

Intent: For pupils to expand on their French vocabulary and conversational skills through experiential learning.

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	Weather/ forecast Vocabulary La neige – snow, le nuage – cloud, la pluie – rain, l’orage – storm, le soleil – sun, le vent – wind. Il fait nuageux.- it is cloudy, Il pleut – it is raining, il fait orageux – it is stormy, Il neige – it is snowing, il y a beaucoup du soleil - there is a lot of sun, il y a du vent – it is very sunny Days of the week. Lundi – Monday, Mardi – Tuesday, Mercredi – Wednesday, Jeudi – Thursday, Vendredi – Friday, Samedi – Saturday, Dimanche – Sunday.	<ul style="list-style-type: none"> To be able to recall up to six words associated with the weather through reading, writing, speaking and listening tasks. To be able to build sentences (using sentence builders and word lists) to describe the weather. To state the weather on a specific day. 	Literacy <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, present work, act on feedback. GPS/Spoken language – use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language. ICT Green screen to create weather forecast Humanities Climate
	9-15	Patterns of numbers 21-100 Partitioning e.g., 22 – vingt (20) and deux (2) Vocabulary 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. Partition number in to tens and unit 30 – trente, 40 – quarante, 50 – cinquante, 60 - soixante, 70 – soixante – dix (so 71 would become 60, 11 (soixante-onze, etc.) 80 – quatre-vingt, 90 quatre-vingt-dix; 91 would again become 80,11 (quatre-vingt onze, etc.) 100 - cent.	<ul style="list-style-type: none"> To be able to make numbers between 21-100 in reading, writing, speaking and listening tasks. To be able to link knowledge of partitioning and 10x to make numbers over 21. 	Literacy <i>Reading</i> – reading with support, reading independently, ask questions, answer questions, develop vocabulary. <i>Writing</i> – practise spelling, write with support, write independently, act on feedback. GPS/Spoken language – use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language. Mathematics Problem-solving skills – pattern spotting (breaking down the number into tens and units). Number skills – count forwards/backwards in steps of 1’s 10’s. Number knowledge – read numbers up to 100 write numbers in digits up to 100 (in English to translate to French).
Spring	1-5	Use b-bots to navigate around ‘village’ reiterating words. Linking in food items to which shop you would purchase them from. Trip – Doncaster town (public bus) to look at different shops and purchase a snack from a bakery. Vocabulary 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.	<ul style="list-style-type: none"> To be able to recall up to 10 shops through reading, writing, speaking and listening tasks. To understand what shops sell e.g. butchers –meat, greengrocers –fruit and vegetables. To be able to direct b-bots around the mat using directional language e.g. left, right 	Literacy <i>Reading</i> – decoding, reading with support, reading independently, ask questions, answer questions, develop vocabulary. <i>Writing</i> – practise spelling, write with support, write independently, act on feedback. GPS/Spoken language – use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language. Mathematics Geometry/position direction knowledge – know positional and directional language. Functional skills/knowledge – 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. ICT – Using b-bots/coding to direct around the shops. Life Skills – Visit Doncaster Market to see different shops e.g. greengrocer butchers, bakers, fishmongers, etc. Project: Mini Market/Doncaster Heritage

	6-12	<p>Pick a different country: pick a country out of the continent of Asia.</p> <p>Basic fact file Research task – internet based building on research skills. Beginning to add in book research – using school library. Present presentation – peer assessment and communication.</p> <p>Vocabulary Hello, goodbye, yes, no, please and thank you – in language of choice</p>	<ul style="list-style-type: none"> To identify countries in a continent. To be able to recall basic facts about a different country. To begin to use books to research information that is accurate and relevant. To give peers constructive feedback after their presentation. 	<p>Literacy Reading – look at pictures, reading with support, reading independently, talk or write about text/pictures, ask questions, answer questions, develop vocabulary, comprehend, infer information, research. Writing – practise spelling, write with support, write independently, plan draft edit, write for purpose, present work, correct own work, act on feedback, summarise. GPS/Spoken Language – start to use punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, present information and opinions, act on feedback for spoken language.</p> <p>Mathematics Functional skills/knowledge – recognise coins and understand their value. (currency from another county) ICT – staying safe online, using the internet to source accurate information. Life Skills- research and communication/peer assessment. Research using books (school library). SMSC - Looking at a different culture and making comparisons to Britain. RE – main religion practised. Humanities- Links to using an Atlas/Continents.</p>
Summer	1-5	<p>Food – associated with France. Link in please thank you from Y7 Trip - Buy croissants food for (Y7) taster session from Aldi.</p> <p>Vocabulary please - S'il vous plait, thank you – merci, 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"> To identify food eaten in France. To recall words from the food topic and intro topic in Y7. To purchase an item from Aldi. 	<p>Literacy Reading – reading with support, reading independently, ask questions, answer questions, develop vocabulary. Writing – practise spelling, write with support, write independently, act on feedback. GPS/Spoken language - use new vocabulary, speak coherently, use knowledge of the alphabet, act on feedback for spoken language.</p> <p>Mathematics Functional skills/knowledge – recognise coins and understand their value, use coins to make a given total, add coins, find change, know to wait for change/receipt. Life Skills – walk to Aldi to purchase French food. Use money/manners/ road safety etc.</p>
	6-12	<p>Link with Y10 – Market stall enterprise. Make monuments out of Lego and straws for the stall. (Select a Spain/France/Italy/Russia/Poland/China/India/Mexico)</p>	<ul style="list-style-type: none"> To identify monuments and their countries. To use books/internet to research facts about a monument. To be able to write a brief fact file of a monument. To use books/internet to create an accurate interpretation of a monument. To work as part of a team. 	<p>Literacy Reading – look at pictures, reading with support, reading independently, talk or write about text/pictures, ask questions, answer questions, develop vocabulary, comprehend, infer information, research. Writing – practise spelling, write with support, write independently, plan draft edit, write for purpose, present work, correct own work, act on feedback, summarise. GPS/Spoken language – start to use punctuation, use new vocabulary, speak coherently, use knowledge of the alphabet, present information and opinions, act on feedback for spoken language.</p> <p>Mathematics Problem solving skills – working systematically, trial and improvement. Learning Behaviours – team work STEAM – building a monument using Lego/straws</p>

Intended impact:

- Pupils will be able to learn skills they can apply in real life e.g. research.
- Pupils will develop their communication of speaking and listening skills.
- Pupils will be able to give and receive constructive feedback.
- Pupils will be able to use word list with the English translation to work independently and develop to using French dictionaries independently.
- Pupils will be able to identify different continents and currencies around the world
- Pupils will be able to develop their research skills to look at different countries and using books from the school library and develop to using the town library (Y9-10).
- Pupils will be able to use sentence builders to make sentences and recall some verbs in Y9.