

**Stone Hill School**  
**Curriculum Plan 20/21**  
**MFL Year 10**

**Intent:** To utilise research skills developed in Y7-Y9 to help complete the ASDAN/Princes Trust and transition challenges. To take responsibility for their own learning and select topics that they want to learn about.

Term	Week/s	Topic/Theme <i>Key vocabulary</i>	Learning Objective/s Knowledge and Skills To know, to use, to apply...	Links to: Literacy Numeracy SMSC Gatsby Benchmarks
Autumn	1-8	<p><b>Princes Trust – Presentation skills module.</b>                      (Select a Spain/France/Italy/Russia/                      Poland/China/India/Mexico)                      Level 1 <b>Entry 3</b></p> <p><b>Vocabulary</b>                      Give, list, prepare, state, identify, select.</p>	<ul style="list-style-type: none"> <li>To complete the Princes Trust Presentation Skills module at Entry 3 or Level 1.</li> <li>To apply the research skills they have learnt in Y7-Y9, using a range of books and the internet.</li> </ul>	<p><b>Princes Trust – qualification</b>  <b>Literacy</b>  <i>Reading</i> – reading with support, reading independently, using a dictionary, talk or write about text/pictures, ask questions, answer questions, give opinion, listen to an opinion, develop vocabulary, comprehend, infer information, research.  <i>Writing</i> –practise spelling, write with support, write independently, plan, draft, edit, write for a purpose present work, correct work, act on feedback, summarise.  <b>GPS/Spoken language</b> – start to use punctuation, use and correct punctuation, correct punctuation, take part in a discussion, use new vocabulary, speak coherently, use knowledge of the alphabet, present information and opinions, act on feedback for spoken language  <b>ICT</b> – using PowerPoint to create and present work.  <b>Life Skills</b> – communication for the presentation. Constructive feedback for peer assessment. Research using a range of books and the internet.  <b>SMSC</b> – Looking at similarities differences between our country and another. How is run? What is the food/Art/ Weather like?  <b>Gatsby 4</b> – Linking curriculum learning to careers. Making/presenting a presentation to an audience.</p>
	9-15	<p><b>ASDAN Short Course 10A4 – colour by numbers and make a profile describing yourself.</b>  <b>Transition Challenge Taking the Lead 5. Making Choices 8</b></p> <p><b>Vocabulary</b>                      red – rouge, yellow – jaune, blue – bleu /bleue, green – vert/verte, orange – orange, white – blanc / blanche, black – noir / noire, pink-rose, purple – mauve, brown - marron.                      Hair- cheveux, eyes – les yeux, short – court, long – longs, curly - bouclés, straight – raides.</p>	<ul style="list-style-type: none"> <li>To complete ASDAN module 10A4 or Transition Challenge Taking the Lead 5 and Making Choices 8.</li> </ul>	<p><b>Literacy</b>  <i>Reading</i> – reading with support, reading independently, using a dictionary, ask questions, answer questions, develop vocabulary.  <i>Writing</i> – practise handwriting, practice spelling, write with support, write independently, plan, draft, edit, act on feedback.  <b>GPS/Spoken language</b> – start to use punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language.</p>
Spring	1-6	<p><b>ASDAN or Transition Challenge depending on ability.</b></p> <p>ASDAN Short Course 10A1 – Phrase Book. 6 pages – 1 front cover. Students can research which topics they would like; signposted to some of the key vocabulary they have learnt over the years. (See below) <b>Transition challenge Knowing How 5</b>                      ASDAN Short Course 10A7 – Pick 2 different countries and compare. Create graphs comparing the different temperature. Work with someone who did a different country from Prince’s Trust in term 1.  <b>Transition Challenge Feeling Good 16</b></p> <p><b>Vocabulary</b>                      Colours as above.</p> <ul style="list-style-type: none"> <li>Days of the week. Lundi – Monday, Mardi – Tuesday, Mercredi – Wednesday, Jeudi –</li> </ul>	<ul style="list-style-type: none"> <li>To complete the ASDAN module 10A1 or Transition Challenge Knowing How 5.</li> <li>To complete ASDAN module 10A7 or Transition Challenge Feeling Good 16.</li> </ul>	<p><b>Literacy</b>  <i>Reading</i> – reading with support, reading independently, using a dictionary, ask questions, answer questions, develop vocabulary, research.  <i>Writing</i> – practise handwriting, practice spelling, write with support, write independently, plan, draft, edit, act on feedback.  <b>GPS/Spoken language</b> – start to use punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language.  <b>*French do not capitalised days of the week and months of the year – however due to transference of skills students are reminded to use capital letters when writing the date in French.</b>  <b>Mathematics</b>  <b>Statistic skills</b> – draw a pictogram/bar/tally/line/pie chart, interpret a pictogram/bar/tally/line/pie chart.  <b>Statistics knowledge</b> – know that a graph has scales.</p> <p><b>Life Skills/Learning Behaviours</b> – Communication to work with someone</p>

		<p>Thursday, Vendredi – Friday Samedi – Saturday, Dimanche – Sunday</p> <ul style="list-style-type: none"> <li>Months of the year - Janvier – January, Février – February, Mars – March, Avril – April, Mai – May, Juin – June, Juillet – July, Août – August, Septembre – September, Octobre – October, Novembre – November, Décembre – December.</li> <li>Numbers 1-10: 0- zero, 1-un, 2 – deux, 3-trois, 4 – quatre, 5 – cinq, 6-six, 7 – sept, 8-huit, 9 – neuf, 10 – dix.</li> <li>Greetings/Manners bonjour – hello, salut –hi, Au revoir – goodbye, oui – yes, non – no, S'il vous plait – please, merci – thank you</li> </ul>		
	7-12	<p><b>ASDAN or Transition Challenge depending on ability</b>  Food 10B3 (10-hour log) – make a 3 course meal linked to another country.  France/Spain/Italy  Trip – Walk to Aldi buy ingredients.  <b>Transition Challenge – Making Choices 5, Moving Forward 5, Knowing How 2 and Moving Forward 2.</b></p> <p><b>Vocabulary</b>  Chop, stir, fry, boil, bowl, teaspoon, tablespoon, season, tray, oven, hob, pan.</p>	<ul style="list-style-type: none"> <li>To complete ASDAN module 10B3 (10 hours) or Transition Challenge Making Choices 5, Moving Forward 5, Knowing How 2 and Moving Forward 2.</li> </ul>	<p><b>Literacy</b>  <b>Reading</b> – reading with support, reading independently, using a dictionary, ask questions, answer questions, give opinion, develop vocabulary, research.  <b>Writing</b> –practise spelling, write with support, write independently, act on feedback. <b>GPS/Spoken language</b> – start to use punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language.  <b>Mathematics</b>  <b>Functional skills/knowledge</b> – recognise coins and understand their value, use coins to make a given total, add coins, find change, know to wait for change/receipt  <b>Measurement skills</b> – measure capacity/mass/time/temp  <b>Food Technology</b> – To make and produce the meal.  <b>Life skills</b> – walk to Aldi to purchase ingredients. Use money/manners, etc.</p>
Summer	1-5 6-12	<p><b>ASDAN or Transition Challenge depending on ability</b>  ASDAN Short Course 10B7: Prepare a stall using ideas from the country you selected in the Price's Trust module (Presentation Skills). Have a world celebration day and when people come to your stall you can show them food, items traditions associated with that country. (10-hour log)  <b>Transition Challenge Feeling Good 1, Feeling Good 5, Feeling Good 6 and Taking the Lead English 1.</b></p> <p><b>Vocabulary</b>  Continent, language, climate, natural disasters, cuisine, culture.</p>	<ul style="list-style-type: none"> <li>To complete ASDAN module 10B7 (10 hours) or Transition Challenge Feeling Good 1, Feeling Good 5, Feeling Good 6 and Taking the Lead English 1.</li> </ul>	<p><b>Literacy</b>  <b>Reading</b> – look at pictures, reading with support, reading independently, ask questions, answer questions, talk or write about text/pictures, give opinion, develop vocabulary, comprehend, infer information, research.  <b>Writing</b> – practise handwriting, practice spelling, write with support, write independently, plan, draft, edit, write for a purpose, present work, act on feedback, summarise.  <b>GPS/Spoken language</b> – start to use punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language.  <b>Mathematics - Measurement skills</b> – measure capacity/mass/time/temp.  <b>Food Technology</b> – Create food that is linked to your country and put it on your stall.  <b>RE</b> – Main religion and religious festival.  <b>Humanities</b> – where is it on a map? climate, natural disasters.  <b>SMSC</b> – Similarities and difference between UK and other countries.  <b>Gatsby 4</b> - Linking curriculum learning to careers - preparing and presenting a stall to peers and staff.</p>

**Intended impact:**

- Pupils will be able to apply a range of skills developed from Y7-Y9 to complete the tasks with little support.
- Pupils will be able to organise and host a world celebration day.
- Pupils will be able to research different cuisines and cook a three course meal from another country.
- Pupils will be able to pass on new knowledge to staff and peers using their communication skills.
- Pupils will develop their team working and communication skills which will help them when accessing work placement in Year 11.
- Pupils will know about a range of different countries and cultures which will help them understand the community we live in.