

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning Year 9 – Term 1 – En pleine forme !

Intent – Rationale

To build confidence in speaking, writing, reading and listening on the topic of food, drink and a balanced diet. This topic feeds into the French GCSE where pupils write and speak about what they eat and drink and also what they do in order to stay healthy. The scheme also aims to build cultural awareness on issues associated with food poverty across the world.

<p>Sequencing – what prior learning does this topic build upon?</p> <ul style="list-style-type: none"> • Y7 Term 4: Manger et boire • Y8 Term 2: Bouger, c'est important • Use of present tense in all previous topics • Use of connectives in all previous topics • Use of opinions in all previous topics • 	<p>Sequencing – what subsequent learning does this topic feed into?</p> <ul style="list-style-type: none"> • Y10 T3: Food & Drink • Y10 T6 Theme 2 6.2- describing lifestyle choices •
<p>What are the links with other subjects in the curriculum?</p> <ul style="list-style-type: none"> • German • Food & Nutrition (the importance of a balanced diet) • PSHE (Healthy lifestyles) 	<p>What are the links to SMSC, British Values and Careers?</p> <ul style="list-style-type: none"> • SP2, SP3, SP4 • SO1 • C1, C2, C4
<p>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p> <ul style="list-style-type: none"> • Mini readers on Kerboodle- Allez 2 Unit 5 	<p>What are the opportunities for developing mathematical skills?</p> <ul style="list-style-type: none"> • Percentages • Times

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></p> <ul style="list-style-type: none"> • Understand how to talk about living a healthy lifestyle (including the importance of a good diet and exercise) • How to use expressions of quantity • How to make resolutions to stay/get healthy <p style="text-align: center;"><u>Apply</u></p> <ul style="list-style-type: none"> • Talk and write about our own diet and whether or not it is healthy • Talk and write about different constituents of a healthy diet • To express your opinions on your own diet & that of others • Talk and write about your own meal-time preferences using a variety of tense structures • To use the future tense to set resolutions about your own diet and lifestyle <p style="text-align: center;"><u>Extend</u></p> <ul style="list-style-type: none"> • To use the perfect tense accurately to describe what you (& others) did yesterday to promote a healthy lifestyle • To use impersonal structures accurately to say what you or others must/should do to lead a healthy lifestyle • To give detailed reasons for doing different things to lead a healthy lifestyle • To use the future tense accurately with all subjects 	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Grammar: <ul style="list-style-type: none"> • Impersonal structures • The pronoun <i>en</i> • The perfect tense • Expressions of quantity • The future tense 	<ul style="list-style-type: none"> • Weekly vocabulary tests • Self and peer assessment in lesson • Formative assessment based on retrieval at start of each lesson

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Vocabulary:

5.1- *l'huile, le poulet, le yaourt, le beurre, les glaces, le fromage, le riz, l'eau, le poisson, les pommes de terre, le pain, les gâteaux, l'ananas, le coca, les carottes*

Il faut manger cinq fruits ou légumes ... ; Il ne faut pas/Il est important de ne pas manger trop de/d' ...

Il est nécessaire/essentiel de boire un litre/deux parts de/d' ...

par jour, une/deux fois par jour, à chaque repas, régulièrement

... parce que c'est bon/ce n'est pas bon pour le cœur/le cerveau/la peau/les yeux/les dents/les cheveux/les os/les muscles.

... parce qu'il y a des vitamines/des fibres/des protéines/trop de sucre/grasses

5.2- *Je bois un litre/beaucoup d'eau par jour.*

Je mange cinq/beaucoup de fruits et légumes par jour.

Je fais du sport/de la danse une/deux fois par semaine.

Je joue au foot/tennis tous les jours/toutes les semaines.

J'en mange/bois/fais ...

Je mange équilibré/sainement/à des heures régulières.

Je dors huit heures par nuit.

5.3- *des céréales, du thé, un yaourt, un steak-frites, une tarte au citron, un hamburger, des pâtes, un gâteau, du jambon, une pomme, du fromage blanc, un jus d'orange*

J'ai/Je n'ai pas/Tu as/Tu n'as pas mangé/bu/pris ... au (petit) déjeuner/goûter/dîner.

trop de/d' ..., beaucoup de/d' ..., assez de/d' ..., plus de/d' ..., moins de/d' ...

Il faut/Il est important de manger/boire/prendre ...

grasses, produits gras, sucre, fruits et légumes, eau

C'est bien/Ce n'est pas bien parce que/qu' ...

... c'est trop gras/sucré. ... c'est équilibré. ... c'est bon/mauvais pour la santé/la peau/le cœur/les dents.

... il y a des vitamines/protéines/fibres/risques d'obésité/de surpoids.

Je pense que je mange/tu manges bien/mal. Je pense qu'il/elle mange assez bien

5.4- *Je mangerai plus de fruits et légumes. Je ferai plus de sports. Je boirai moins de boissons sucrées. J'irai à l'école en vélo. Je mangerai moins de fast-food. Je jouerai au basket. Je regarderai moins la télé. Je dormirai huit heures par nuit.*

... parce que c'est important/essentiel/mauvais pour la santé/les résultats scolaires

- Summative assessment:
Listening, Reading &
Translation assessment

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
5.1 Tu manges bien ? « Qu'est-ce que tu aimes manger ? »	To talk about what we like to eat for different meals	Introduce prior learning (e.g. perfect tense to say what we ate yesterday)	Kerboodle Allez 2 p76
5.1 Tu manges bien ?	To use impersonal structures to give tips on a healthy diet	To give developed reasons to say why you should do certain things	Kerboodle Allez 2 p77
5.2 Comment vivre sainement ? « Que fais tu pour rester en forme ? »	To discuss things you do to stay in shape		Kerboodle Allez 2 p78
5.2 Comment vivre sainement ? « Que fais-tu pour vivre sainement ? »	To produce an extended piece of writing about what you do to stay healthy	Incorporate prior learning (e.g. varied tenses) to add depth	Kerboodle Allez 2 p79
5.3 Attention : danger ! « Qu'est-ce que tu as mangé et bu hier ? »	To use the perfect tense to describe what you ate and drank yesterday	Use the imperfect tense to add description	Kerboodle Allez 2 p80
5.3 Attention : danger ! « As-tu bien mangé hier ? »	To describe the consequences of a poor diet		Kerboodle Allez 2 p81
5.4 Ma vie changera ! « Que feras-tu pour rester en forme ? »	To use the future tense to describe what you will do to get/stay healthy		Kerboodle Allez 2 p82
5.4 Ma vie changera !	To make resolutions about how you will change your diet	Incorporate prior learning (e.g. past structures) to compare your life now/previously	Kerboodle Allez 2 p83
5.5 Ce sera comment?	To talk about what life will look like in the future		Kerboodle Allez 2 p84
Assessment	To complete the assessment to full potential		