




YEAR 10 French SPRG TERM

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Free Time (music, TV, film and eating out) and Customs and Festivals

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	Listening and speaking <ul style="list-style-type: none">• demonstrate general and specific understanding of different types of spoken language• follow and understand clear standard speech using familiar language across a range of specified contexts• identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events• deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes• recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.• communicate and interact effectively in speech for a variety of purposes across a range of specified contexts• take part in a short conversation, asking and answering questions, and exchanging opinions• convey information and narrate events coherently and confidently, using and adapting language for new purposes• speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate• initiate and develop conversations and discussion, producing extended sequences of speech• make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events• make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view	Reading and writing <ul style="list-style-type: none">• understand and respond to different types of written language• understand general and specific details within texts using high frequency familiar language across a range of contexts identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events• deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes• recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts• demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate• translate a short passage from the assessed language into English• communicate effectively in writing for a variety of purposes across a range of specified contexts• write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information• produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings• make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events• manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register

	<ul style="list-style-type: none"> use accurate pronunciation and intonation such as to be understood by a native speaker 	<ul style="list-style-type: none"> make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context
Spiritual, moral, social, and cultural development	<p>SMSC: Learning how to express yourself and respect other peoples' views/culture.</p> <p>PSHE/British Values: Learn about what constitutes a healthy diet, learn about and have respect for cultural regional and national festivals and how these contribute positively and negatively to a country/region/community, learn and have respect for cultural eating norms in France.</p> <p>Skills Builder: Opportunities for practicing listening, speaking and teamwork</p>	
Numeracy	Numbers, dates, currency and money, weights, time and percentages	
Literacy	<p>Vocabulary Tier 2: See knowledge organiser booklet for GCSE specification vocabulary for these topics</p> <p>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.</p> <p>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.</p> <p>Writing: 190- and 50-word essay writing non-negotiable, written prep for a role play and answers to be typed to general conversation questions, translations.</p> <p>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	<p>Careers/Employability: Consider skills, qualities and interests to work in the music and film industries, as well as discuss popular films and television programmes in the Francophone world, as well as discuss careers in the hospitality industry.</p>	
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	<p>To be able to:</p> <p>Free Time (Music, TV, film)</p> <ul style="list-style-type: none"> Give their opinion on TV, Music and Cinema Talk about hobbies they do and give opinions Describe free time activities in the past Talk about leisure activities in the simple future Revise all 3 tenses Develop strategies for dealing with a 150 word essay Develop strategies for dealing with a role play Ask questions effectively <p>Food and Eating Out</p> <ul style="list-style-type: none"> Recognise key food and drink vocabulary 	
Learning Outcomes (Most powerful knowledge)		

	<ul style="list-style-type: none"> • Buy food (weights .etc.) and give opinions • Talk about eating out • Order food in a restaurant • Develop strategies for dealing with a transactional role play in a restaurant • Talk about mealtimes and say what we eat at different times <p>Customs and Festivals</p> <ul style="list-style-type: none"> • Understand French eating habits and routines and speak about our own using 2 tenses • Talk about French regional and national festivals in the past • Talk about and understand people talking about Christmas in the past • Talk about a French festival in the past in more detail • Talk about a birthday in the past and say what your birthday used to be like <p>Red denotes interleaving; aspects of knowledge covered previously.</p>	
Current learning to be developed in the future within:	<p>Food to be retrieved in Healthy Living in the Summer Term Y10.</p> <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.	