

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## French Scheme of Learning

### Year 10 – Term 1-2/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"> <li>Y7 T3 Autour de moi- leisure activities</li> <li>Y7 T4 A table- food + drink</li> <li>Y7 T5 Mon quartier- free-time activities</li> <li>Y8 T2: Bouger c'est important ! – sports and leisure activities</li> <li>All previous use of present tense, perfect tense and future tenses</li> </ul>	<ul style="list-style-type: none"> <li>Y10 T6 Theme 2 6.2- describing lifestyle</li> <li>Y11 T2 Theme 2 8.1- activities on holiday</li> <li>All future use of present tense, perfect tense and future tenses</li> </ul>
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"> <li>German</li> </ul>	<ul style="list-style-type: none"> <li>SP2, SP3, SP4</li> <li>SO1</li> <li>C1, C2, C4</li> <li>BV1</li> <li>GB4 a, b,</li> </ul>
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"> <li>Allez 2 mini-reader unit 2 <i>Au revoir les enfants</i></li> </ul>	<ul style="list-style-type: none"> <li>Numbers and ages</li> <li>Dates</li> <li>Time (including 24h clock)</li> </ul>

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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><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The perfect tense of regular verbs</li> <li>• The perfect tense with être</li> <li>• Revision of the future tense</li> <li>• Time phrases</li> <li>• Verb + infinitive</li> <li>• Demonstrative pronouns (celui / celle)</li> <li>• Using more complex negatives</li> <li>• Developing sentences using quand, lorsque and si</li> <li>• Opinion verbs</li> <li>• Using the pronouns en and y</li> <li>• Emphatic pronouns (extension)</li> </ul> <p><b>Vocabulary:</b>            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"> <li>• 3.1 G Qu'est-ce que tu aimes faire ?</li> <li>• 3.1 F Qu'est-ce que tu as fait ce weekend ?</li> <li>• 3.1 H Le weekend, qu'est-ce que tu fais ?</li> <li>• 3.2 F Qu'est-ce que tu aimes manger ?</li> <li>• 3.2 H Que mange-t-on dans le monde ?</li> <li>• 3.3 G Tu fais du sport ?</li> <li>• 3.3 F Le sport c'est ma passion !</li> <li>• 3.2 H Les sports extrêmes</li> <li>• See Vocabulary list - page 5-7 + page 21-22</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly vocab tests</li> <li>• Weekly skills homework</li> <li>• Self and peer assessment in lesson</li> <li>• Formative assessment based on retrieval at start of each lesson</li> <li>• Summative assessment: Speaking: Photocard and 150 word writing task</li> </ul>

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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
L1 Qu'est-ce que tu aimes faire ? 3.1G +3.1F « J'adore les jeux télévisés »	Build vocab on tv, music and film Revise present tense regular verbs		AQA French Foundation P48-49
L2 Que'est-ce que tu as fait ce weekend ?	Reading, building vocab and translation into English on free-time activities in the past + past tense introduction – picking out grammar rule		AQA French Higher P48
L3 Que'est-ce que tu as fait ce weekend ? 3.1F « Il a regardé la télé »	Listening to and understanding what others did last weekend Translation- fr- eng Model including practice using perfect tense Writing- what you did last weekend (ex 7 p49)		AQA French Higher P48 + ex5 p49 Kerboodle grammar worksheet Photocard
L4 Le weekend, qu'est-ce que tu fais ? 3.1H «le weekend... »	Reading and vocab on leisure activities + recognise and revise future tense referring back to Unit 1		AQA French Higher P50
L5 Le weekend, qu'est-ce que tu fais ? 3.1H « Je ferai mes devoirs »	Listening to and understanding others describing their future leisure activities 90 word writing on Free time using 3 tenses - assessed		AQA French Higher P51 Kerboodle grammar worksheet
L6 Qu'est-ce que tu aimes manger ? 3.2F « j'adore manger la nourriture épicée »	Reading and listening (p53 ex3) on types of cuisine and eating out. Grammar- verb + infinitive structure		AQA French Higher P52/P53 Kerboodle grammar worksheet
L7 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) Eng -> French Translation modelling past tense		AQA French Higher P53
L8 Que mange-t-on dans le monde ? 3.2H	Reading, building vocab and translation skills (fr-eng) on world food and eating habits + quick use of demonstrative pronouns		AQA French Higher P54

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«Que mange-t-on dans le monde?»			
L9 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) <b>Speaking Questions and role play</b>	Transl- eng-fr	AQA French Higher P55
L10 Tu fais du sport ? 3.3.G « Je fais du handball »	Building vocab on sports- what you do/did and when Reading and building vocab on sports incl what you did when you were younger (Listening 3a p57)		AQA French Foundation P56-57
L11 Le sport c'est ma passion ! 3.3F "Le sport, c'est ma passion!"	Developing sentences using quand, lorsque and si Writing- sports you do, when you started and how often you train (ex4 p57) 90 word writing bullet points 1+2 focused writing		AQA French Higher P56/p57 Kerboodle grammar sheet
L12 Les sports extrêmes 3.3H "Les sports extrêmes"	Reading and listening (ex3 p59 on extreme sports, incl for/against		AQA French Higher P58/p59
L13 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
L14 Assessment	To complete the assessment to full potential – photocard and 150 word writing		