

Stone Hill School  
Curriculum Plan 20/21  
MFL Year 9

**Intent:** For Pupils to be able to link previous knowledge of words and sentences across topics and be able to independently source help using dictionaries and the internet.

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>Postcard – Write a postcard describing the weather, food, monuments, and shops.</b> Write in English and translate to French using previous knowledge, sentence structures and research skills learnt previously.</p> <p><b>Vocabulary</b> l’avion - aeroplane, le bateau - boat, le vélo – bike, à pied – walk, la voiture – car, le train – train, le taxi – taxi, l’autobus – bus, je suis allé - I went</p>	<ul style="list-style-type: none"> <li>To be able to recall the weather, food, monuments, and shops in France.</li> <li>To be able to compose a postcard using sentence builders and French dictionary for support.</li> <li>To be able to understand how far France is from UK and the appropriate transport to get there.</li> </ul>	<p><b>Literacy</b> <i>Reading</i> – reading with support, reading independently, using a dictionary, ask questions, answer questions, give opinion, develop vocabulary, research. <i>Writing</i> – practise handwriting, practise spelling, write with support, write independently, plan, draft, edit, write for a purpose present work, act on feedback. <b>GPS/Spoken language</b> – start to use punctuation, use and correct punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language. <b>Mathematics</b> <i>Measurement knowledge</i> – know facts on length/time (How far away is France? How long would it take to get there? What transport would be appropriate?) <b>SMSC</b> – What is the culture like? How is it different to Great Britain? <b>Humanities</b> – climate, where is it on an atlas?</p>
	9-15	<p><b>Birthday/calendar tasks</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Days of the week. Lundi – Monday, Mardi – Tuesday, Mercredi – Wednesday, Jeudi – Thursday, Vendredi – Friday, Samedi – Saturday, Dimanche – Sunday</li> <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, 11 - onze, 12 - douze, 13 - treize, 14 - quatorze, 15 - quinze, 16 - seize, 17 - dix-sept, 18 - dix-huit, 19 - dix-neuf, 20 - vingt, 21 - vingt-et-un, 22 – vingt-deux, 23 - vingt-trois, 24 - vingt-quatre, 25 - vingt-cinq, 26 - vingt-six, 27 - vingt-sept, 28 - vingt-huit, 29 - vingt-neuf, 30 - trente, 31 - trente-et-un.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recall numbers 1-31 in reading, writing, speaking and listening tasks.</li> <li>To be able to recall months and days of the week.</li> <li>To be able to write a sentence stating the pupil’s birthday.</li> </ul>	<p><b>Literacy – Reading</b> – reading with support, reading independently, ask questions, answer questions, develop vocabulary. <i>Writing</i> – practice spelling, write with support, write independently, act on feedback. <b>GPS/Spoken language</b> – use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language. <b>Mathematics - Functional skills/knowledge</b> – know the days of the week, know the months of the year (seasons).</p>
Spring	1-6	<p><b>Move on to direction, road safety, road signs, comparison of English and French road signs.</b></p> <p><b>Vocabulary</b> Les magasins – The shops, la bijouterie – jewellers, La parfumerie – perfume shop, La pharmacie – pharmacy, L’épicerie – greengrocers, La librairie- bookshop, La banque - bank, Le restaurant- restaurant, Le Supermarché – supermarket, La boucherie - butchers, La Boulangerie – bakers. Tout droit – straight ahead, tourner à gauche – turn left, tourner à droite – turn right</p>	<ul style="list-style-type: none"> <li>To be able to complete speaking, listening, reading and writing exercises linked to navigation/direction.</li> <li>To be able to identify road signs in England.</li> <li>To identify and know how to use different crossings.</li> <li>To follow a set of written instructions in French to navigate from point A to B.</li> </ul>	<p><b>Literacy</b> <i>Reading</i> – reading with support, reading independently, ask questions, answer questions, role play, develop vocabulary. <i>Writing</i> – practise spelling, write with support, write independently, act on feedback. <b>GPS/Spoken language</b> – use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language. <b>Mathematics</b> <i>Geometry/position direction knowledge</i> – know positional and directional language. <i>Functional skills/knowledge</i> – recognise coins and understand their value, use coins to make a given total, add coins, find change, know to wait for change/receipt, use a timetable, read a digital clock. <b>Life skills</b> – Navigation, road signs and trip to Aldi to buy food tech ingredients by following a map/set of instructions. <b>SMSC</b> – which side of the road do the UK drive on compared to France.</p>
	7-12	<p><b>Pick a different country:</b> ANY Basic fact file</p>	<ul style="list-style-type: none"> <li>To be able to make a choice and explore a country of interest.</li> </ul>	<p><b>Literacy</b></p>

		<p>Research task – Books, dictionaries only Present presentation – peer assessment and communication. Trip to the town library to borrow books.</p> <p><b>Vocabulary</b> Hello, goodbye, yes, no, please and thank you – in language of choice.</p>	<ul style="list-style-type: none"> <li>To be able to recall basic facts about a different country.</li> <li>To use books to research information that is accurate and relevant.</li> <li>To give peers constructive feedback after their presentation.</li> <li>To use PowerPoint to create a presentation.</li> <li>To gather skills together to prepare students for Princes Trust module in Year 10.</li> </ul>	<p><b>Reading</b> – look at pictures, reading with support, reading independently, talk or write about text/pictures, ask questions, answer questions, give opinion, develop vocabulary, comprehend, infer information, research. <b>Writing</b> – practise spelling, write with support, write independently, plan draft edit, write for purpose, present work, correct own work, act on feedback, summarise. <b>GPS/Spoken language</b> – start to use punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, present information and opinions, act on feedback for spoken language. <b>Mathematics</b> <b>Functional skills/knowledge</b> – recognise coins and understand their value (currency from another county). <b>ICT</b> – to prepare presentation <b>SMSC</b> - Looking at a different culture and making comparisons to Great Britain. <b>RE</b> – main religion practiced. <b>Humanities</b> - Links to using an Atlas and climate.</p>
Summer	1-5	<p><b>Food</b> Cafe in the food tech room. Practise conversation skills/role play/money (weeks 1-3). Week 4 café experience for kids. Week 5 invite SLT/Governors.</p> <p><b>Vocabulary</b> I would – je voudrais, please - s'il vous plait, thank you – merci, there you go - Et voilà, how much is it? C'est combien?, Euros, Croissant, baguette, butter – du bierre, brie, jam- confiture, cup of tea - tasse de thé, cup of coffee - tasse de café, cup of hot chocolate - tasse de chocolat chaud, orange juice - jus d'orange.</p>	<ul style="list-style-type: none"> <li>To take part in a 2-way conversation (in French) as a customer and waiter/waitress.</li> <li>To identify food eaten in France.</li> <li>To develop conversation skills in French.</li> <li>To recall words and basic sentences from the food topic and introductory topic in Y7/Y8.</li> </ul>	<p><b>Literacy</b> <b>Reading</b> – reading with support, reading independently, ask questions, answer questions, role play develop vocabulary, <b>Writing</b> – practise spelling, write with support, write independently, act on feedback. <b>GPS/Spoken language</b> 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>Life skills</b> – Mock Café - Use money/manners/conversation skills, etc.</p>
	6-12	<p><b>Pick a different country:</b> ANY Basic fact file Research task – Books, dictionaries only Present presentation – peer assessment and communication. Trip to the town library to borrow books</p> <p><b>Vocabulary</b> Hello, goodbye, yes, no, please and thank you – in language of choice.</p>	<ul style="list-style-type: none"> <li>To act upon feedback received last time.</li> <li>To be able to make a choice and explore a country of interest.</li> <li>To be able to recall basic facts about a different country.</li> <li>To use books to research information that is accurate and relevant.</li> <li>To give peers constructive feedback after their presentation.</li> <li>To use PowerPoint to create a presentation.</li> </ul>	<p><b>Literacy</b> <b>Reading</b> – look at pictures, reading with support, reading independently, talk or write about text/pictures, ask questions, answer questions, give opinion, develop vocabulary, comprehend, infer information, research. <b>Writing</b> – practise spelling, write with support, write independently, plan draft edit, write for purpose, present work, correct own work, act on feedback, summarise. <b>GPS/Spoken language</b> – start to use punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, present information and opinions, act on feedback for spoken language. <b>Mathematics</b> <b>Functional skills/knowledge</b> – recognise coins and understand their value. (currency from another county). <b>SMSC</b> Looking at a different culture and making comparisons to Great Britain. <b>RE</b> – main religion practiced. <b>Humanities</b>- Links to using an Atlas and climate.</p>
<p><b>Intended impact:</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to order days of the weeks/month and use a calendar.</li> <li>Pupils will develop their communication of speaking and listening skills which will prepare them for the Prince's Trust/ASDAN/Transition challenge qualification.</li> <li>Pupils will be able to follow a set of instructions written by peers.</li> <li>Pupils will be able to use French dictionaries independently.</li> <li>Pupils will be able to develop their research skills to look at different countries and use books from the town library.</li> </ul>				