



# YEAR 13 French

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Literary Study – No et moi



Curriculum Intent	In addition to working further on objectives from Years 7-12, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<ul style="list-style-type: none"> <li>• using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of French</li> <li>• applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in this specification</li> <li>• using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies</li> <li>• listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary</li> <li>• understanding the main points, gist and detail from spoken and written material</li> <li>• inferring meaning from complex spoken and written material, including factual and abstract content</li> <li>• assimilating and using information from spoken and written sources, including material from online media</li> <li>• summarising information from spoken and written sources, reporting key points and subject matter in speech and writing</li> </ul>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b> Learning how to express yourself and respect other peoples' views/culture.</p> <p><b>PSHE/British Values:</b> Discuss homelessness, homeless women, parenting and the effect it has on a child, bereavement.</p> <p><b>Skills Builder:</b> Opportunities for practicing constructing an academic essay</p>
Numeracy	Numbers, dates and percentages
Literacy	<p><b>Vocabulary Tier 2:</b> See vocabulary booklet for No et moi vocabulary for this topics.</p> <p><b>Vocabulary Tier 3:</b> Gender, past participle, intensifier, gerund, infinitive verbs, qualifier, conjugation, vocabulary, translate, pronunciation, intonation, tense, subject, singular, plural, accent, dialogue, connectives, complex structures, justification.</p> <p><b>Reading:</b> 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><b>Writing:</b> Regular summary writing, translations and essay writing</p> <p><b>Oracy:</b> 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	<b>Careers/Employability:</b> Consider skills, qualities and interests to work abroad.
Adaptation	Throughout this topic, quality first teaching will provide differentiation: <b>By product:</b> see short term plan for lesson-by-lesson examples
QFT/SEND Provision	<p><b>By resource:</b> see short term plan for lesson-by-lesson examples</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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><b>By Offering Optional Activities:</b> 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>

<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• summarise the plot of the book</li> <li>• understand the social context of the book</li> <li>• describe the author</li> <li>• examine the success of the book</li> <li>• analyse the character of Lou</li> <li>• analyse the character of No</li> <li>• analyse the character of Lucas</li> <li>• understand the role of the secondary characters</li> <li>• examine the theme of homelessness</li> <li>• examine the theme of love</li> <li>• examine the theme of friendship</li> <li>• examine the theme of family</li> <li>• examine the theme of loneliness</li> <li>• analyse the structure of the book</li> <li>• analyse the style of the book</li> <li>• analyse the use of language on the book</li> </ul>
<b>Learning Outcomes (Most powerful knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	<p>All topics to be recapped throughout the rest of the course.</p> <p>All grammar and skills to be recapped throughout the A-level course.</p>
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.