

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning Year 8 – Term 1 Bouger, c'est important !

Intent – Rationale

To build confidence in speaking, writing, reading and listening on the topic of sport and leisure activities. This topic feeds into the French GCSE where pupils write and speak about their own free time preferences. The scheme also aims to build cultural awareness on francophone sports stars.

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 Term 2: 2.1- opinions and adjectives • Y7 Term 3: 2.3- opinion verbs/phrases and adjectives • Y8 Term 1: 7.3 – use of <i>je voudrais</i> & <i>j'aimerais</i> • Use of present tense in all previous topics • Use of connectives in all previous topics 	<ul style="list-style-type: none"> • Y9 Term 2: Les Vacances • Y10 T3: – Free time • Y11 T2 Theme 2 8.1- activities on holiday
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 • PE (Vocabulary to describe physical activity we do; describing sportspeople) 	<ul style="list-style-type: none"> • SP1; SP2; SP4 • SO1 • C2; C4 • BV4; BV5
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"> • Mini readers on Kerboodle- Allez 1 Unit 8 • Article on Léa Romain, Allez 1, page 144 	<ul style="list-style-type: none"> • Large numbers (for years) • Understanding French clock 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

- Vocabulary to discuss a range of sporting activities including knowledge of places and words of frequency to describe where and when these activities take place
- The differences between summer and winter sports
- Vocabulary for different body parts
- How to talk about injuries we have and the impact they have on us
- How to form the future tense to discuss sports we would like to try
- How to form the past tenses to describe sporting activities done on past and present holidays
- How to express and justify opinions on a range of sporting activities in 3 tenses

Apply

- Learn key vocabulary through Reading and Listening tasks which use prior knowledge to aid understanding as well as develop Reading and Listening skills
- Grammatical knowledge in 3 tenses, including in translations, writing tasks and speaking exercises to discuss sporting activities, give opinions and justifications
- Knowledge of Phonics by reading aloud and speaking tasks in order to improve pronunciation.
- Knowledge of key vocabulary to be able to talk and write about all knowledge listed above.

Extend

- Feel confident using conditional verb structures (*je voudrais...; j'aimerais...*)
- To use the perfect tense of *aller* and other high frequency verbs
- To give complex reasons for your preferences including appropriate connectives
- Describe preferences of others

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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"> • <i>Jouer</i> or <i>faire</i> when describing sports • Using <i>au/a la/aux/du/de la /des</i> • The use of <i>depuis</i> in the present tense • Conditional structures (<i>je voudrais; j'aimerais</i>) • Using <i>aller</i> in the perfect tense • Use of "<i>c'était</i>" • Use of <i>j'ai mal...</i> • Use of modal structures (<i>on ne peut pas</i>) • Using 3rd person in 2 tenses <p>Vocabulary:</p> <p>8.1 <i>Je joue au badminton/basket/cricket/foot/golf/hand(ball)/hockey (sur glace)/rugby/tennis. Je joue à la pétanque. Je joue aux boules. Je fais du canoë/karaté/skate/surf/VTT. Je fais de la natation/(planche à) voile. Je fais de l'athlétisme/équitation/escalade.</i></p> <p><i>Je ne joue pas/jamais au tennis. Je ne fais pas/jamais de sport. Je (ne) suis (pas) sportif (-ive).</i></p> <p><i>J'ai un entraînement. Je joue pour l'équipe du collège. Je joue au foot depuis deux ans/depuis l'âge de six ans. C'est fatigant/super/passionnant. C'est ma passion. Mon équipe/joueur préférée, c'est ...</i></p> <p><i>une/deux fois par semaine/mois, tous les week-ends/mercredis/jours/soirs, toutes les semaines</i></p> <p>8.2 <i>Tu aimes les sports d'hiver/d'été? Je fais/J'aime faire/Je préfère faire ...</i></p> <p><i>du canoë-kayak, du canyoning, du patin à glace, du quad, du ski acrobatique, du snowboard, du VTT, de la plongée</i></p> <p><i>Je ne fais pas de/d'... Je voudrais/J'aimerais faire/jouer ... parce que ...</i></p> <p><i>c'est cool/super/passionnant/différent/intéressant, j'adore la neige/la mer/les poissons</i></p> <p><i>toutes les semaines, tous les étés, souvent; au collège, avec mes copains</i></p>	<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 • Summative assessment: listening; reading & translation • Weekly HW set on www.languagenut.com Vocab trainer / My Content / Year 7 French D / 8. Bouger, c'est important!

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<p>8.3 <i>le centre aéré, le stage sportif, la colonie de vacances</i> <i>la zumba, le tir à l'arc, la course au trésor, la course d'orientation, la balle aux prisonniers, l'atelier théâtre,</i> <i>l'atelier de dessin, la danse hip-hop, le yoga</i> <i>C'est quel jour? C'est à quelle heure?</i> <i>d'habitude, toutes les semaines, tous les mardis/week-ends/étés/hivers, je vais/fais/joue ...</i> <i>l'année/la semaine dernière, hier, l'été/l'hiver dernier, je suis allé(e) ..., j'ai fait/joué ...</i></p> <p>8.4 <i>Qu'est-ce que tu as? J'ai mal à la tête/jambe/cheville. J'ai mal au bras/pied/genou/dos. J'ai mal à l'épaule.</i> <i>Je ne peux pas jouer/faire ... parce que j'ai mal au/à la/à l'...</i> <i>Il/Elle a mal au/à la/à l'... donc il/elle ne peut pas jouer/faire ...</i></p>	
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
8.1 – Quel sport fais-tu?	To answer the question “Quel sport fais-tu ?” with correct conjugation of jouer or faire.	To answer the question “Quel sport fait-il/elle?” from the perspective of others	Allez 1, page 130 HW: Sports and dance
8.1 - Tu fais du sport?	Consolidation of key vocabulary with understanding of usage of ‘jouer a’ or ‘faire de’	To answer the key question from the perspective of others	Aller 1 P130
8.1 – Tu joues au foot depuis quand?	To answer the question “Tu fais du sport?” with development of response to include where and when, and ‘depuis’	To use opinions to discuss sports	Allez 1, page 131 Writing activity HW: Summer and winter sports
8.2 – Sports d’été ou sports d’hiver? Que préfères-tu?	To answer the question “Sports d’été ou sports d’hiver? Que préfères-tu?” using opinions to justify your answer	To use additional tenses (e.g. perfect tense) to add depth to our response	Allez 1, page 132 HW: Time expressions and connectives
8.2 – Quels sports voudrais-tu essayer?	To answer the question “Quels sports voudrais-tu essayer?” using accurate <i>conditional (je voudrais / j’aimerais+infinitive)</i> structures	To use the conditional form of other high frequency verbs (e.g. être) to add sophisticated development to our response	Allez 1, page 133

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8.2 Que penses-tu des sports?	To practice listening and speaking/writing skills on sports including 2 tenses	To use 3 tenses and discuss others when talking about sports	Allez 1 – page 133 HW: Active holidays and summer camps
8.3 – Centre aéré ou stage sportif?	To build vocab on leisure activities and to revise key verbs in the perfect tense	To introduce perfect tense & conditional structures to improve the complexity of response	Allez 1, page 134-135 HW: Useful words and phrases
8.3 – Qu'est-ce que tu as fait?	To use a modelled answer to write about sporting activities on holiday this year and last	To introduce either conditional or future tenses to increase the grammatical complexity of your work	Allez 1, page 134-135 Writing Activity
8.4 – Tu as mal a la tete?	To talk about injuries caused by sporting activities	To talk about injuries suffered by others doing sport	Allez 1, pages 136 HW: Parts of the body and injuries
8.4 – Tu ne peux pas jouer au basket?	To use modal verb structures to say what you can or cannot do as a result of sporting activities	To describe what others can or cannot do as a result of sporting injuries	Allez 1, pages 137 HW: Revision
Assessment	To complete the listening, reading & translation assessment to full potential		