



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

Number of weeks (between 6&8)	Content of the unit Module 2 - Ma vie		Assumed prior learning (tested at the beginning of the unit)
HT 2 6 weeks (coverage) + 1 week assessment (revision / test / feedback)	<b>Content:</b> 1. Talking about what you do in the morning. 2. Saying when you get up and when you go to bed at the weekend. 3. Talking about clubs you go to. 4. Arranging to go out.. 5. Talking about going to the cinema.	<b>Skills:</b> 1. Introduction of reflexive verbs in the present tense with singular pronouns. 2. Introduction of reflexive verbs in the present tense with plural pronouns. 3. Revision of faire with all pronouns and introduction of negative form ne...rien. 4. Use of pouvoir with all pronouns in the present tense and introduction of conditional on pourrait + infinitive 5. Introduction of immediate future + infinitive with "je".	From Yr 7 24 hours clock. Present tense of Faire. Present tense of Aller. Some sports.
Assessment points and tasks	Written feedback points		Learning Outcomes (tested at the end and related to subject competences)
Vocabulary learning tests If score less than 15/20, pupils to attend Catch-Up session 1. Based on Metro 2 rouge p40 - Section Que fais-tu le matin? - Lesson 2 2. Based on Metro 2 rouge workbook p40 - Section L'heure - Lesson 5 3. Based on Metro 2 rouge p40 - Section Mes passé-temps preferes - Lesson 8 4. Based on Metro 2 rouge p41 - Section C'est comment? - Lesson 11 5. Based on Metro 2 rouge p41 - Section Ce soir - Lesson 14 6. Summary vocabulary test - most problematic words Lesson 17	Written homeworks (see schedule for more detail) 1. Using reflexive verbs - Metro 2 rouge workbook p13 - Lesson 3 2. Using the 24 hours clock, - Metro 2 Rouge workbook p14 - lesson 6 3. Using faire + activity + time - Metro 2 Rouge workbook p15 - lesson 9. 4. Using pouvoir and film genres - Metro 2 rouge workbook p16-17 - lesson 12 5. Grammar revision - Key points from Module 2 - Metro 2 rouge workbook pp18-19.		PIXL plotting - subject competences See below  Test Based on Module 2 NC sub-levelled test Standardised for all AT skills - tests content and skills listed



KS3 MFL AT1 Listening	Band 3	Band 4	Band 5	Band 6
I can identify the main points and simple opinions in a short spoken passage, but some things need to be repeated				
I can understand the main points and some of the detail from longer spoken passages, but some things may need to be repeated				
I can identify opinions and reasons				
I can work out the gist of a passage				
I can understand spoken passages referring to present events on several topics				
I can understand spoken passages referring to past and present OR future events on several topics				
I can understand spoken passages referring to past, present AND future events on several topics				
I can note some complex opinions				
I can note most complex opinions				
I can understand longer passages and recognise different peoples' points of view				
I can use my knowledge of grammar to understand familiar language in a new context				
I am starting to be able to work out the meaning of unfamiliar words and inferred information				
I am starting to identify and understand more difficult structures				
I can understand a range of different spoken passages				

KS3 MFL AT2 Listening	Band 3	Band 4	Band 5	Band 6
I can identify the main points and simple opinions in a short written text				
I am starting to use a dictionary to look up words				
I can understand the main points and some of the detail from a longer written text				
I can identify opinions and reasons				
I am beginning to work out the gist of written texts				
I can confidently use a dictionary to find new words				
I can understand main points in a text referring to present and past or future events on several topics				
I can understand main points in a text referring to present and past and future events on several topics				
I can note some complex opinions				
I am moderately confident when reading aloud				
I can note a range of complex opinions				
I can understand longer texts and recognise peoples' points of view				
I can use my knowledge of grammar to understand familiar language in a new context				
I am starting to work out the meaning of unfamiliar words and inferred information				
I am starting to identify and understand more difficult structures				

KS3 MFL AT3 Speaking	Band 3	Band 4	Band 5	Band 6
I can take part in a short conversation of 2/3 exchanges with prompts, from memory				
I can give simple opinions				
I can change single words in phrases to make new ones				
I can use a range of classroom language				
I can take part in a short conversation of 3/4 exchanges				
I can give opinions and reasons				
I am starting to use simple connectives				
I can say some difficult phonemes correctly				
I am using some pupil-pupil language in class				
I can ask for information				

KS3 MFL AT4 Writing	Band 3	Band 4	Band 5	Band 6
I can write 3/4 sentences on a familiar topic adapting language I have already learned				
I can give reasons and opinions				
I can use simple connectives				
I can use a dictionary more confidently to look up words and gender/plurals				
I can write a longer text				
I can refer to present and past or future events				
I am starting to use complex opinions				
I can write a longer text and refer to past/present/future events				
I can use a range of complex opinions and connectives				
I use my prior learning regularly in my work				



# Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

I can take part in a conversation using present and past or future events					I can use grammar to build my own phrases in new contexts				
I am starting to use complex opinions					I am beginning to use more complex structures				
I use prior learning in my work									
I can refer to the past, present and future in a range of topics									
I can use a range of complex opinions and connectives									
I am more confident in saying phenomes									
I can give a short prepared talk on a topic of my choice									



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework) Strand 1 – Vocabulary Strand 2 – Language skills	Closure
1	Talking about what you do in the morning. Can I talk about what I do every morning using “je”?	All: understand, ask and respond to questions using 6 reflexive verbs to describe the morning routine with “je”.  Most: also use the reflexive verbs with “tu”.  Some: also use the verbs with “il/elle”.	Listening activity: revision of numbers from 1 to 30	Powerpoints based on Metro 2 rouge pp24-25 Metro electro  Cassette A, side 2 <i>or</i> CD 1, track 10 R & A File: worksheets 2–3, pp28–29; grammar 3, p35 Flashcards 21–30: daily routine	Introduction of 8 verbs to describe the morning routine.	Strand 1 - Vocabulary	Speaking: test in pairs: What is number...?
2	Talking about what you do in the morning. Can I talk about what I do every morning and understand the time?	All: understand, ask and respond to questions using 6 reflexive verbs to describe the morning routine with “je” and “tu”  Most: also use the reflexive verbs with “il/elle”.  Some: also use the time	Speaking activity: revision of numbers from 30 to 60	Powerpoints based on Metro 2 rouge pp24-25 Metro electro  Cassette A, side 2 <i>or</i> CD 1, track 10 R & A File: worksheets 2–3, pp28–29; grammar 3, p35 Flashcards 21–30: daily routine	Give simple statements about daily routine and practice the new verbs in a sentence with a time frame.	Strand 1 Vocabulary learning 2.1 based on Metro 2 rouge p40 – Section Que fais-tu le matin?	Speaking and reading: coloured sentences



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

3	Talking about what you do in the morning. Can I talk about what I do every morning and use the time?	All: Understand longer notes about daily routine and deduce what someone is doing by listening to short sentences including the time.  Most: give simple statements about daily routine including the time.  Some: write a passage about morning activities using the time	Writing: revision of numbers from 60 to 100	Powerpoints based on Metro 2 rouge pp24-25 Metro electro  Cassette A, side 2 <i>or</i> CD 1, track 10 R & A File: worksheets 2–3, pp28–29; grammar 3, p35 Flashcards 21–30: daily routine	Write a short passage about morning activities including a time frame and connectives.	Strand 2 Using reflexive verbs - Metro 2 rouge workbook p13	Exit questions.
4	Talking about when you get up and go to bed at the weekend. Can I say at what time I get up and go to bed at the weekend using the time?	All: understand a short passage about daily routine using 7 reflexive verbs with “je” and “tu”.  Most: ask and respond to questions using 7 reflexive verbs to describe the daily routine with “je” and “tu”.  Some: also use the pronouns “il/elle”	Speaking: Song to recap verbs of morning routine.	Powerpoints based on Metro 2 rouge pp26-27  Metro electro  Cassette A, side 2 <i>or</i> CD 1, track 11 R & A File: worksheets 1–4, pp27–30: grammar 2 & 3, pp34–35  Extension : <i>À toi!</i> , PB p117	Practice sentences with time and verbs.	Strand 1 - Vocabulary	Writing and Speaking: sentences including the time.
5	Talking about when you get up and go to bed at the weekend. Can I understand and say at what time other people get up and go to bed at the weekend using the time and time frames?	All: understand, ask and respond to questions using 7 reflexive verbs to describe the daily routine with “je” and “tu”.  Most: also use the verbs with “il/elle”. Use the time to give a time frame using numbers to 60.  Some: use the 2 different ways of saying the time using numbers to 60 and “et quart”, “et demie”, “moins le quart”	Writing: Revise the time and the 24-hour clock.	Powerpoints based on Metro 2 rouge pp26-27  Metro electro  Cassette A, side 2 <i>or</i> CD 1, track 11 R & A File: worksheets 1–4, pp27–30: grammar 2 & 3, pp34–35  Extension : <i>À toi!</i> , PB p117	Recap and introduction of adverbs and their place in a sentence.	Strand 1 Vocabulary learning 2.2 based on Metro 2 rouge workbook p40 – Section L’heure	Exit questions on adverbs comprehension.



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

6	<p>Talking about when you get up and go to bed at the weekend. Can I say at what time I get up and go to bed at the weekend using the time and some adverbs?</p>	<p>All: understand short passages and conversations about times of getting up and going to bed; say when you get up and go to bed using the time.</p> <p>Most: say when other people get up and go to bed and understand longer passages about when people get up and go to bed with a time frame.</p> <p>Some: produce a longer passage about your daily routine using time and adverbs.</p>	<p>Reading comprehension: comment dit-on en anglais = translation activity</p>	<p>Powerpoints based on Metro 2 rouge pp26-27</p> <p>Metro electro</p> <p>Cassette A, side 2 or CD 1, track 11</p> <p>R &amp; A File: worksheets 1–4, pp27–30: grammar 2 &amp; 3, pp34–35</p> <p>Extension : <i>À toi!</i>, PB p117</p>	<p>Writing about daily routine using times frames, connectives, adverbs and the 24-hour clock.</p>	<p>Strand 2 Using the 24 hours clock, - Metro 2 Rouge workbook p14</p>	<p>Speaking: use of randomizer to choose pupils to read their production. Peer feedback</p>
7	<p>Saying what clubs you go to. Can I talk about activities and hobbies I do and use frequency?</p>	<p>All: understand, ask and respond to questions about what activities and clubs you attend using “je vais” and “je fais”.</p> <p>Most: understand and use more activities.</p> <p>Some: also use the “tu” and “il/elle” forms.</p>	<p>Speaking: song to recap the daily routine vocabulary</p>	<p>Powerpoints based on Metro 2 rouge pp28-29</p> <p>Metro electro</p> <p>Cassette A, side 2 or CD 1, track 12</p> <p>R &amp; A File: grammar 1, p33</p>	<p>Introduction and practice of frequencies.</p>	<p>Strand 1 - Vocabulary</p>	<p>Exit questions on frequencies.</p>
8	<p>Saying what clubs you go to. Can I understand details of clubs from a notice and understand an account of an activity routine?</p>	<p>All: understand and use frequency adverbs with activities.</p> <p>Most: produce a complex sentence with adverbs and connectives.</p> <p>Some: also use the “tu” and “il/elle” forms.</p>	<p>Writing: produce 3 sentences using time frames and frequencies to describe your activities.</p>	<p>Powerpoints based on Metro 2 rouge pp28-29</p> <p>Metro electro</p> <p>Cassette A, side 2 or CD 1, track 12</p> <p>R &amp; A File: grammar 1, p33</p> <p>ICT Pack: web pages – present a selection of clubs and activities for youngsters in a particular town</p>	<p>Reading practice in pairs with Jeu de 11.</p>	<p>Strand 1 Vocabulary learning 2.3 based on Metro 2 rouge p40 – Section Mes passe-temps préférés</p>	<p>Random questions to sum the lesson (student pick a number, question is highlighted and student complete the sentence about his learning)</p>



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

9	Saying what clubs you go to. Can I write a paragraph about sporting activities including times frames, opinions and frequencies?	All: write a text using the present tense and frequency words to work at level 3.  Most: to also add more information to work at level 4.  Some: To also add the past tense to work at level 5.	Reading: coloured sentences	Powerpoints based on Metro 2 rouge pp28-29  Metro electro  Cassette A, side 2 <i>or</i> CD 1, track 12 R & A File: grammar 1, p33	Write a text using time frames, frequencies, connectives and different tenses to describe you sports routine	Strand 2 Using faire + activity + time - Metro 2 Rouge workbook p15	Random questions to sum the lesson (student pick a number, question is highlighted and student complete the sentence about his learning)
10	Making arrangements to go out. Can I understand simple conversations about arranging to go out?	All: understand proposals to go out using the verb "pouvoir" in the present tense with "on".  Most: also use the form "on pourrait" + infinitive to propose an outing.  Some: use more possible activities with "aller"	Guess the key question.	Powerpoints based on Metro 2 rouge pp30-31  Metro electro  Cassette A, side 2 <i>or</i> CD 1, track 13 R & A File: worksheet 6, p32  ICT Pack: multi-media presentation – review evening entertainment in a particular town.	Introduction of conditional form of can + infinitive = On pourrait + verb + activity	Strand 1 - Vocabulary	Random pick of student to produce a sentence using any of 6 given verbs.
11	Making arrangements to go out. Can I ask someone and respond to proposals about going out and use "on pourrait" + infinitive?	All: understand, ask and respond to a proposal to go out using the verb "pouvoir" in the present tense with all pronouns.  Most: also use the form "on pourrait" + infinitive to propose an outing.  Some: use more possible activities with "aller"	OXO game with vocabulary from previous lesson.	Powerpoints based on Metro 2 rouge pp30-31  Metro electro  Cassette A, side 2 <i>or</i> CD 1, track 13 R & A File: worksheet 6, p32  ICT Pack: multi-media presentation – review evening entertainment in a particular town.	Introduction of acceptance and refusal.	Strand 1 Vocabulary learning 2.4 based on Metro 2 rouge p41 – Section C'est comment? – Lesson 11	Random questions to sum the lesson (student pick a number, question is highlighted and student complete the sentence about his learning)





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Schemes of Learning: MFL - Year 8 French

12	<p>Making arrangements to go out. Can I ask someone about going out and understand excuses?</p>	<p>All: understand, ask and respond to a proposal to go out using "on pourrait" + infinitive; give a reason why with "je ne peux pas parce que" and 1 reason</p> <p>Most: use "je ne peux pas parce que" and 3 reasons</p> <p>Some: use 6 reasons why not.</p>	<p>Reading and writing: fill in the gaps with key words</p>	<p>Powerpoints based on Metro 2 rouge pp30-31</p> <p>Metro electro</p> <p>Cassette A, side 2 or CD 1, track 13</p> <p>R &amp; A File: worksheet 6, p32</p> <p>ICT Pack: multi-media presentation – review evening entertainment in a particular town.</p>	<p>Introduction and practice of excuses.</p>	<p>Strand 2 Using pouvoir and film genres - Metro 2 rouge workbook p16-17</p>	<p>Random team picked to translate coloured sentences.</p>
13	<p>Making arrangements to go out. Can I negotiate with someone about where to go and give an excuse?</p>	<p>All: understand, ask and respond to a proposal to go out using "on pourrait" + infinitive; give a reason why with "je ne peux pas parce que" and 1 reason</p> <p>Most: Complete with another proposal to go out to negotiate.</p> <p>Some: Use other pronouns</p>	<p>Writing: coloured sentences to translate in English for comprehension check.</p>	<p>Powerpoints based on Metro 2 rouge pp30-31</p> <p>Metro electro</p> <p>Cassette A, side 2 or CD 1, track 13</p> <p>R &amp; A File: worksheet 6, p32</p> <p>ICT Pack: multi-media presentation – review evening entertainment in a particular town.</p>	<p>Write a dialogue in pairs making arrangements to go out including a negotiation about where to go out including excuses.</p>	<p>Strand 1 - Vocabulary</p>	<p>Speaking: random pairs to do dialogues in front of the class.</p>
14	<p>Talking about going to the cinema. Can I talk about different film genres?</p>	<p>All: Understand conversations about arrangements for going to the cinema and about types of films.</p> <p>Most: understand and talk about type of films.</p> <p>Some: understand opinions as well.</p>	<p>OXO game with vocabulary from previous lesson.</p>	<p>Powerpoints based on Metro 2 rouge pp32-33</p> <p>Metro electro</p> <p>Cassette A, side 2 or CD 1, track 14</p> <p>R &amp; A File: worksheet 5, p31; grammar 4, p36; skills, p37</p>	<p>Introduction and practice of films genres</p>	<p>Strand 1 Vocabulary learning 2.5 based on Metro 2 rouge p41 – Section Ce soir</p>	<p>Random pick of pupils to say coloured sentences.</p>





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15	Talking about going to the cinema. Can I talk about a film I am going to see using the near future?	All: understand, ask and respond to questions about a film using the near future form "je vais" + infinitive. Use 6 film genres.  Most: understand, ask and respond to questions to arrange to go see a film.  Some: use opinions as well.	Match up French and English	Powerpoints based on Metro 2 rouge pp32-33  Metro electro  Cassette A, side 2 <i>or</i> CD 1, track 14 R & A File: worksheet 5, p31; grammar 4, p36; skills, p37	Introduction and practice of opinions.	Strand 1 - Vocabulary	Random questions to sum the lesson (student pick a number, question is highlighted and student complete the sentence about his learning)
16	Talking about going to the cinema. Can I talk about a film I am going to see using the near future and give an opinion about it?	All: understand a film review and describe films you have seen in simple statements.  Most: write a few sentences about a film using the immediate future and opinions.  Some: give more information	Match up opinions in French and English.	Powerpoints based on Metro 2 rouge pp32-33  Metro electro  Cassette A, side 2 <i>or</i> CD 1, track 14 R & A File: worksheet 5, p31; grammar 4, p36; skills, p37	Practise a dialogue making arrangements to go out; ask and answer questions about types of films.	Strand 2 Grammar revision – Key points from Module 2 – Metro 2 rouge workbook pp18-19.	Random pairs to practice dialogue for the class.
17-18	Assessment			Metro assessment pack		Test revision Reading / writing using PiXL model What do they need to know for Module test?	