

Year/Term:	Y7	Title:	Year 7 MTP - MFL
Previous SOL:	Y6 – depends on primary schools (the content and languages taught might differ)	Next SOL:	Year 8
<i>Key subject/topic concepts</i>	<i>Key Knowledge to be retained</i>	<i>Key techniques (skills) to be developed</i>	<i>Knowledge links with other subjects (terrain/technique)</i>
-Numbers -Months -Family members -Opinions -Physical aspect -Hobbies -Colours -Time -School subjects -Clothes -School -Weather and seasons -French-speaking countries -Forming questions -Animals -Where you live -Food	A range of vocabulary across the topics (see vocabulary booklet). Students to choose the vocabulary that they want to remember to fit their own needs and interests. They will be expected to be able to talk about any of the topics listed in the left column.	Pronunciation: - How to pronounce French sounds Grammar: - How to give opinions - How to justify opinions - How to form the present tense of regular verbs - How to form the present tense of irregular verbs - Understanding infinitives - Using adjective agreement - Forming and using the near future tense - Using two tenses together Exam skills: - How to describe a photo - How to translate into English and into French - Reading and Listening for gist - Using cognates and context - Forming and answering questions	<u>Link with English:</u> Grammar and literacy, which will help students develop their English skills as well as their French skills. <u>Link with Food Technology:</u> When we will talk about food, we talk about healthy diet. <u>Link with History:</u> When we talk about culture, we refer to British history (for instance the 14th of July). <u>Link with Geography:</u> When we talk about where we live, students are expected to be taught about the world map, and we go through which countries speak French and English in the world, and expect the students to be able to list a range of countries in Europe in French. <u>Link with PE:</u> discovering sport in French-speaking countries <u>Link with Art:</u> colours and shapes

Autumn Term (15 weeks)***Assessment of learning:****Knowledge quiz/test details:*

Weekly vocabulary tests based on a list of vocabulary students have to learn for homework.

Summative application/test/exam question:

- Writing assessment: paragraph to write to respond to 4 questions, and words and sentences to translate into French.
- Listening and Reading assessments: end-of-module 1 assessments from Dynamo 1 (between 8 and 10 tasks each).

Assessment for Learning:*Formative assessment product and success criteria:*

- Writing skill: students to write a paragraph and develop as much as they can to include information learnt so far (greetings, name, age, birthday and siblings).
- Writing skill: Translation English to French = students must ensure that they do not use English or miss out phrases / words to get full marks, 12 marks (mark scheme shared with students in class).
- Writing skill (helpful for Speaking skill too): 20-30 word task (describing a photo), 12 marks (mark scheme shared with students in class).

Teaching Sequence (during a lesson and/ or over a series of lessons)

1) Explain/Model 2) Question/check 3) Guided Practice/Feedback 4) Independent work 5) Review/Retrieval practice

Week	Coverage/Focus (knowledge)	Coverage/Focus (technique/skill)	Recommended Pedagogy (T/L strategy)	Resources	Homework
1 (one shorter lesson)	Expectations, rules, ice breaker activities and classroom language	-Developing vocabulary -Accurate pronunciation and intonation -Classroom language	-Making sure students understand expectations -fun and active activity to introduce new vocab (pictures on walls) -Vocab chorus -Plenary Simon says -Challenge them to only use those French questions from now on	-Lessons and resources available on the T drive – MFL – resources. -Quizzes Dynamo 1 p.6-7	Vocabulary booklet / Memrise: Classroom Language

			-Ask if they can remember any other phrases from primary - Reward students for effort, not just success -Challenge task for each activity (and support as necessary)		
2	Point de départ: 1-Greetings and introducing oneself 2-Learning numbers	-Developing vocabulary -Learning to pronounce key French sounds - Predicting the pronunciation of unfamiliar words -Key question words	-Link to culture to engage students -Questioning to check prior knowledge (primary school) -Role play to develop speaking skills and confidence -Use of speaking frame -Introduce 3rd person (il/elle s'appelle) -Writing task -Listening activity -Use of mini whiteboard to test understanding -Bingo game to test numbers -Maths plenary to develop numeracy -Challenge them to do more complex calculations -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.8-9	Vocabulary booklet / Memrise : Module 1 Point de départ (greetings and introducing oneself)
3	'As-tu des frères et sœurs?' Talking about siblings and age	-Developing vocabulary on family members -To revise spelling names using the French alphabet -Using the verb '<i>avoir</i>' -Using the indefinite articles '<i>un</i>', '<i>une</i>', '<i>des</i>'	-Vocab chorus of new vocab -Make them use 3rd person with age -Reading and listening activities -Questioning to decode grammar: the verb have to give age not be, like in English -Introduce someone else's family -Role play in pairs -Regularly check pronunciation of words -Translation task into English -Reward students for effort, not just success	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.10-11	Vocabulary booklet / Memrise: Module 1 Unité 1 As-tu des frères et sœurs?

		-Pronunciation of silent 's' on the end of words	-Challenge task for each activity (and support as necessary)		
4	1-'Quelle est ta date de naissance?' Writing task (develop as much as you can)-> marked 2-'Voici ma salle de classe' Describing a classroom	-Learning months -Revising numbers -Asking questions -Using the infinite and indefinite article -Translating into English -Gender of nouns -Using 'il y a' to mean 'there is' or 'there are'	-Recap numbers -Use of song -Listening and writing tasks -Use model answer /writing frame -Introduce key phrases -Vocab games to practise new words -Introduce possessive adjectives (mon) -Class survey to develop speaking and improve confidence -Use of speaking prompts as help -Memory game -Introduce key phrases to describe a photo - Model with one photo, give students a model answer, analyse it, and then give students a similar task to do -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.20 Dynamo 1 p.12-13	Vocabulary booklet / Memrise: Module 1 Mon anniversaire
5	'Tu aimes ça?' Talking about likes and dislikes	-Using the verb 'aimer' -Using <i>aimer</i> in negative sentences -Giving opinions -Using the definite article -Using connectives -Using intonation when asking questions	-Introduce new vocab -Listening tasks -Challenge them to use connectives -Use of 3rd person (il/elle aime) -Reading and listening tasks -Role play to develop speaking and improve confidence -Translate into English -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.14-15	Vocabulary booklet / Memrise: Module 1 Unité 3 Tu aimes ça?

6	'Tu es comment?' Describing yourself and others	-Using adjective agreement -Working out the meaning of unfamiliar vocabulary by looking for cognates -Using intensifiers with adjectives -Using the verb '<i>être</i>' -Using <i>être</i> in negative sentences	-Introduce new vocab -Working out the meaning of unfamiliar vocabulary by looking for cognates -Explain the irregular verb <i>être</i> in the present tense -Agreement feminine/masculine/plural -Vocab chorus -Match up task -Link to famous French people -Trapdoor (speaking activity) -Range of vocab games to recap vocab (points game, girls vs boys competition) -Speaking in pairs -Introduce more complex opinion phrases (je pense que, à mon avis etc.) -Challenge students to use comparative adjectives and <i>être</i> in the negative form -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.16-17	Vocabulary booklet / Memrise: Module 1 Unité 4 Tu es comment? + Revise for your assessments (Module 1)
7	'Qu'est-ce que tu fais?' Saying what you do in your free time Assessments: Listening (from Module 1)	-Using regular <i>-er</i> verbs -Reading for gist -Recognising and understanding infinitives of <i>-er</i> verbs -Translating French infinitives using the gerund in English -Using possessive adjectives: mon, ma, mes	-Introduce new vocab -Vocab chorus -Questioning to make students think about the infinitive -Reading and Listening tasks -Identifying the infinitive(s) in short spoken sentences -A variety of vocab games -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.18-19 End of Module 1 Listening assessment	Vocabulary booklet / Memrise: Module 1 Unité 5 Qu'est-ce que tu fais? + Revise for your assessments (Module 1)

		-Developing listening and reading skills -Assessing Listening skills	-Recap key vocabulary and grammatical structures before starting the assessment (e.g. bingo starter)		
8	Assessments: Reading and Writing (from Module 1)	-Assessing Reading skills -Assessing Writing skills (40-50 word task): ➤ How old you are ➤ What you are like ➤ What you like (doing) ➤ What you don't like -Understanding success criteria and the requirements of each assessment	- Recap key vocabulary and grammatical structures before starting the assessment (e.g. bingo starter) - Make sure you share the success criteria for the writing	End of Module 1 R+W assessments	N/A
October half-term (Monday 28th October – Sunday 3rd November)					
9 DC1 due Friday 08/11	1-Writing DIRT lesson 2-Talking about colours and shapes	-To reflect upon my inaccuracies -To improve my work -Pronunciation of i, au, eu, oi, on, an, en -Using context and cognates to decode words -Using a dictionary to check genders	-Spot and correct the mistakes in each sentence (from their own exam) -Make them reflect on what they did well and what they need to improve -Translate key sentences to improve their work -Reflect upon the work and grade -Ask about prior knowledge of colours -Vocab chorus -Recap of adjective agreement	Lessons and resources available on the T drive – MFL – resources. Students' assessments Dynamo 1 p.34	Vocabulary booklet / Memrise: Module 2 Point de départ (colours and shapes)

			-Listening tasks -Challenge students to use prepositions to give a description -Reward students for effort, not just success		
10	‘Quelle heure est-il?’ Asking for and saying what time it is.	-Pronunciation of silent ‘h’ in heures and silent ‘s’ at the end of words -Differences between ‘il est neuf heures’ and ‘à neuf heures’ -Asking for and identifying the time	-Introduce key phrases -Recap of numbers -Questioning -Listening tasks -Vocab games (mini whiteboards, quiz-quiz-trade) -Listening and identifying the correct clock times -Challenge students to use the 24-hour clock (French time -> culture) -Reward students for effort, not just success- -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.35	Vocabulary booklet / Memrise: Module 2 Point de départ (time)
11	‘Qu’est-ce que tu penses de tes matières?’ Giving your opinion on school subjects and reasons	-Using a range of verbs to express opinions: aimer, adorer, détester / -Using ne ... pas with aimer -Pronunciation of <i>j’aime</i> and <i>tu aimes</i> -Using <i>parce que</i> or <i>car</i> to give reasons for your opinions -Using connectives to join sentences -Using intensifiers to give more detailed opinions	-Introduce new vocab -Vocab chorus -Match up activities -Listening and reading tasks -A range of vocab games -Writing tasks -Introduction to new connectives and intensifiers -Students to justify their opinions -Introduce a variety of adjectives (less for bottom sets) -Challenge students to use negatives and 3rd person -Talk about school life in France (different subjects and options) -Reward students for effort, not just success	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.36-37	Vocabulary booklet / Memrise: Module 2 Unité 1 Qu’est-ce que tu penses de tes matières?

		-Starting sentences with Personnellement ... or Moi, perso ...	-Challenge task for each activity (and support as necessary)		
12 TSD	Qu'est-ce que tu portes? Talking about what you wear at school Writing skill: 20-30 word task (describing a photo) -> marked (photo and question p.39)	-Using <i>on</i> to mean 'we' -Position and agreement of colour adjectives -Nouns that are singular in French but plural in English, e.g. <i>un pantalon</i> = trousers -Pronunciation of silent 's' at the end of words, e.g. <i>noir / noirs</i> -Pronunciation of masculine and feminine forms of adjectives, e.g. <i>vert / verte</i>	-Introduce new vocab -Vocab chorus -Translate into French -Listening tasks -Speaking task -Introduce new adjectives -Recap adjective agreement + indefinite article + opinion phrases -Talk about school life in France (own clothes) -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.38-39	Vocabulary booklet / Memrise: Module 2 Unité 2 Qu'est-ce que tu portes?
13 Reward trip	'Ta journée scolaire est comment?' Talking about your school day	-Conjugation of –er verbs -Working back to the infinitives (from the <i>je</i> or <i>on</i> form) -Asking questions -Using words in a question to help you start your answer -Using sequencers	-Make students infer the meaning of new words -Reading and Listening tasks -Dialogue in pairs (speaking frame) -Pupils adapt sentences to talk about their own school day -Vocab games (quiz-quiz-trade) -Students to work out the infinitives of regular –er verbs and matching them to the English -Talk about school life in France (timings) -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.40-41	Vocabulary booklet / Memrise: Module 2 Unité 3 Ta journée scolaire est comment?

14 L4S day	'Un collège super cool!' School description	-Using <i>Il y a ...</i> and <i>Il n'y a pas de / d' ...</i> -Agreeing and disagreeing in French -Using <i>combien de</i> -Using questions to structure a longer piece of writing -Checking work for accuracy	-To revise 'il y a' -To translate French into English accurately -To use language accurately to describe a school -Listening and reading tasks -Students discuss their ideas for a super-cool school, saying whether they agree or disagree with their partner -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.44-45	Vocabulary booklet / Memrise: Module 2 Unité 5 Un collège super cool
15 End of Autumn term: shorter Friday	1-' C'est comment un collège français? ' 2-Cultural Christmas lesson	-Reading for gist -Reading for detail -Translation skills: word order is sometimes different in French and English -Listening for cognates which sound different due to French pronunciation	-To revise the days of the week -Listening to short conversations and identifying which aspect of school life is being discussed in each conversation -> Pupils note down the key words that help them understand the conversations -Completing a translation of a French text -Translating a short French text about someone's opinions of school -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.42-43 Christmas: Dynamo p50-51	Vocabulary booklet / Memrise: Module 2 Unité 4 C'est comment, un collège français? +Revise for your assessments (Module 2)

Spring Term (12 weeks)

<i>Assessment of learning:</i>
<i>Knowledge quiz/test details:</i> Weekly vocabulary tests based on a list of vocabulary students have to learn for homework
<i>Summative application/test/exam question:</i> - Speaking skills: picture-based task (4 bullet points to prepare; memorise the answers; and then answering each question during the assessment) - Listening and Reading assessments: End-of-module 2 assessments (Dynamo 1)
<i>Assessment for Learning:</i>
<i>Formative assessment product and success criteria:</i> -Grammar checks: assessment aiming at checking understanding of key grammatical concepts (e.g. infinitives, adjective agreement etc.). -Translation of sentences (bottom sets) or text into French and peer-assessed 12 marks (show and analyse mark scheme). - Writing skill: write a paragraph of about 40-50 words (responding to 4 bullet points) 16 marks (show and analyse mark scheme).

<i>Teaching Sequence (during a lesson and/ or over a series of lessons)</i>
1) Explain/Model 2) Question/check 3) Guided Practice/Feedback 4) Independent work 5) Review/Retrieval practice

Week	Coverage/Focus (knowledge)	Coverage/Focus (technique/skill)	Recommended Pedagogy (T/L strategy)	Resources	Homework
16 Monday training day	'La météo et les saisons' Weather and seasons	-Pronouncing the letter g (hard and soft sounds) -Predicting the pronunciation of unfamiliar vocabulary -Listening for details and making notes in English	-Introduction to key question -Students can predict the pronunciation of unfamiliar vocabulary -Vocab chorus -Listening and reading tasks -Students describe to a partner a season, the weather and clothing people wear, and giving their opinion -Vocab games (noughts and crosses etc.) -Translations into English -Reward students for effort, not just success	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.58-59	Vocabulary booklet / Memrise: Module 3 Point de départ (weather) + Revise for your assessments (Module 2)

			-Challenge task for each activity (and support as necessary)		
17	Assessments: Reading and Listening (from Module 2)	-Assessing Reading and Listening skills	-Start with the Reading -Recap key vocabulary and grammatical structures before starting an assessment	End of Module 2 L+R assessments	Vocabulary booklet / Memrise: revise for your assessments (Module 2)
18	Assessments: Speaking (2h) from Module 2 Independent work: grammar checks (from assessment folder: Module 1 and 2)	-Assessing Speaking skills: photo task ➤ Describe the photo ➤ What do you think of your school uniform? ➤ What is your school day like? ➤ What is your favourite subject and why?	- Give students 10 minutes at the beginning of the lesson to make notes from memory. - Share success criteria -Other students to complete worksheets independently.	End of Module 2 Speaking assessments	N/A
19-20 DC2 due Friday 31/01	Speaking DIRT (starter) + Tu es sportif/sportive? Talking about which sports you play	-To reflect upon my inaccuracies -To improve my work -Using the verb 'jouer à'	-General comments and advice about speaking -Students to copy their targets -Students to translate key phrases into French to improve their work -Presentation of new vocab -Vocab chorus -Listening and Reading tasks -Question students on the position and agreement of adjectives -To be able to categorise words	Lessons and resources available on the T drive – MFL – resources. Students' assessments and mark sheets Dynamo 1 p.60-61	Vocabulary booklet / Memrise: Module 3 Unité 1 Tu es sportif/sportive?

			-Describe a photo of a boy playing basketball -Reading and correcting a text describing a photo -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)		
20-21	'Qu'est-ce que tu fais?' Talking about activities you do Unit 2+3	-Using the irregular verb ' <i>faire</i> ' -Learning about Francophone sports	-Introduce more vocab related to sports/hobbies -Vocab chorus -Questioning students about the verb ' <i>faire</i> ' -Reading and Listening tasks -Translating into English -Writing about their own hobbies -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.62-65	Vocabulary booklet / Memrise: Module 3 Unité 2 Qu'est-ce que tu fais?
February half-term (Monday 17th February – Sunday 23rd February)					
22 (AEB + MAL Y11 Speaking MOCKS)	'Tu aimes faire ça?' Talking about what you like doing Translations into French p.73 -> peer-assessment /12 marks (Cover work: use grammar checks from assessment folder)	-Using the verb ' <i>aimer</i> ' followed by infinitives	-Introduce technology-related words -Students revise verbs used to express likes and dislikes -Students to recognise infinitives -Listening and Reading tasks -Students make up a conversation about what they like and dislike doing on their phone -Translating phrases into French -A range of vocab and memory games -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.66-67	Vocabulary booklet / Memrise: Module 3 Unité 4 Tu aimes faire ça?
23	Point de depart	-Forming the plural of nouns (-s and -x)	-Question about prior knowledge -Listening to descriptions of pets and identifying the correct photos	Lessons and resources available on the T	Vocabulary booklet / Memrise: Module

	Talking about animals and higher numbers	-Writing complex numbers	-Conducting a survey about pets -Listening and Reading tasks -Calculating and saying aloud the human age of differently-aged donkeys -Completing written number sequences in words -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	drive – MFL – resources. Dynamo 1 p.82-83	4 Point de depart (countries, animals and higher numbers)
24	‘Décris-moi ta famille.’ Describing your family (Unit 1+5)	-Using possessive adjectives -Agreement of adjectives -Adapting texts by substituting words -Paying attention to verb forms and adjectival agreement when changing nouns and personal pronouns -Checking written work for accuracy: verb forms, adjective agreement, spelling	-Recognise different forms of the word ‘my’ in French -Consolidate family-related vocabulary and possessive adjectives -Vocab games -Copy the vocabulary for family members and classify each word as masculine, feminine or plural Writing a description of the family pictured, including physical and character descriptions -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.84-85 + 92-94	Vocabulary booklet / Memrise: Module 4 Unité 1 Décris-moi ta famille
25	‘Où habites-tu?’ Describing where you live	-Checking written work for accuracy -Using the pronoun <i>nous</i> with regular –er verbs -Translating into English	-Introduce language used to talk about where you live -Listening and Reading tasks -Vocab games -Translate into French sentences about where people live -Speaking in pairs (trapdoor) -Reward students for effort, not just success	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.86-87	Vocabulary booklet / Memrise: Module 4 Unité 2 Où habites-tu?

			-Challenge task for each activity (and support as necessary)		
26 L45 day	‘Qu’est-ce que tu manges au petit-déjeuner ?’ Talking about breakfast Writing skill: 40-50 work task -> marked	-Using the partitive article -The conjugation of <i>manger</i> (-er verb) and <i>boire</i> (irregular verb)	-Introduce the names of some breakfast items -Vocab chorus -Vocab games -Students to speak accurately about what they eat and drink for breakfast -Memory game: taking turns to repeat a sentence about what they eat and drink for breakfast, adding one more item each time -Listening and Reading tasks -Carry out a survey about what classmates normally eat and drink for breakfast and what they have at the weekend -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.88-89	Vocabulary booklet / Memrise: Module 4 Unité 3 Qu’est-ce que tu manges au petit déjeuner?
27 End of Spring term : Shorter Friday	Point de départ Talking about places in town	-Using <i>il y a un / une / des ...</i> and <i>il n’y a pas de</i> -Learning about the euro -Using picture prompts to describe towns and give opinions -Learning about the euro	-Introduce places in a town -Vocab chorus -Listening and reading tasks -Vocab games -Using picture prompts to describe towns and give opinions -Reading and completing the lyrics of a song, matching the gaps to the correct labelled photos -Completing sentences about towns and villages with own choice of adjectives -Writing a description of their town / village and giving an opinion with reasons -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.106-107	Vocabulary booklet / Memrise: Module 5 Point de départ (places in town)

Summer Term (12 weeks)

Assessment of learning:
<i>Knowledge quiz/test details:</i> Weekly vocabulary tests based on a list of vocabulary students have to learn for homework <i>Summative application/test/exam question:</i> - Writing assessment: 80/90 words task on , and a translation task /12 marks on - Listening and Reading assessments: end-of-year assessments from Dynamo 1 (all modules, everything learnt so far)
Assessment for Learning:
<i>Formative assessment product and success criteria:</i> - Translation French – English on someone’s hobbies at the weekend - Speaking skills: Role play at the market

Week	Coverage/Focus (knowledge)	Coverage/Focus (technique/skill)	Recommended Pedagogy (T/L strategy)	Resources	Homework
28 Training day	‘Où vas-tu le weekend?’ Saying where you go at the weekend	-The conjugation of <i>aller</i> -Using <i>on va</i> and <i>nous allons</i> to say where you go with friends -Using <i>aller à</i> + the definite article to say where you go -Using the definite article <i>le</i> to convey ‘at’ (<i>le weekend</i>) and ‘on’ (<i>le samedi après-midi</i>) -Understanding the difference between <i>ou</i> and <i>où</i>	-Recap places in a town -Review the verb ‘aller’ and identify language patterns -Explain the difference between <i>ou</i> and <i>où</i> -Listening and Reading tasks -Carrying out a survey about where classmates go to at the weekend -Translating part of a text into English -Writing a paragraph about where classmates go at the weekend (3rd person) -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.108-109	Vocabulary booklet / Memrise: Module 5 Unité 1 Où vas-tu le weekend?

29	'Tu veux aller au café?' Inviting someone out	-Key time expressions -Inviting someone out -Using the verb 'vouloir' (to want) -The conjugation of vouloir -Pronouncing words correctly: the silent ending -x -Pronunciation of aujourd'hui -Using intonation when asking questions	-Introduce some time expressions -Practise giving invitations and accepting or declining them -Listening and Reading tasks -Students to find examples of 'vouloir' + infinitive in texts -Write and do 2 conversations making and accepting / refusing invitations, using own notes or from memory (challenge) -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)		Vocabulary booklet / Memrise: Module 5 Unité 2 Tu veux aller au café?
30-31 (AEB + MAL Y11 Speaking exams) +Friday Bank Holiday	Qu'est-ce que tu vas faire?' Saying what you are going to do -> Translation skills: 5 sentences to translate into French -> marked p.119	-The verb 'aller' -Saying what you are going to do -Using the near future tense (aller + infinitive) -Using sequencers: d'abord, puis, ensuite, après -Using the near future tense (present tense of the verb aller + an infinitive) -Using logic to predict what you might hear in a listening passage -Reading the questions to help predict the answers before reading a text	-To revise the verb 'aller' -Ask students what they think the difference is between the 2 sentences (1 in the present and 1 in the near future) -Let students infer/create the rule -Listening to what people are going to do in Paris and putting photos into the correct order -Practice of conjugation: mini whiteboards -Memory game: taking turns to repeat a sentence about what they are going to do in Paris, adding one more item each time -Write about what they are going to do in Paris, using picture prompts -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.114-115	Vocabulary booklet / Memrise: Module 5 Unité 4 Qu'est-ce que tu vas faire?

32	'Je vais visiter Paris!' Talking about plans for a special weekend	-Recognising and using both present tense and near future tense verbs -Talking about plans for a special weekend Using two tenses together -Using the present and near future tenses together -Using time phrases as an indicator of the time frame -Pronouncing verb endings that sound the same: –ais, –ait, –er, –é - Pronouncing the liaison: – s at the end of a word followed by a vowel -Peer assessment of tenses and pronunciation	-Identifying whether speakers are talking about the present or the future and noting down the activities in English -Hand up/down to check understanding -Reading and Listening tasks -Grammar games (mini whiteboard, translation race etc.) -Make up a conversation about what they usually do at the weekend and what they are going to do next weekend, based on picture prompts or their own ideas -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Dynamo 1 p.116-117	Vocabulary booklet / Memrise: Module 5 Unité 5 Je vais visiter Paris! + Revise for your assessments (end-of-ear so everything learnt so far).
May half-term (Monday 25th May – Sunday 31th May)					
33 Y7 exams	1-Revision lesson 2-Listening assessment	-Retrieving key vocab and structures -Working on memory skills -Assessing my listening skills	-Use this time to spot any specific topic / skill that you would like to spend more time on to consolidate students' understanding and knowledge	Lessons and resources available on the T drive – MFL – resources. Dynamo 1: use the Revisions pages at the end of each Module.	Vocabulary booklet / Memrise: revise for your assessments (end-of-ear so everything learnt so far).

				End-of-year Listening assessment.	
34	1-Reading assessment 2-Writing assessment (top / bottom set?)	-Assessing my reading and writing skills	-Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	End-of-year Reading and Writing assessments.	N/A
35 DC3 due Friday 19/06	1-Writing DIRT lesson 2-Photo task lesson	-To reflect upon my inaccuracies -To improve my work -Describing a photo -Justifying opinions -Using connectives, a variety of adjectives and intensifiers -Using the present tense -Using the 3 rd person -Inferring information	-Spot and correct the mistakes in each sentence (from their own exam) -Make them reflect on what they did well and what they need to improve -Translate key sentences to improve their work -Reflect upon the work and grade -Show a photo and ask students what they could say when describing a photo. -Revise key verbs -Recap key phrases to describe a photo -Introduce new phrases to describe a photo -Translate a description into English -On mini whiteboards, students to describe each picture using old and new vocab -Students to write their own developed description of a photo -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Lessons and resources available on the T drive – MFL – resources. Students' assessments	Vocabulary booklet / Memrise: Comment décrire une photo – how to describe a photo
36	'Vous désirez?' Ordering drinks and snacks in a café	-Using the correct word for 'you': <i>tu</i> and <i>vous</i> / -Being polite -Paying attention to pronouns and verb	-Revise numbers and to spot number patterns -Consolidate café vocabulary -Listening and Reading tasks -Matching words on a menu with photos of foods and drinks	Lessons and resources available on the T drive – MFL – resources.	Vocabulary booklet / Memrise: Module 5 Unité 3 Vous désirez?

		endings and pronouncing them correctly: <i>ils / elles mangent / boivent ...</i> -Adapting a dialogue in a café by changing the details -> Role play -Revising numbers and to spot number patterns	-Reading a conversation in a café and finding the French equivalent of English sentences and phrases -Filling in the missing words in a text describing a photo of people in a café -Adapt a dialogue in a café by changing the details -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Dynamo 1 p.112-113	
37 Training days	‘Quels sont tes rêves?’ Talking about what you would like to do	-Introduction to the conditional mood with ‘je voudrais’ + infinitive -Differentiating between the near future and the conditional tense -Revising key verbs (including irregular) -Revising how to use infinitives -Introduction to new vocabulary	-Ask students to translate the key verbs into either French (top set) or English (bottom set) -Introduce to key phrases (je voudrais/j’aimerais) -Vocab chorus – check pronunciation -Recap how to use infinitives after the conditional phrase -Vocab games (splat, mini whiteboards, quiz master etc) -Questioning (students to choose the right option) -Students to write a short paragraph about their dreams	Lessons and resources available on the T drive – MFL – resources.	N/A
38	‘On fait la fête’ La Fête nationale (Bastille Day)	-Using strategies to work out the meaning of unfamiliar vocabulary -Using the glossary to look up vocabulary -Looking up the infinitive of verbs The <i>nous</i> form of –er verbs	-Introduce or revise infinitives used to talk about a celebration - Learning about Bastille Day through a variety of listening and reading tasks -Reading an illustrated text about how a family celebrates Bastille Day and translating key words into English -Finding nous form verbs within the text -Correcting errors in sentences about Bastille Day by referring back to the text	Dynamo 1 p.90-91 QR codes for treasure hunt + book the Ipads	N/A

		-Using the <i>ils</i> and <i>elles</i> form of –<i>er</i> verbs -Listening out for pronouns and verb endings -Paying attention to pronouns (<i>nous</i> and <i>ils/elles</i>) in reading texts -Working as a team	-Copying and completing a text by choosing the correct form of the verb (<i>nous</i> or <i>ils/elles</i>) -Listing unfamiliar words and looking them up in the glossary -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)		
39 End of Summer term: shorter Friday	Educational film (2h) in French with English subtitles	-To develop listening skills -To improve concentration skills		Les Choristes on shared area or DVD	N/A
Extra lesson	'En plus' Calligram and past tense	-Develop creative skills -	-Introduce what a calligram is -Students to give their opinions in French and compare different calligrams -Students to create/write their own -Introduce past tense sentences and make students reflect about how we form it (differences with the present) -Translate the key past tense verbs -Practise pronunciation of past tense verbs -Vocab games to practise conjugation (dice game, mini whiteboards etc.) -Reward students for effort, not just success -Challenge task for each activity (and support as necessary)	Dynamo 1 p.122-123 Y7 Calligrams lesson on shared area: T:\MFL 2015-2019\Resources	N/A

Literacy

Focus	Pedagogy	Pedagogy	Pedagogy (subject specific)
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New Vocabulary	Look/cover/write/check in pairs	Develop understanding through synonyms/antonyms	Translation activities/competitions
Reading/decoding	skimming/scanning	Sequencing	Answer questions in English about a French text to check understanding
Writing/scaffolding	sentence starters	Exemplar deconstructed	Use of checklist and grammar
Oracy	speaking frame	Exemplar/modelling	Conversations in pair where students have to agree/disagree

Numeracy	
Focus	Method to be used
Charts and graphs	Survey on family (week 3)
% and ratio	N/A
Subject specific:	Use of activities that include calculus: 'fish translation race' or 'point game' where students have to do calculations themselves to work out how many points they have. Use of numbers to discuss timings and prices.

Character Building (complete where/when applicable)	
Resilience:	- Use of reward system to help motivate students to try and have a go even though they are not sure or get it wrong. - Use examples of mistakes as great examples to learn from and show students that mistakes are vital to making progress when learning a language.
Confidence:	- Develop students' confidence when speaking - Use of reward system and praise - Never highlight all the mistakes a student has made, always focus on key areas and always highlight all the positives - Show them that we, native teachers also make mistakes when speaking English
Team Player:	- Use of a range of team activities to develop students' skills to work in teams - Frequently update seating plan so that students get to work with a vast majority of their classmates
Determined:	- Give clear expectations and objectives at the beginning of the year / term / unit / lesson and expect all students to reach top grades so students do not have a fixed-mind set when it comes to target grades or are not discouraged
Aspirational:	- Always includes challenge tasks for students to aspire to go above and beyond what is expected of them, and reward them accordingly

	- Use examples of celebrities they know to show the journey that they have made and how hard work pays off
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SMSC/CEIAG (complete where/when applicable)	
Spiritual:	- Discuss the importance of free time and hobbies - Discuss what students like / don't like and why
Moral:	- Reflect on the importance of hobbies
Social	- Respectfully listen to others - Respect other's opinions
Cultural (inc British Values)	- Learn about a new culture and respect differences in lifestyles - Discuss British culture and values and learn about how they are celebrated whilst comparing them to Francophone countries' culture and values
IAG/Careers:	NA