulary previously covered in Year 7. For additional information, see the Year 7 vocabulary breakdown for what students have already covered.</p>
<p>Learning Outcomes (Grammar)</p>	<ul style="list-style-type: none"> • Avoir and être in the present tense • Regular perfect tense with avoir • Irregular perfect tense with avoir • Perfect tense with être • Using negatives • Using past participles of -re and -ir verbs. • Using opinion phrases with infinitives • Using the verb vouloir to say what you want <p>Red denotes grammar previously covered in Year 7. For additional information, see the Year 7 grammar breakdown for what students have already covered.</p>
<p>Impact</p>	<p>We need to ensure high quality ongoing formative assessment takes place across all four skills, ensuring:</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • pupils know what they are meant to be learning • finding out what pupils have learnt • we provide feedback that improves pupils' learning • we develop pupils' ability to monitor and assess their own learning • In line with the school marking policy, quality written feedback for this unit is to be provided on the learning as indicated within the lesson by lesson overview.