



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 7 French

Number of weeks (between 6&8)	Content of the unit		Assumed prior learning (tested at the beginning of the unit)
HT 3/4 5 weeks (coverage) + 2 weeks assessment (revision / test / feedback)	<b>Content:</b> <ol style="list-style-type: none"> <li>1. Talking about where you live and nationality</li> <li>2. Talking about brothers and sisters</li> <li>3. Pets</li> <li>4. Introduce yourself and your family</li> <li>5. Physical appearance</li> <li>6. Talking about what you are like - character</li> </ol>	<b>Skills:</b> <ol style="list-style-type: none"> <li>1. en / au + countries / à + towns</li> <li>2. je suis + nationality</li> <li>3. possessives: mon / ma / mes</li> <li>4. definite article: le / la / l' / les</li> <li>5. plurals of nouns</li> <li>6. avoir (consolidation): j'ai, tu as, il / elle a, as-tu ...?</li> <li>7. être (consolidation): je suis, tu es, il/elle est, es-tu ...?</li> </ol>	From Module 1 <ol style="list-style-type: none"> <li>1. Adjectives - position and agreements</li> <li>2. J'ai / je n'ai pas de ...</li> </ol>
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 <ol style="list-style-type: none"> <li>1. Based on Métro 1 p38 - Section Les pays AND Je suis ... Lesson 3</li> <li>2. Based on Métro 1 p38 - Section As-tu des frères et soeurs? - Lesson 5</li> <li>3. Based on Métro 1 p39 - Section - As-tu un animal? - Lesson 7</li> <li>4. Based on Métro 1 p39 - Section - les cheveux et les yeux - Lesson 9</li> <li>5. Based on Métro 1 p 39 - Section - Tu es comment? - Lesson 11</li> <li>6. Summary vocabulary test - most problematic words Lesson 13</li> </ol> Mid unit assessment - Lesson 8 - based on Métro 1 workbook p 17	Written homeworks (see schedule for more detail) <ol style="list-style-type: none"> <li>1. Habite en / au - Métro 1 workbook p14 - Lesson 2</li> <li>2. Celebrity families - practising possessives and names of family members - Lesson 4/5</li> <li>3. Describing fantasy family - practising avoir / appearance vocabulary - Lesson 8</li> <li>4. Consolidation key grammar - Révision 1 / Révision 2 - Métro 1 Workbook pp20-21</li> </ol>		PIXL plotting - subject competences See below  Test Based on Module 2 NC sub-levelled test Standardised and testing content and skills listed



KS3 AT1 Listening			
	Band 1	Band 2	Band 3
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 understand a range of familiar spoken phrases and respond using words or actions			
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			

  

KS3 AT2 Reading			
	Band 1	Band 2	Band 3
I can recognise a few cognates			
I can recognise and read out a few familiar words and phrases with visual clues			
I can understand a range of familiar written phrases			
I can read aloud familiar words and phrases			
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
I can repeat a few simple words			
I can say/repeat a few words and simple phrases			
I have to repeat in order to achieve the correct pronunciation			
I can answer simple questions and give basic information using some full sentences			
I can use some familiar classroom language			
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			

  

KS3 AT4 Writing			
	Band 1	Band 2	Band 3
I can sometimes copy a few simple words but there are some mistakes			
I can write or copy simple words or symbols correctly			
I can write one or two short sentences with support			
I am starting to spell simple words correctly from memory			
I can look up words in a glossary			
I can write 2/3 short sentences from memory and meaning is recognisable			
I can give simple opinions			



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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	Can you ask and answer questions about nationalities and countries?	All will be able to say which country they come from Most will be able to ask and say which country they come from Some will adapt the key words using il/elle	Guessing countries (Framework Pack, p.32)	Presentation of countries Choral repetition to guide correct pronunciation Matching activities – names of the countries – peer assessment & feedback Listening activity – pupils note down countries they hear	Role –play activity	Learn the spelling of the new vocabulary	Can you say where you come from – Pair Speaking activity Individual or WCRS relating to KQ – guide teaching of next lesson
2	Can you listen to and identify names of countries and nationalities?	All – listen and note down the counties Most – listen and note countries and nationalities Some – as above and add extra details that they hear	Comment dit-on ... en francais – game to practice the countries and nationalities	Explain strategies for listening Pupils do listening activity	Listening activity – pupils note down countries they hear	Strand 1 - Vocabulary	
3	-Can you Pick out information from short written phrases about countries and nationalities?	All will be able to read and recognise up to 6 countries Most will be able to read and identify up to 8 countries in a text Some will be able to read and identify up to 10 countries in a text	Sound spelling links – <i>an, en, gne, chi</i> (Framework Pack, p.32)	Metro electro page 25	Read the texts from the young French people on page 25 and identify the countries mentioned	Find the French for 5 new countries not learnt in the lesson	Spelling game to write the names of the countries Individual or WCRS relating to KQ – guide teaching of next lesson
4	Can you ask and say how many brothers and sisters you have?	All – say how many brothers and sisters you have Most ask the question Some – use il/elle a	Jumbled sentences (Framework Pack, p.34) Pronunciation practice (Framework Pack, p.33)	Metro electro PowerPoint presentation for the vocabulary for brothers and sisters The verb avoir (1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person pronouns) Negative sentences (ne.. pas)	Write sentences about brothers and sisters from picture cues or without cues	Strand 2 Workbook page 15	Ball game “tu as des freres ou soeurs?” Individual or WCRS relating to KQ – guide teaching of next lesson



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5	Can you listen and note down information on brothers and sisters?	All -Understand and note down information about brothers and sisters Most - ask and answer questions about brothers and sisters Some -Understand short written phrases about families	Speaking in pairs – Tu as de freres et des soeurs ?	Metro electro Metro page 27 PowerPoint Presentation	Listening task	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
6	Do you know the vocabulary for different pets?	All – learn words for at least 6 pets Most learn and spell correctly Some – use a dictionary to find up to 5 new pets	Identify the pet in the picture	Metro electro Metro page 28 PowerPoint Presentation	Match the pictures of the pets to the correct words  Word search – how many pets can you find?	Learn the spellings Strand 2 Workbook page 16	Individual or WCRS relating to KQ – guide teaching of next lesson
7	Can you ask and say which pets you have at home?	All Know the vocabulary for pets and say which pets they have Most – apply the plural of nouns and use negative sentences Some – say what pets other people have	Sound spelling links – <i>eau, on</i> (Framework Pack p. 35)	Metro electro PowerPoint presentation for the vocabulary for pets The verb avoir (1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person pronouns) Negative sentences (ne.. pas)	Class survey to practice “tu as un animal a la maison?”	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
8	Can you write some phrases about your pets?	All use j’ai Most – use j’ai and one connective Some – plus add plurals	Finding the odd-one-out (Framework Pack p. 35)	Revise the vocabulary for pets Plurals Numbers The verb “avoir”	Write simple sentences about animals and about animal preferences	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson



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10-12	Do you know the key phrases for saying what you look like?	All - Understand information about eye and hair colour Most - Ask about and give information concerning eye and hair colour Some - Identify individuals from written descriptions of their eyes and hair	Pronunciation practice (Framework Pack, p.36)	Metro electro PowerPoint presentation for the vocabulary for colours, types of hair and length and eyes The verb avoir (1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person pronouns) Negative sentences (ne.. pas)	Speaking practice in pairs Tu es comment?  Je suis ... Il /elle est ...	Strand 2 Workbook page 17	Individual or WCRS relating to KQ – guide teaching of next lesson
11	Can you talk about what you look like?	All – say what you like using support Most - say what you like from memory Some - say what you like from memory and describe someone else	C'est quelle couleur?	Pupils prepare and plan their presentation  Random name selection for pupils presentation  Peer feedback	Speaking presentations	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
12	Can you write about what you look like?	All – write about what you like using support Most - write about what you like from memory Some - write about what you like from memory and describe someone else	Drawing from written text (Framework Pack, p.37)	What do you need to include in your piece of writing?  Examples of connectives Metro page 30	Write a short text to describe what you look like.  Describe a friend	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
13	Do you know the key phrases for describing your character?	All – learn up to 4 adjectives Most - learn up to 6 Adjectives including how tall learn up to 8 adjectives including how tall	Jumbled up words for the verb “etre”	Metro electro Metro page 32 PowerPoint Presentation	Matching task – French to English	Strand 2 Workbook page 18	Individual or WCRS relating to KQ – guide teaching of next lesson



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14	Can you listen and identify the speakers?	All - Identify people from descriptions of their size and character Most - Ask about and describe people's size and character Some - Read and understand short descriptions of people, including eyes hair and size	Squashed-up sentences (Framework Pack p.38)	Metro electro PowerPoint presentation for the adjectives The verb avoir (1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person pronouns) Negative sentences (ne.. pas)	Listening activity – page 32 & 33 Ecouter 1a Ecouter 3a	Strand 2 Workbook page 18	Individual or WCRS relating to KQ – guide teaching of next lesson
15	Can you write phrases/sentences to describe what your character?	All – write about your character and height using support Most - write about your character and height from memory Some - write about your character and height from memory and describe someone else	Assembling sentences with <i>avoir</i> (Framework Pack, p.37)	Read and discuss the model texts	Write sentences describing your size or character  Write sentences describing people's size or their character	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
16	Revision for end of module test						
17-18	Module assessment Target setting <a href="http://www/ebi">www/ebi</a>	Listening and Writing Skills					