

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning Year 9 – Term 2 – Rendez-vous !

Intent – Rationale

To build confidence in speaking, writing, reading and listening on the topic of free time; inviting others to do things and learning about festivals (on a local and global scale). This topic feeds into the French GCSE where pupils write and speak about festivals and special occasions that they celebrate with their family. The scheme also aims to build cultural awareness on some francophone festivals and acts of remembrance.

<p>Sequencing – what prior learning does this topic build upon?</p> <ul style="list-style-type: none"> • Y7 Term 5: Mon quartier • Y8 Term 4: Le monde des médias • Use of present tense in all previous topics • Use of connectives in all previous topics • Use of opinions in all previous topics • Use of perfect tense in previous topics • Use of future tense in previous topics 	<p>Sequencing – what subsequent learning does this topic feed into?</p> <ul style="list-style-type: none"> • Y10 T4: Customs & Festivals
<p>What are the links with other subjects in the curriculum?</p> <ul style="list-style-type: none"> • German • History (French Revolution & WW1 & 2) 	<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 6 	<p>What are the opportunities for developing mathematical skills?</p> <ul style="list-style-type: none"> • Large numbers (dates) • Times

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- Understand how to invite others to do things
- How to use the simple future tense to make plans
- A number of different cultural francophone festivals

Apply

- 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

Extend

- 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:

- Impersonal structures
- The pronoun *en*
- The perfect tense
- Expressions of quantity
- The future tense

- Weekly vocabulary tests
- Self and peer assessment in lesson
- Formative assessment based on retrieval at start of each lesson

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Vocabulary:

6.1- *On va ... envoyer les invitations, acheter la nourriture et les boissons pour le buffet, télécharger de la musique, décorer la salle, préparer le buffet, nettoyer!*

C'est une fête pour célébrer mon anniversaire.

C'est samedi soir/à partir de 18 heures.

Ça va être au collège/chez moi.

Ça va être (vraiment) super/génial.

Tu peux apporter du coca/des sandwiches.

Je vais passer te chercher à 17 heures.

6.2- *On pourrait faire les magasins/faire un pique-nique/aller à un concert/aller à une fête/aller au bowling/aller au ciné/manger au McDo/regarder un DVD.*

Bof, je n'aime pas trop ... Je ne sais pas ... Ah non, c'est nul./Je déteste ...

Je ne peux pas parce que c'est trop cher/je n'ai pas beaucoup d'argent/j'ai horreur de danser/j'ai horreur du fast-food/je suis fatigué(e)/j'y suis allé(e) hier.

6.3- *Je suis allé(e) à la fête nationale/au festival de ...*

On est allé(e)s à la Fête du Cinéma/de la Musique.

J'y suis allé(e) avec mes copains/copines/parents ...

C'était en juillet/l'année dernière/le week-end dernier.

C'était génial/super/incroyable/gratuit.

Il y avait un concert/un feu d'artifice/beaucoup de monde.

Je suis resté(e)/On est resté(e)s trois jours/tout le week-end/juste le samedi.

J'ai/On a dansé/chanté/mangé/vu/écouté ...

Je vais y retourner l'année prochaine/l'été prochain.

6.4- *C'est nécessaire de se souvenir de la Guerre/de la Révolution.*

C'est important de penser à son amoureux(-euse)/s'amuser.

Il y a des défilés/feux d'artifice/concerts.

Il n'y a pas d'école. C'est un jour férié.

On fait/mange/boit/danse/écoute/va/vient ...

C'était ... Il y avait ... Il faisait ...

On a fait/mangé/bu/dansé/écouté ... On est allé(e)s/venu(e)s ...

- 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 ?	To talk about different elements that constitute a healthy diet	To use impersonal structures to give others advice on their diet	Kerboodle Allez 2 p76
5.1 Tu manges bien ? « C'est bon pour la santé ? »	To use impersonal structures to describe a healthy diet	To give developed reasons for your advice	Kerboodle Allez 2 p77
5.2 Comment vivre sainement ?	To describe your own lifestyle and whether it is healthy or not	To compare your lifestyle to others using 3 rd person verb forms	Kerboodle Allez 2 p78
5.2 Comment vivre sainement ? « Que fais-tu pour vivre sainement ? »	To talk about your lifestyle over time (including past behaviours and future plans)	To recall prior learning to give your description added detail	Kerboodle Allez 2 p79
5.3 Attention : danger !	To describe what you eat & drink and what you ate and drank recently in the context of a healthy lifestyle	To compare your diet to others using 3 rd person verb forms	Kerboodle Allez 2 p80
5.3 Attention : danger ! « Est-ce que tu as bien mangé hier ? »	To analyse your diet yesterday – was it good or bad? What is your justification?	Use facts & opinions to produce a coherent & structured argument	Kerboodle Allez 2 p81
5.4 Ma vie changera !	To describe steps you will take to have a healthier lifestyle	Use the conditional mood to increase your range of language	Kerboodle Allez 2 p82
5.4 Ma vie changera ! « Les résolutions pour la Nouvelle Année »	To produce a list of actions the class will take to improve their lifestyle		Kerboodle Allez 2 p83
5.5 Ce sera comment?	To understand how to read & understand statistics		Kerboodle Allez 2 p84-85
Assessment	To complete the assessment to full potential		

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