

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning

Year 10 – Term 3/Theme 1- Unit 3 Free-time activities

Intent – Rationale

By studying this topic students will be able to give information to French speakers about social media and will be able to understand similar information given by a French speaker. They will have a better understanding of the advantages and disadvantages of mobile technology and will be able to discuss their own preferences and experiences. They will be able to use the present tense with regular and irregular verbs with accuracy.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> • Y7 T3 Autour de moi- leisure activities • Y7 T4 A table- food + drink • Y7 T5 Mon quartier- free-time activities • Y8 T2: Bouger c’est important ! – sports and leisure activities • All previous use of present tense, perfect tense and future tenses 	<ul style="list-style-type: none"> • Y10 T6 Theme 2 6.2- describing lifestyle • Y11 T2 Theme 2 8.1- activities on holiday • All future use of present tense, perfect tense and future tenses
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • German 	<ul style="list-style-type: none"> • SP2, SP3, SP4 • SO1 • C1, C2, C4 • BV1 • GB4 a, b,
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Allez 2 mini-reader unit 2 <i>Au revoir les enfants</i> T:\Departments\Curriculum\French\Key Stage 4\RESOURCES\Unit 3 Free-time activities\Y10 T3 minireader 	<ul style="list-style-type: none"> • Numbers and ages • Dates • Time (including 24h clock)

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Intent – Concepts

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

Know

- How to describe, express opinions and give reasons on free-time activities, eating out and sports
- How to discuss these topics using a variety of tenses.

Apply

- Express habits and opinions on TV, music and films
- Describe what free-time activities you did last weekend using the perfect tense of regular verbs
- Revise the future tense (will) to describe what leisure activities you will do next weekend
- Build vocabulary on different cuisines and eating out
- Compare world food and global eating habits and understand differences that exist
- Describe what you ate and what you thought about it
- Build vocabulary on sports and sporting activities
- Discuss opinions and dangers relating to extreme sports

Extend

- Use perfect tense regular (-er/-ir/-re) verbs to describe the sports that others did
- Use the future tense (will) with irregular verbs to discuss what others will do
- Build complex reasons to explain opinions including a wide variety of vocabulary and connectives
- Use verb + infinitive structure to add complexity
- To understand the use of demonstrative pronouns celui, ceux, celle celles (this one/that one/these those)
- Develop complex sentences using quand, lorsque and si with the correct tense
- To understand the use of pronouns en (replacing de + noun) and y (replacing à + noun)

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What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>Grammar:</p> <ul style="list-style-type: none"> • The perfect tense of regular verbs • The perfect tense with être • Revision of the future tense • Time phrases • Verb + infinitive • Demonstrative pronouns (celui / celle) • Using more complex negatives • Developing sentences using quand, lorsque and si • Opinion verbs • Using the pronouns en and y • Emphatic pronouns (extension) <p>Vocabulary: Kerboodle Foundation textbook pages 62-63 +Higher textbook pages 62-63 Theme 1 Units 3.1-3.2</p> <ul style="list-style-type: none"> • 3.1 G Qu'est-ce que tu aimes faire ? • 3.1 F Qu'est-ce que tu as fait ce weekend ? • 3.1 H Le weekend, qu'est-ce que tu fais ? • 3.2 F Qu'est-ce que tu aimes manger ? • 3.2 H Que mange-t-on dans le monde ? • 3.3 G Tu fais du sport ? • 3.3 F Le sport c'est ma passion ! • 3.2 H Les sports extrêmes <p>T:\Departments\Curriculum\French\Key Stage 4\Vocabulary-list-French-by-topic-resized.docx page 5-7 + page 21-22</p>	<ul style="list-style-type: none"> • Weekly vocab tests • Weekly skills homework • Self and peer assessment in lesson • Formative assessment based on retrieval at start of each lesson • Summative assessment: Speaking: Photocard and 150 word writing task

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Qu'est-ce que tu aimes faire ? 3.1G « J'adore les jeux télévisés »	Build vocab on tv, music and film Revise present tense regular verbs		AQA French Foundation P48-49
Que'est-ce que tu as fait ce weekend ? 3.1F « J'ai joué au foot »	Reading, building vocab and translation into English on free-time activities in the past		AQA French Higher P48
Que'est-ce que tu as fait ce weekend ? 3.1F « Il a regardé la télé »	Perfect tense of regular verbs		AQA French Higher P48 + ex5 p49 Kerboodle grammar worksheet
Que'est-ce que tu as fait ce weekend ? 3.1F "les loisirs"	Listening to and understanding what others did last weekend Translation- fr- eng Writing- what you did last weekend (ex 7 p49)		AQA French Higher P49
Le weekend, qu'est-ce que tu fais ? 3.1H «le weekend... »	Reading and vocab on leisure activities		AQA French Higher P50
Le weekend, qu'est-ce que tu fais ? 3.1H «le weekend prochain... »	Revision of future tense		AQA French Higher P50 Kerboodle grammar worksheet
Le weekend, qu'est-ce que tu fais ? 3.1H « Je ferai mes devoirs »	Listening to and understanding others describing their future leisure activities Writing- what you will do next weekend (ex4b p51)		AQA French Higher P51 Kerboodle grammar worksheet
Qu'est-ce que tu aimes manger ? 3.2F « j'adore manger la nourriture épicé »	Reading and listening (p53 ex3) on types of cuisine and eating out. Grammar- verb + infinitive structure		AQA French Higher P52/P53 Kerboodle grammar worksheet

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Qu'est-ce que tu aimes manger ? 3.2F « Elle aime le riz »	Reading on what others ate and drank at a restaurant. Writing – what you ate last weekend (p53 ex5)		AQA French Higher P53
Que mange-t-on dans le monde ? 3.2H « en Chine... »	Reading, building vocab and translation skills (fr-eng) on world food and eating habits		AQA French Higher P54
Que mange-t-on dans le monde ? 3.2H « celui que je préfère.. »	Demonstrative pronouns		AQA French Higher P54 Kerboodle grammar worksheet
Que mange-t-on dans le monde ? 3.2H « Je suis allé au Japon.. »	Listening to and understanding what others ate Writing- describe a visit abroad and what you ate there (p55 ex4)	Transl- eng-fr	AQA French Higher P55
Tu fais du sport ? 3.3.G « Je fais du handball »	Building vocab on sports- what you do/did and when		AQA French Foundation P56-57
Le sport c'est ma passion ! 3.3F « j'adore partir en balade »	Reading and building vocab on sports incl what you did when you were younger (Listening 3a p57)		AQA French Higher P56/57
Le sport c'est ma passion ! 3.3F "Quand j'étais petite..."	Developing sentences using quand, lorsque and si Writing- sports you do, when you started and how often you train (ex4 p57)		AQA French Higher P56/p57 Kerboodle grammar sheet
Les sports extremes 3.3H "le Barefoot"	Reading and listening (ex3 p59 on extreme sports, incl for/against		AQA French Higher P58/p59
Les sports extremes 3.3H « il y a trop de risques »	Pronouns en/y- worksheet + ex 2 p59 Writing- for and against extreme sports		AQA French Higher P59 Kerboodle grammar sheet
Assessment	To complete the assessment to full potential – photocard and 150 word writing		