

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## French Scheme of Learning Year 9 – Term 3 – Les Vacances !

### Intent – Rationale

To build confidence in speaking, writing, reading and listening on the topic of holidays in the past; now and in the future. This topic feeds into the French GCSE where pupils write and speak about how they spend their holidays. The scheme also aims to build cultural awareness on some aspects of French holiday experience (e.g. *les grandes vacances*)

<p><b>Sequencing – what prior learning does this topic build upon?</b></p> <ul style="list-style-type: none"> <li>• Y7 Term 1: Le monde francophone</li> <li>• Y7 Term 5: Ma ville</li> <li>• Y8 Term 1: Les vacances</li> <li>• Use of present tense in all previous topics</li> <li>• Use of past tenses (perfect &amp; imperfect) in previous topics</li> <li>• Use of future structures (future &amp; conditional) in previous topics</li> </ul>	<p><b>Sequencing – what subsequent learning does this topic feed into?</b></p> <ul style="list-style-type: none"> <li>• Y10 T3 Theme 1 3.1 – free-time activities</li> <li>• Y11 T2 Theme 2 8.1- activities on holiday</li> <li>• Y11 T2 Theme 2 8.2- places in France</li> </ul>
<p><b>What are the links with other subjects in the curriculum?</b></p>	<p><b>What are the links to SMSC, British Values and Careers?</b></p>
<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> </ul>
<p><b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b></p>	<p><b>What are the opportunities for developing mathematical skills?</b></p>
<ul style="list-style-type: none"> <li>• Mini readers on Kerboodle- Allez 2 Unit 7</li> </ul>	<ul style="list-style-type: none"> <li>• Prices</li> <li>• Times</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?	
<b><u>Know</u></b>	
<ul style="list-style-type: none"> <li>• Vocabulary to describe modes of transport</li> <li>• How to make travel plans</li> <li>• Vocabulary relating to holidays (including destinations; activities etc)</li> </ul>	
<b><u>Apply</u></b>	
<ul style="list-style-type: none"> <li>• Talk and write about different modes of transport you use in different circumstances</li> <li>• To make plans for future holidays to include where to go and what to do once there</li> <li>• To use the future tense accurately with a range of verbs (both regular and irregular)</li> <li>• To use the perfect tense to describe a past holiday including where you went and what you did there</li> <li>• To use perfect &amp; imperfect tense structures with confidence and in conjunction with each other</li> </ul>	
<b><u>Extend</u></b>	
<ul style="list-style-type: none"> <li>• To use prior learning to weave in additional tenses to extend written and oral responses</li> <li>• To give detailed reasons for your opinions about holidays &amp; holiday activities</li> <li>• To use 3<sup>rd</sup> person verb forms to talk about the preferences of others</li> </ul>	
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"> <li>• -ir verbs in the present tense</li> <li>• Conditional structures (On pourrait + infinitive)</li> <li>• The future tense</li> <li>• Use of <i>si</i> and <i>quand</i></li> <li>• The perfect tense</li> <li>• The imperfect tense</li> <li>• Negative structures</li> </ul> Vocabulary:	<ul style="list-style-type: none"> <li>• Weekly vocabulary tests</li> <li>• Self and peer assessment in lesson</li> <li>• Formative assessment based on retrieval at start of each lesson</li> <li>• Summative assessment: Listening, Reading &amp; Translation assessment</li> </ul>

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**7.1** le train, le car, le bateau, l'avion, le métro, le vélo, le bus, la voiture

*Je prends/J'utilise/Je préfère ... Mon moyen de transport préféré, c'est ... parce que c'est (plus/moins) ...polluant, cher, rapide, facile, pratique, relaxant, écolo(gique), bon/meilleur pour la santé.*

**7.3** Quand j'aurai dix-huit ans, j'irai/je partirai en vacances en/au ... avec ...

*On prendra l'avion/le bateau/le train ...*

*Si on peut/Si on a le temps, on visitera/ira/fera ...*

*J'espère que je verrai ...*

*J'espère qu'il fera beau/chaud.*

*Ce sera intéressant/excitant/génial ...*

**7.4** les vacances sportives/de luxe/« aventure »/au vert/en colonie/linguistiques

*Je suis allé(e)/parti(e) ...*

*J'ai passé une/deux semaine(s) ...*

*J'ai fait/visité/nagé/joué ... J'ai pris des photos.*

*C'était ... enrichissant, incroyable, excitant, relaxant, fatigant, barbant.*

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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
7.1 On voyage comment ? « Comment vas-tu au collège ? »	To say what transport you use and when	To use comparatives to compare two types of transport	Kerboodle Allez 2 p112
7.1 On voyage comment ? « Quel est ton moyen de transport préféré ? »	To compare different modes of transport that you use	To use prior learning to add extra detail to responses (e.g. what others prefer)	Kerboodle Allez 2 p113
7.3 On part en vacances ?	To say where we will go on holiday and what we will do	Use prior learning to introduce additional tenses (e.g. past tenses) to add range to our work	Kerboodle Allez 2 p116
7.3 On part en vacances ? « Où iras-tu quand tu auras dix-huit ans ? »	To talk about a dream holiday when we leave school	Give detailed descriptions to say what you will do and why	Kerboodle Allez 2 p117
7.4 Et les vacances, c'était comment ? « Tu es allé(e) où l'année dernière ? »	To use perfect & imperfect structures to write about a recent holiday you have been on	Use prior learning to introduce additional tenses (e.g. future/conditional)	Kerboodle Allez 2 p118
7.4 Et les vacances, c'était comment ? « Les vacances de rêve ou les vacances d'enfer ? »	To describe memorable holidays in the past (either the best ever or the worst ever)		Kerboodle Allez 2 p119
Assessment	To complete the assessment to full potential		