

# Curriculum Rationale and Overview (Scheme level)



Subject: French

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>National Curriculum context</b>						
<b>Scheme of Learning Title:</b>	<b><u>Vive les vacances</u></b>	<b><u>Vive les vacances</u></b>	<b><u>A loisirs</u></b>	<b><u>Le monde est petit</u></b>	<b><u>Le monde est petit</u></b>	<b><u>Le sport en direct</u></b>
<b>Content</b> <i>What will students know?</i>	to describe where they went on holiday using the past tense and say how long have have for their holidays	To describe: what they did on holiday who they went with	Discussing what you do in your free time and what you did in your free time	Students will be able to discuss their town and household chores	students will be able to discuss their daily routine and describe a day they spent in the past tense	Discuss the sports they play and do
<i>What will students understand?</i>	i. how to use the perfect tense for regular 'er' verbs ii. How to say how long they go on holiday for iii. How ro pronounce 'é'	i. Past tense using irregular Past participles ii. Past tense using être iii. Key sounds	i. adjective agreement ii. Opinions + the iii. forming questions iv. more negative formations in the present tense vi. revision of the present tense vii. 'my', 'his', 'her' viii. 2 tenses together viv. Key sounds	i. pouvoir + infinitive ii. devoir + infinitive iii. 'in' with countries iv. Use of the pronoun 'on' v. Key sounds	i. reflexive verbs in the present tense ii. Developing their knowledge of adjectives which come before the noun iii. Key sounds	i. using 'trouver' to express opinions ii. comparatives iii. Key sounds
<i>What will students be able to do?</i>	Will be able to say: i.what they visited and did on holiday ii. describe time lengths iii. where they are on holiday	Describe: Where they went on holiday what they did on holiday describe a disastrous holiday say who they went on holiday with say how long they went on holiday for	Describe: what they watch and do not watch on the TV and why Discuss what technology they have and what they use and do not use	Describe: i. where they live ii. the weather iii. What they <b>can</b> do in their town iv. What they have to do to help at home	Describe i. their daily routine ii. a day they spent in the past tense	Say: i. What sports they play and do and why ii. Compare 2 sports

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<b>How will they be formally assessed?</b>	Reading Assessment Dictation	Reading Assessment Dictation Listening assessment	Translations listening	Reading and Listening dictation	dictation reading speaking	Translation listening
<b>Blended Learning Opportunities (KS3)</b>	Quizlett Word wall language gym	Quizlett Word wall language gym	Quizlett Word wall language gym	Quizlett Word wall language gym	Quizlett Word wall language gym	Quizlett Word wall language gym
<b>Literacy/Numeracy/ Personal Development</b>	How to work out if something is in the past or the present tense	How to work out if something is in the past or the present tense  Using sequencers to break up what they are saying	Developing their understanding of tenses  The students will start to watch a film called 'le petit Nicholas' - looking at family relationships	<b>Looking at what youngsters do to help their family at home and why this is important.</b>  <b>We will continue with the film 'le petit Nicholas'</b>	<b>Talk about the importance of daily routine, and washing and cleaning teeth</b>	Why it is important to do sport and stay fit
<b>Links to Prior learning</b>	Avoir, Etre connectives	Avoir, Etre connectives present tense	Avoir, Etre connectives sequencers intensifiers present tense adjective agreement	<b>weather tenses</b> <b>time frequency phrases</b> <b>weather and seasons</b>	<b>present tense</b> <b>past tense</b> <b>sequencers</b> <b>time frequency phrases</b> <b>adjectival agreement</b> <b>weather and seasons</b>	jouer au faire du etc <b>time frequency phrases</b>