Number of weeks (between 6&8)	Content of the unit Module 5 - Une semaine à Paris		Assumed prior learning (tested at the beginning of the unit)
HT 5 5 weeks (coverage) + 1 week assessment (revision / test / feedback)	Content: 1. Arranging a visit 2. Talking about how to get there. 3. Getting to know Paris. 4. Getting around in Paris 5. Talking about what you have done.	Skills: 1. Immediate future aller + infinitive. 2. Y to say there and possessive pronouns. 3. High numbers for dates. 4. Use of the conditional: je voudrais. 5. The perfect tense with avoir and etre.	From Yr 7 Numbers. From previous modules: Immediate future Possessive pronouns The perfect tense with both auxiliaries

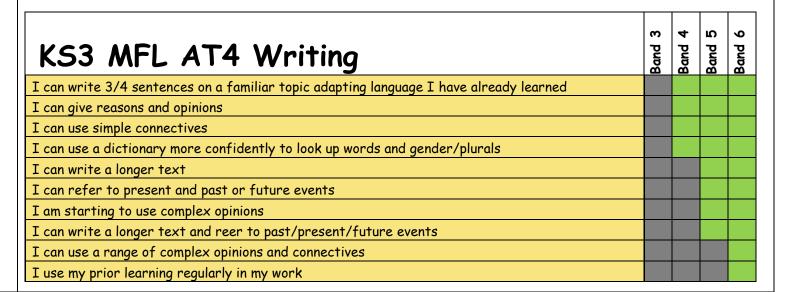| Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Vocabulary learning tests If score less than 15/20, pupils to attend Catch-Up session 1. Based on Metro 2 rouge p94 – Section Une invitation – Lesson 2 2. Based on Metro 2 rouge workbook p94-95 – A Paris and les dates – Lesson 5 3. Based on Metro 2 rouge p95 – Section Prenez le metro– Lesson 8 4. Based on Metro 2 rouge p95– Section Ou es-tu alle? – Lesson 11 5. Based on Metro 2 rouge p77– Section Qu'est-ce que tu as fait? – Lesson 14 6. Summary vocabulary test – most problematic words Lesson 17	Written homeworks (see schedule for more detail) 1. Saying where, when and for how long- Metro 2 rouge workbook p43 - Lesson 3 2. Using high numbers - Metro 2 Rouge workbook 45 – lesson 6 3. Asking questions 1-2 - Metro 2 Rouge R&A file pp100-101 – lesson 9. 4. Using je voudrais and the perfect tense - Metro 2 rouge workbook pp46-47– lesson 12 5. Grammar revision – Key points from Module 4 – Metro 2 rouge workbook pp48-49.	PIXL plotting – subject competences See below Test Based on Module 5 NC sub-levelled test Standardised for all AT skills – tests content and skills listed

KS3 MFL AT1 Listening

Statement	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

Statement	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

Statement	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

Statement	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 reer to past/present/future events				✓
I can use a range of complex opinions and connectives				✓
I use my prior learning regularly in my work				✓

I can take part in a conversation using present and past or future events				
I am starting to use complex opinions				
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				

I can use grammar to build my own phrases in new contexts				
I am beginning to use more complex structures				

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	Arranging a visit 1 Can you understand someone's plan to go on a trip?	All: can understand some information about someone's plans. Most: can also note details form a conversation. Some: can understand more information.	Revision of a*u / à la / à l' / aux*	Powerpoints based on Metro 2 rouge pp 78-79 Metro electro Module 5 unit 1 Cassette C, side 1 *or* CD 3, track 1 R & A File: worksheet 1, p93	Understand e-mails about plans for a trip Note details about plans from a telephone call and from conversations	Strand 1 – Vocabulary	Mini whiteboard – error correction
2	Arranging a visit 2 Can you write about your plans to go on a trip?	All: can write simple statements to describe plans for a future trip. Most: can include more information including more pronouns. Some: can also express their preferences for a trip.	*Recap of vouloir,* all forms present tense	Powerpoints based on Metro 2 rouge pp 78-79 Metro electro Module 5 unit 1 Cassette C, side 1 *or* CD 3, track 1 R & A File: worksheet 1, p93	Write an e-mail or a letter including future plans	Strand 1 Vocabulary learning 5.1 based on Metro 2 rouge p94 – Section Une invitation	Exit questions
3	Arranging a visit 3 Can you talk about your plans and preferences about where to go on a trip?	All: can produce simple statements expressing their preferences and future plans about where to go. Most: can use more forms of the near future. Some: can produce more complex statements.	*Revision of near future using aller* + infinitive	Powerpoints based on Metro 2 rouge pp 78-79 Metro electro Module 5 unit 1 Cassette C, side 1 *or* CD 3, track 1 R & A File: worksheet 1, p93	Make arrangements and express preferences about where to go	Strand 2 Saying where, when and for how long- Metro 2 rouge workbook p43	Speaking: use of randomizer to choose pupils to read their production. Peer feedback

4	Talking about how to get there 1 Can you understand details about a trip to Paris?	All: can understand simple information about a trip to Paris. Most: can also understand more details. Some: can understand details about more people talking.	Revision of possessive pronouns : *mon / ma / mes, ton / ta / tes, son / sa / ses*	Powerpoints based on Metro 2 rouge pp 80-81 Metro electro Module 5 Unit 2 Cassette C, side 1 *or* CD 3, track 2 R & A File: worksheet 6, p98, skills, pp100–101 (asking questions)	Understand details of trips from conversations. Understand short notes about holiday plans.	*Strand 1 – Vocabulary*	Mini whiteboard – error correction
5	Talking about how to get there 2 Can you talk about future holiday plans?	All: can talk about details of a holiday plan. Most: can also refer to places using "y". Some: can also talk about other people.	*Introduction of « y »*	Powerpoints based on Metro 2 rouge pp 80-81 Metro electro Module 5 Unit 2 Cassette C, side 1 *or* CD 3, track 2 R & A File: worksheet 6, p98, skills, pp100–101 (asking questions)	Talk about details of holiday plans.	Strand 1 Vocabulary learning 5.2 based on Metro 2 rouge workbook p94-95 – A Paris and les dates	Exit questions
6	Talking about how to get there 3 Can you write about someone's holiday plans?	All: can write simple statements adapted from an interview. Most: can add more information. Some: can also include opinions.	Practice of "y"	Powerpoints based on Metro 2 rouge pp 80-81 Metro electro Module 5 Unit 2 Cassette C, side 1 *or* CD 3, track 2 R & A File: worksheet 6, p98, skills, pp100–101 (asking questions)	Write and redraft a résumé of short interviews about holiday plans.	Strand 2 Using high numbers - Metro 2 Rouge workbook 45	Speaking: use of randomizer to choose pupils to read their production. Peer feedback
7	Getting to know Paris. 1 Can you identify Parisian monuments?	All: can identify 5 monuments. Most: can identify 10. Some: can recognise the monuments from a description.	Revision of high numbers (dates)	Powerpoints based on Metro 2 rouge pp 82-83 Metro electro Module 5 Unit 3 Cassette C, side 1 *or* CD 3, track 3 R & A File: worksheet 2, p94; worksheets 4–5, pp96–97 Flashcards 90–96: sights in Paris	Recognise monuments from a description; understand where someone has been and their opinion of it. Compare answers from a listening task about Paris monuments with a partner.	*Strand 1 – Vocabulary*	Mini whiteboard – error correction

8	Getting to know Paris. 2 Can you recognise monuments from their description?	All: can recognize a monument through its description. Most: can also understand more details. Some: can also do a simple description of a monument.	Match up of verbs to describe buildings.	Powerpoints based on Metro 2 rouge pp 82-83 Metro electro Module 5 Unit 3 Cassette C, side 1 *or* CD 3, track 3 R & A File: worksheet 2, p94; worksheets 4–5, pp96–97 Flashcards 90–96: sights in Paris	Understand longer texts about Paris monuments.	Strand 1 Vocabulary learning 5.3 based on Metro 2 rouge p95 – Section Prenez le metro	Exit questions
9	Getting to know Paris. 3 Can you describe monuments of Paris?	All: can produce a simple description of Paris monuments. Most: can add more details to the description. Some: can recycle vocabulary to add more to the description.	Guessing game about Paris to practice new words.	Powerpoints based on Metro 2 rouge pp 82-83 Metro electro Module 5 Unit 3 Cassette C, side 1 *or* CD 3, track 3 R & A File: worksheet 2, p94; worksheets 4–5, pp96–97 Flashcards 90–96: sights in Paris	Complete a text about a Paris monument.	Strand 2 Asking questions 1-2 - Metro 2 Rouge R&A file pp100-101	Speaking: use of randomizer to choose pupils to read their production. Peer feedback
10	Getting around in Paris 1 Can you understand the map of Paris underground?	All: can understand questions about directions and where people would like to go. Most: can also recognise some Paris landmarks on a map. Some: can understand more of a plan.	Revision of je voudrais + infinitive	Powerpoints based on Metro 2 rouge pp 84-85 Metro electro Module 5 Unit 4 Cassette C, side 1 *or* CD 3, track 4 R & A file, worksheets 3–5, pp95–97 Flashcards 90–96: sights in Paris	Understand details of plans and follow on a map.	Strand 1 - Vocabulary	Mini whiteboard – error correction

| 11 | Getting around in Paris 2 Can you understand directions about the metro? | All: can ask and answer simple questions about directions on the underground.

Most: can produce more questions.

Some: can also produce more answers. | Introduction of vocabulary to give directions. | Powerpoints based on Metro 2 rouge pp 84-85

Metro electro Module 5 Unit 4

Cassette C, side 1 or CD 3, track 4
R & A file, worksheets 3–5, pp95–97
Flashcards 90–96: sights in Paris | Ask and answer questions about which metro to take.

Understand a conversation about which metro to take. | Strand 1
Vocabulary learning 5.4 based on Metro 2 rouge p95– Section Ou es-tu alle? | Exit questions |
| 12 | Getting around in Paris 3 Can you give directions about the métro? | All: can give simple instructions about the metro.

Most: can give more complex instructions by using different verbs.

Some: can produce more detailed instructions. | Recap of vocabulary to give directions. | Powerpoints based on Metro 2 rouge pp 84-85

Metro electro Module 5 Unit 4

Cassette C, side 1 or CD 3, track 4
R & A file, worksheets 3–5, pp95–97
Flashcards 90–96: sights in Paris | Write instructions about which métro to take. | Strand 2
Using je voudrais and the perfect tense - Metro 2 rouge workbook pp46-47 | Speaking: use of randomizer to choose pupils to read their production. Peer feedback |
| 13 | Talking about what you have done. 1 Can you understand activities done during a trip to Paris? | All: can understand simple statements using the perfect tense.

Most: can understand more verbs including recycled vocab.

Some: can also understand opinions in the past. | Revision of perfect tense with avoir. | Powerpoints based on Metro 2 rouge pp 86-87

Metro electro Module 5 Unit 5

Cassette C, side 1 or CD 3, track 5
R & A File: grammar, p99, skills, p101
Flashcards 90–96: sights in Paris. | Discuss what people did in Paris from picture cues. | Strand 1 – Vocabulary | Mini whiteboard – error correction |

14	Talking about what you have done. 2 Can you understand what someone did in Paris and thought of it?	All: can understand simple statements and opinions of what someone did in Paris. Most: can understand more complex statements and opinions. Some: can understand more details and recycle vocabulary.	Revision of perfect tense with *être*.	Powerpoints based on Metro 2 rouge pp 86-87 Metro electro Module 5 Unit 5 Cassette C, side 1 *or* CD 3, track 5 R & A File: grammar, p99, skills, p101 Flashcards 90–96: sights in Paris.	Understand a longer text about what people did in Paris including their opinions.	Strand 1 Vocabulary learning 5.5 based on Metro 2 rouge p77– Section Qu'est-ce que tu as fait?	Exit questions
15	Talking about what you have done. 3 Can you use the perfect tense to describe a dream visit to Paris?	All: can produce simple statements and opinions of what someone did in Paris. Most: can produce more complex statements and opinions. Some: can produce more details and recycle vocabulary.	Practice of perfect tense.	Powerpoints based on Metro 2 rouge pp 86-87 Metro electro Module 5 Unit 5 Cassette C, side 1 *or* CD 3, track 5 R & A File: grammar, p99, skills, p101 Flashcards 90–96: sights in Paris.	Research and write about a visit to Paris using the perfect tense.	Strand 2 Grammar revision – Key points from Module 4 – Metro 2 rouge workbook pp48-49.	Speaking: use of randomizer to choose pupils to read their production. Peer feedback
16	Assessment	All: Most: Some:		Powerpoints based on Metro 2 rouge pp Metro electro			Mini whiteboard – error correction on most common mistakes of module
17	Assessment			Metro assessment pack		Strand 1 Vocabulary learning 5.6 Summary vocabulary test – most problematic words	
18	Assessment						