



YEAR 11 French AUT TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Healthy Living, Travel & Tourism, Customs & 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	<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. 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 myself and listen to others PSHE/British Values: Learning about healthy lifestyles, learning about other cultures key festivals and comparing them to those in the UK Skills Builder: Opportunities for practicing listening, speaking and teamwork</p>
Numeracy	Numbers, dates 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: 50-90- 150 word essay writing non-negotiables, essay writing skills for the 150 word essay, answers to be typed to general conversation questions, 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: Discuss working abroad.
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 By resource: see short term plan for lesson-by-lesson examples By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. 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. 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>Healthy Living:</p> <ul style="list-style-type: none"> • To be able to discuss good mental health (must/can) • To be able to discuss unhealthy lifestyle choices • To be able to discuss illness & injury • To be able to describe sporting activities • To be able to discuss future lifestyle changes • To be able to compare your lifestyle when you were younger & now. • To be able to complete a role play <p>Travel & Tourism:</p> <ul style="list-style-type: none"> • To be able to discuss travel plans (would like) • To know countries, transport, accommodation • To be able to discuss what you can see & do on holiday • To be able to discuss weather in the present & past tense • To be able to describe where you stayed on holiday (accommodation) • To be able to describe a photo • To be able to describe holidays in 3 tenses • To be able to complete a 50, 90 & 150 essay <p>Customs & Festivals</p> <ul style="list-style-type: none"> • To be able to describe festivals in the francophone world • To be able to understand people talking about a festival they visited in the past • To be able to describe how you normally celebrate Christmas/Eid/other festival • To be able to discuss other family events in 3 tenses <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Learning Outcomes (Most powerful knowledge)	
Current learning to be developed in the future within:	<p>.All topics to be recapped throughout the rest of the course. 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.



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Medium Term Planning - Topic: Environment, House & Home & Work

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. 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 myself and listen to other people's points of view PSHE/British Values: Learning about environmental problems and discussing what we can do to help the environment Skills Builder: Opportunities for practicing listening, speaking and teamwork</p>
Numeracy	Numbers, dates 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: 50-90- 150 word essay writing non-negotiables, essay writing skills for the 150 word essay, answers to be typed to general conversation questions, 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: Discuss the world of work, future careers, aspirations and training routes to get there.
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 By resource: see short term plan for lesson-by-lesson examples By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. 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. 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>Environment:</p> <ul style="list-style-type: none"> To be able to talk about environmental problems To be able to say what the world will be like if climate change continues (recap weather) To be able to say what we must do to combat environmental problems To be able to say what I do to help the environment To be able to say what I have done, used to do to help the environment To be able to discuss new technologies <p>House & Home</p> <ul style="list-style-type: none"> To be able to say what type of house we live in To be able to recognise rooms & furniture To be able to describe my ideal home (conditional tense) To be able to describe your town/village (places in town) To be able to ask for & understand directions <p>Work:</p> <ul style="list-style-type: none"> To be able to talk about future plans and hopes To know a range of jobs and be able to say what job you would like to do To understand people talking about the pros and cons of jobs in 3 tenses <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Learning Outcomes (Most powerful knowledge)	
Current learning to be developed in the future within:	<p>.All topics to be recapped throughout the rest of the course. 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.



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Medium Term Planning - Topic: Review of all topics & exam skills



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. 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 myself and listen to other people’s points of view PSHE/British Values: Dealing with time manage, independent learning & managing stressful times Skills Builder: Opportunities for practicing listening, speaking and teamwork</p>
Numeracy	Numbers, dates 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: 50-90- 150 word essay writing non-negotiables, essay writing skills for the 150 word essay, answers to be typed to general conversation questions, 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: Discuss the importance of qualifications for future choices
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 By resource: see short term plan for lesson-by-lesson examples By Intervention: by providing different levels of supervision and support By Progressive Questioning: exploring pupils’ understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference, preferred learning style. 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. By Offering Optional Activities: In class or as homework, to extend learning.</p>

	This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	To be able to: Exam Preparation and Consolidation Intensive speaking exam practice and real GCSE speaking exams Revision and consolidation of key grammar, vocabulary, and speaking/writing skills Review of job-related topics
Learning Outcomes (Most powerful knowledge)	Final Revision & Study Leave Continued exam preparation and consolidation across all GCSE themes
Current learning to be developed in the future within:	.All topics to be recapped throughout the rest of the course. All grammar and skills to be recapped throughout the GCSE course.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.