



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 7 French

Number of weeks (between 6&8)	Content of the unit Module 1		Assumed prior learning (tested at the beginning of the unit)
HT1 /2 8 weeks (coverage) + 2 weeks assessments	Content: 1. Greetings & social interactions 2. Saying what you have or haven't got. Naming classroom items. 3. Alphabet and spelling 4. Age 5. Dates and birthdays 6. Colour 7. Using TL in the classroom	Skills: 1. gender 2. indefinite article un / une 3. J'ai / je n'ai pas de 4. Negatives / connectives 5. J'ai + age. 6. As-tu ...? 7. numbers 1-31 8. position/ agreement adjectives	None
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)	
Vocabulary learning tests Mid -unit test - Métro 1 Workbook p7 - Lesson 7 Key vocabulary for test. Teacher choice - 20 max - Lesson 13	Written homeworks (see schedule for more detail) 1. Social interactions - Métro 1 workbook p4 - Lesson 2 2. Alphabet poster in French - Lesson 6 3. Ages and birthdays - Métro 1 workbook pp8-9 - Lesson 10 4. Consolidation - Révision 1 and Révision 2 Métro 1 Workbook pp 11-12 - lesson 12	PIXL plotting - subject competences See below Test Based on Module 1 NC sub-levelled test Standardised and testing content and skills listed	



KS3 AT1 Listening				Band 1	Band 2	Band 3	KS3 AT2 Reading				Band 1	Band 2	Band 3
I can recognise a few cognates							I can recognise a few cognates						
I can understand a few familiar spoken words and phrases with the help of repetition, mime or pictures							I can recognise and read out a few familiar words and phrases with visual clues						
I can understand a range of familiar spoken phrases and respond using words or actions							I can understand a range of familiar written phrases						
I can identify the main points and simple opinions in a short spoken passage, but some things need to be repeated							I can read aloud familiar words and phrases						
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 look up words in a glossary						
							I can identify the main points and simple opinions in a short written text						
KS3 AT3 Speaking				Band 1	Band 2	Band 3	KS3 AT4 Writing				Band 1	Band 2	Band 3
I can repeat a few simple words							I can sometimes copy a few simple words but there are some mistakes						
I can say/repeat a few words and simple phrases							I can write or copy simple words or symbols correctly						
I have to repeat in order to achieve the correct pronunciation							I can write one or two short sentences with support						
I can answer simple questions and give basic information using some full sentences							I am starting to spell simple words correctly from memory						
I can use some familiar classroom language							I can look up words in a glossary						
I can take part in a short conversation of 2/3 exchanges with prompts, from memory							I can write 2/3 short sentences from memory and meaning is recognisable						
I can give simple opinions							I can give simple opinions						
I can change single words in phrases to make new ones													
I can use a range of classroom language													



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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	Can you say your name and ask someone else?	All - say your name Most - ask someone else Some - say your name and ask someone else	Getting to know the book (Framework Pack, p.12)	Saying your name, greeting people Copy phrases giving greetings and introductions	Exercise 2a, 4, 6 Exercise	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson
2	Can you listen and identify who is speaking?	All - identify basic greetings Most - identify who is speaking Some - any extra details	Quiz on France (Framework Pack, p.12)	Recognising greetings and introductions and	Exercise 3c, 5	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson
3	Can you count up to ten in French?	All - recognise the numbers in French Most - count up to ten with support Some - count to 10 from memory	Unscramble the words	Metro electro presentation of numbers 1- 10 identify numbers from 1–10	Exercise 1, 3a, 6	Strand 2 - Language skills- Workbook page -	Individual or WCRS relating to KQ - guide teaching of next lesson
4	Can you say what a classroom object is?	All - recognise the new words Most - use c'est Some - take part in a simple dialogue	Write a list of five things learned	PowerPoint/metro electro Presentation of the classroom objects	Speaking in pairs: Ask about and identify various classroom objects Tu as _____ Et toi?	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson
5	Can you listen and respond to an audio about classroom objects?	All - match pictures to spoken words Most - match correct words to audio Some - listen and write correct words heard	Back-to-front sentences (Framework Pack, p.13)	Recognise the names of classroom objects	Listening and responding: Exercise 1b, 3a	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson
6	Can you describe which objects you have in your pencil case?	All - use j'ai to write about your objects Most - use j'ai & je n'ai pas Some - apply 2 connectives - mais & et	Finding the odd-one-out (Framework Pack, p.13)	Identify various classroom objects from a list Make an illustrated list of classroom objects	Exercise 3b, 4 Exercise 6	Strand 2 - Language skills- Workbook page -	Individual or WCRS relating to KQ - guide teaching of next lesson
7	Can you learn the French alphabet & spell your name?	All - pronounce the alphabet correctly Most - spell your name correctly Some - spell your names and up to 4 friends correctly	Sound spelling links – é, è, e, ç (Framework Pack, p.14)	Participate in simple dialogue about spellings of familiar names	Speaking : Exercise 3b, 4b	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson



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8	Can you listen and spell names and objects correctly?	<p>All - listen and note down familiar words correctly</p> <p>Most - note down 4 unfamiliar words correctly</p> <p>Some - note down 6-8 unfamiliar words correctly</p>	Matching French words to English cognates (Framework Pack, p.14)	Understand simple dialogue about familiar names and note down spellings	<p>Listening and responding:</p> <p>Exercise 4a</p>	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson
9	Can you make a French alphabet poster?	<p>All - use the vocabulary list to find words</p> <p>Most - use the dictionary to find words</p> <p>Some - - use the dictionary to find words</p>	Practise spelling in French (Framework Pack, p.15)	Read and understand individual familiar words	Create your poster	Strand 2 - Language skills- Workbook page -	Individual or WCRS relating to KQ - guide teaching of next lesson
10	Can you say how old you are and ask someone else?	<p>All - say how old you are</p> <p>Most - say how old someone else is</p> <p>Some - ask and say how old you are</p>	Alphabet practice (Framework Pack, p.15)	<i>J'ai + age.</i> <i>As-tu ... ?</i> numbers 1-15	<p>Speaking:</p> <p>Use numbers from 1-15, participate in dialogues asking about and giving age</p> <p>Exercise 3b, 4b</p>	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson
11	Can you listen and note down how old other people are?	<p>All - listen & identify ages</p> <p>Most - and quantities</p> <p>Some - any extra details</p>	Adding game (Framework Pack, p.16)	<i>Combien y en a-t-il?</i> <i>Il y a un crayon.</i> <i>Quel âge as-tu?</i> <i>J'ai dix ans.</i> un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze	<p>Listening and responding:</p> <p>Understand numbers from 1-15 in the context of quantities and ages</p> <p>Exercise 2b, 4a</p>	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson
12	Can you write some sentences about how old your friends are?	<p>All - read and identify written numbers 1-10</p> <p>Most - gap fill activity</p> <p>Some - write up to 4 sentences</p>	Techniques for learning new vocabulary (Framework Pack, p.16)	What makes a good piece of writing? Review connectives numbers	<p>Reading and responding:</p> <p>Understand numbers from 1-15 in their written form</p> <p>Writing:</p> <p>Write short sentences giving quantities and ages Ex: 6b</p>	Strand 2 - Language skills- Workbook page -	Individual or WCRS relating to KQ - guide teaching of next lesson



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13	Can you say when your birthday is?	<p>All - say when your birthday is</p> <p>Most - say when someone else is</p> <p>Some - ask and say when your birthday</p>	: Numeracy card game (Framework Pack p.17)	PowerPoint Presentation : Quelle est la date de ton anniversaire? Mon anniversaire, c'est le deux juin. L'anniversaire de Janine est le...	<p>Speaking: Ask when someone's birthday is and give your birthday Ex: 5b</p>	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson
14	Can you listen and identify the dates in French?	<p>All - listen and identify correct days</p> <p>Most - listen and identify correct days and months</p> <p>Some - listen and also identify any extra details given</p>	Assessing listening skills and activities (Framework Pack, p.18)	PowerPoint Presentation : C'est quel jour aujourd'hui? Le calendrier: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Les jours de la semaine: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche	<p>Listening and responding: Listen and identify dates and days Ex: 3c, 6a</p>	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson
15	Can you do a survey and write sentences about birthdates?	<p>All - ask and answer</p> <p>Most - and make notes</p> <p>Some - and write sentences</p>	Sound spelling links - qu, oi, in (Framework Pack, p.17)	Review " Quelle est la date de ton anniversaire? Pupils do survey on grid	<p>Reading and responding: Recognise numbers to 31, months and days in their written form EX: 1a, 3a, 6a</p> <p>Writing: Write days, months and sentences about when birthdays are. Use the information from your class survey</p>	Strand 2 - Language skills- Workbook page -	Individual or WCRS relating to KQ - guide teaching of next lesson
16	Do you know the vocabulary for colours in French? Can you understand classroom instruction?	<p>All - learn the words for colours</p> <p>Most - spell them correctly</p> <p>Some - use a dictionary to find colours not given</p>	Identifying colours (Framework Pack, p.18)	PowerPoint Presentation : Qu'est-ce que c'est? C'est de quelle couleur? J'ai un feutre rose. blanc(he), bleu(e), gris(e), jaune, marron, noir(e), orange, rose, rouge, vert(e)	<p>Listening and responding: Recognise different colours, understand basic classroom instructions Ex: 1a, 4b</p> <p>Speaking: Participate in a dialogue identifying different colours Ex: 1c, 2</p>	Strand 1 - Vocabulary	Individual or WCRS relating to KQ - guide teaching of next lesson



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17	Can you describe objects using the correct colours?	<p>All - write 2 correct sentences (object and adjective)</p> <p>Most - describe up to 6 objects</p> <p>Some - describe the contents of your pencil case</p>	Making adjectival phrases (Framework Pack, p.19)	PowerPoint Presentation : -position of adjectives -adjectival agreement	<p>Reading and responding: Identify items from short written descriptions, Understand basic classroom instructions Ex: 3a, 4a</p> <p>Writing: Write sentences about items in a pencil case, including their colours</p>		Individual or WCRS relating to KQ - guide teaching of next lesson
18	Revision	End of Module revision	End of Module revision	End of Module revision	End of Module revision	End of Module revision	End of Module revision
19	Assessment	Write-up in exam conditions					
20	Assessment feedback	Feedback and improvement targets			Check individual targets auctioned during lesson		