



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

Number of weeks (between 6&8)	Content of the unit Module 4 - A table!		Assumed prior learning (tested at the beginning of the unit)
HT 4 5 weeks (coverage) + 1 week assessment (revision / test / feedback)	Content: 1. Saying what you have for breakfast and lunch. 2. Shops and shopping for food. 3. Saying how much you want. 4. Ordering food and drink. 5. Describing a day in the past.	Skills: 1. Using du/de la /de l' and the negative form ne...rien 2. Using il faut + infinitive and au/à la/ à l' with shops. 3. Quantities and vouloir + conditional. 4. Asking questions and using quantities. 5. The perfect tense with avoir and etre.	From Yr 7 Numbers. From previous modules: Negative form ne...rien The use of formal pronoun vous. The perfect tense with both auxiliaries.
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 p76 - Section Le petit déjeuner and Le déjeuner - Lesson 2 2. Based on Metro 2 rouge workbook p76 - Section Les fruits et les legumes - Lesson 5 3. Based on Metro 2 rouge p77- Section Les magasins- Lesson 8 4. Based on Metro 2 rouge p77- Section Combien en voulez-vous? - Lesson 11 5. Based on Metro 2 rouge p77- Section Au snack - Lesson 14 6. Summary vocabulary test - most problematic words Lesson 17	Written homeworks (see schedule for more detail) 1. Saying what you have for breakfast and lunch- Metro 2 rouge workbook p33 - Lesson 3 2. Using à/au - Metro 2 Rouge workbook p34 and Metro 2 rouge R&A file p80 - lesson 6 3. Using quantities and du/de - Metro 2 Rouge workbook p35 and Metro 2 rouge R&A file p81- lesson 9. 4. Using je voudrais and quantities - Metro 2 rouge workbook p36- lesson 12 5. Grammar revision - Key points from Module 4 - Metro 2 rouge workbook pp40-41.		PIXL plotting - subject competences See below Test Based on Module 4 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	Saying what you have for breakfast and lunch.1 Can you understand and talk about what you have for breakfast?	All: can understand 10 items of breakfast in a simple sentence. Most: can understand and say 14 items of breakfast in a simple sentence. Some: can notice the use of du/de la for quantities.	Dictionary treasure hunt	Powerpoints based on Metro 2 rouge pp 60-61 Metro electro Cassette B, side 2 or CD 2, track 10 R & A File: worksheet 1, p71; worksheets 3–5, pp73–75; grammar 2, p81 Flashcards 56–84: breakfast and other food items	Introduction of vocabulary and repetition. Introduction of du/de la /de l'	Strand 1 - Vocabulary	Spot the error
2	Saying what you have for breakfast and lunch. 2 Can you understand and say what you have for breakfast and lunch?	All: can understand and say 15 items of breakfast and lunch in a simple sentence. Most: can also use du/de la correctly. Some: can produce longer sentences and the negative form	Match up English and French with sentences.	Powerpoints based on Metro 2 rouge pp 60-61 Metro electro Cassette B, side 2 or CD 2, track 10 R & A File: worksheet 1, p71; worksheets 3–5, pp73–75; grammar 2, p81 Flashcards 56–84: breakfast and other food items	Using du/de la /de l' with food. Introduction of the negative form ne...rien	Strand 1 Vocabulary learning 4.1 Based on Metro 2 rouge p76 – Section Le petit déjeuner and Le déjeuner	Exit questions on food
3	Saying what you have for breakfast and lunch. 3 Can you understand and say what you prefer having for breakfast and lunch?	All: can use du/de la correctly to say what they have for breakfast and lunch. Most: can also use the negative form and give a preference. Some: can produce a more detailed answer.	Fill in the gap with du/ de la / de l'	Powerpoints based on Metro 2 rouge pp 60-61 Metro electro Cassette B, side 2 or CD 2, track 10 R & A File: worksheet 1, p71; worksheets 3–5, pp73–75; grammar 2, p81 Flashcards 56–84: breakfast and other food items	Revision of opinions and preferences with food. Writing production.	Strand 2 Saying what you have for breakfast and lunch- Metro 2 rouge workbook p33	Speaking: use of randomizer to choose pupils to read their production. Peer feedback



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

4	Shops and shopping for food. 1 Can you understand and say 20 new items of vocabulary about food and 5 shops?	All: can understand and say 20 new items of vocabulary about food. Most: can also include these 5 shops in a simple sentence using il faut + infinitive. Some: can include these items and shops in a more complex sentence.	Put the sentences in the right order: opinions about food.	Powerpoints based on Metro 2 rouge pp 62-63 Metro electro Cassette B, side 2 <i>or</i> CD 2, track 11 R & A File: worksheets 2, p72; worksheet 9, p79; grammar 1, p80	Introduction of vegetables and fruits along with 5 shops using il faut + infinitive.	Strand 1 - Vocabulary	Mini whiteboard – error correction
5	Shops and shopping for food. 2 Can you say what food is needed and where to buy it?	All: can understand say simple statements about food and shops using il faut + infinitive. Most: can use the correct preposition in front of the shop: au / à la/ à l' Some: can produce more complex sentences.	Un-jumble the words from previous lesson.	Powerpoints based on Metro 2 rouge pp 62-63 Metro electro Cassette B, side 2 <i>or</i> CD 2, track 11 R & A File: worksheets 2, p72; worksheet 9, p79; grammar 1, p80	Using il faut+ infinitive and au/ à la / à l' in front of the shop.	Strand 1 Vocabulary learning 4.2 Based on Metro 2 rouge workbook p76 – Section Les fruits et les legumes –	Exit questions
6	Shops and shopping for food. 3 Can you say where you went shopping using the past tense?	All: can understand simple sentences in the past about food shopping recapping previously learnt vocabulary. Most: can also use the correct prepositions more verbs. Some: can produce a longer, more detailed paragraph.	Fill in the gaps with the correct past participle.	Powerpoints based on Metro 2 rouge pp 62-63 Metro electro Cassette B, side 2 <i>or</i> CD 2, track 11 R & A File: worksheets 2, p72; worksheet 9, p79; grammar 1, p80	Recap of verbs in the past tense with shops and food. Speaking production.	Strand 2 Using à/au - Metro 2 Rouge workbook p34 and Metro 2 rouge R&A file p80	Speaking: use of randomizer to choose pupils to read their production. Peer feedback



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

7	Saying how much you want. 1 Can you understand and say different quantities?	All: can understand the different quantities and packaging. Most: can also use them in speaking and writing. Some: can combine new quantities with previously learnt vocabulary.	Revision of numbers for quantity: 50-100-125-250-500 through a match up.	Powerpoints based on Metro 2 rouge pp 64-65 Metro electro Cassette B, side 2 <i>or</i> CD 2, track 12 R & A File; worksheets 6-7, pp76-77 Flashcards 85-89: food items in various containers	Introduction of quantities.	Strand 1 - Vocabulary	Mini whiteboard – error correction
8	Saying how much you want. 2 Can you understand and do a shopping list?	All: can understand different items on the shopping list. Most: can produce their own shopping list reusing vocabulary. Some: can recycle old questions and verbs to ask for items on the shopping list.	Translate the sentences in French and English: sentences recycling vocabulary from previous lessons.	Powerpoints based on Metro 2 rouge pp 64-65 Metro electro Cassette B, side 2 <i>or</i> CD 2, track 12 R & A File; worksheets 6-7, pp76-77 Flashcards 85-89: food items in various containers	Using quantities and food to produce a shopping list.	Strand 1 Vocabulary learning 4.3 Based on Metro 2 rouge p77– Section Les magasins	Exit questions
9	Saying how much you want. 3 Can you say how much you would like of something using je voudrais + different quantities in a dialogue?	All: can understand what quantities of food are required in the dialogue. Most: can also ask for some food and quantities using je voudrais + a verb. Some: can add more questions and details to their dialogue.	Match up pictures and sentences to recap quantity and food.	Powerpoints based on Metro 2 rouge pp 64-65 Metro electro Cassette B, side 2 <i>or</i> CD 2, track 12 R & A File; worksheets 6-7, pp76-77 Flashcards 85-89: food items in various containers	Introduction and use of vouloir + conditional. Production of a dialogue.	Strand 2 Using quantities and du/de - Metro 2 Rouge workbook p35 and Metro 2 rouge R&A file p81	Speaking: use of randomizer to choose pupils to read their production. Peer feedback



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

10	Ordering food and drink. 1 Can you understand a menu?	All: can identify the different parts of a menu Most: can understand and say the different items on the menu Some: can order items from the menu by recycling vocabulary.	Fill in the gaps of a dialogue.	Powerpoints based on Metro 2 rouge pp 66-67 Metro electro Cassette B, side 2 or CD 2, track 13	Introduction of the different categories of a menu. Production of a menu.	Strand 1 - Vocabulary	Mini whiteboard – error correction
11	Ordering food and drink. 2 Can you reuse vocabulary to order food at a restaurant?	All: can understand simple questions to order from a menu. Most: can reuse these questions to order. Some: can produce more complex questions.	Revision of quantities: translate the sentences.	Powerpoints based on Metro 2 rouge pp 66-67 Metro electro Cassette B, side 2 or CD 2, track 13	Asking questions and using quantities.	Strand 1 Vocabulary learning 4.4 Based on Metro 2 rouge p77– Section Combine en voulez-vous?	Speaking: use of randomizer to choose pupils to read their production. Peer feedback
12	Ordering food and drink. 3 Can you use je voudrais to ask for food at a restaurant?	All: can understand requests made with je voudrais. Most: can use je voudrais to order food. Some: can combine it with recycled vocabulary to create new sentences.	Put the dialogue in the right order.	Powerpoints based on Metro 2 rouge pp 66-67 Metro electro Cassette B, side 2 or CD 2, track 13	Recycling je voudrais to order food at a restaurant. Production of a role play.	Strand 2 Using je voudrais and quantities - Metro 2 rouge workbook p36–	Speaking: use of randomizer to choose pupils to read their production. Peer feedback
13	Describing a day in the past. 1 Can you understand someone's account of their life working in a shop?	All: can you understand some information about time and activities done in the past? Most: can you understand different verbs in the past from the context? Some: can you understand more details including new vocabulary through context?	Revision of shops and introduction of more shops.	Powerpoints based on Metro 2 rouge pp 68-69 Metro electro Cassette B, side 2 or CD 2, track 14 R & A File: worksheet 8, p78	Reading activities: dictionary treasure hunt and comprehension questions about text on page 68.	Strand 1 - Vocabulary	Mini whiteboard – error correction



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

14	Describing a day in the past. 2 Can you understand verbs in the past using different pronouns?	All: can use basic verbs with avoir and etre and the "je" and "tu" pronouns Most: can also use il/elle/on and understand the plural pronouns nous / vous / ils/elles Some: can use all pronouns	Songs avoir and etre for revision.	Powerpoints based on Metro 2 rouge pp 68-69 Metro electro Cassette B, side 2 or CD 2, track 14 R & A File: worksheet 8, p78	Revision of perfect tense with avoir and etre.	Strand 1 Vocabulary learning 4.5 Based on Metro 2 rouge p77– Section Au snack	Exit questions
15	Describing a day in the past. 3 Can you sum up someone's story using the past tense and il/elle?	All: can understand most verbs in the past and identify the pronouns used. Most: can modify pronouns and verbs to talk about someone else. Some: can give more details and change more verbs.	Match up English and French pronouns.	Powerpoints based on Metro 2 rouge pp 68-69 Metro electro Cassette B, side 2 or CD 2, track 14 R & A File: worksheet 8, p78	Writing production: sum up the protagonist's life as a baker (p68)	Strand 2 Grammar revision – Key points from Module 4 – Metro 2 rouge workbook pp40-41.	Speaking: use of randomizer to choose pupils to read their production. Peer feedback
16	Revision before assessment: Can use quantities, food and shops to describe what you eat and order food?	All: understand and use simple statements about food quantities and opinions. Most: can use je voudrais + infinitives and a variety of questions to order food. Some: can use more items and more complex sentences.	Translate the sentences in English or French: recap of vocabulary from module.	Powerpoints based on Metro 2 rouge module 4 and pp 71-75 Metro electro	Activities from pp71-75 to revise module and prepare for assessment of 4 skills.	Strand 1 Vocabulary learning 4.6 Summary vocabulary test – most problematic words. Test revision Reading / writing using PiXL model What do they need to know for Module test?	Mini whiteboard – error correction
17-18	Assessment			Metro assessment pack			