

**Barnsley Academy – Y7 French Curriculum
Scheme of Work – 2023-24**

| Term 1 | Week 1 | | Week 2 | |
|--|--|---|--|---|
| | 1 | 2 | 3 | 4 |
| Lesson Focus | Starting Point: The Basics The alphabet | | Starting Point: The Basics Greeting people and saying how you are | |
| Prerequisite Knowledge | None – French beginners. | | | |
| Core Knowledge | Page 8 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – a, e, l, o, u | | Pages 9-10 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – a, e, l, o, u | |
| Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | | | |
| Independent Practice | Listening / Speaking activities. | | Listening / speaking activities. Reading on page 10 of the BCR booklet. Writing – gap fill of a conversation. | |
| Assessment (Informal/Formal) | Circulation. Listening and dictation activities. White board checks. | | Listening and reading answers. Circulation. White board checks of core knowledge. Writing check under the visualiser. | |
| Resources | https://www.youtube.com/watch?v=LYy3P2okyw Dynamo 1 page 6 a,e,i,o,u - https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | | Dynamo 1 Page 9 Studio accès Page 4 a,e,i,o,u - https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | |
| Specific SEN(D)/EAL support | Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary. Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics | | | |

PHSE – See PHSE Overview and SOW.

| Term 1 | Week 3 | | Week 4 | |
|--|---|---|--|---|
| | 1 | 2 | 3 | 4 |
| Lesson Focus | Starting Point: The Basics Name and age | | Starting Point: The Basics Saying when your birthday is | |
| Prerequisite Knowledge | Greetings Numbers 1-20 – some may have covered from primary school | | Numbers 20-39 and months – some may have covered these in primary school | |
| Core Knowledge | Pages 6-7 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – a, e, l, o, u | | Pages 11-12 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – a, e, l, o, u | |
| Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | |
| Independent Practice | Listening and Reading resources (Page 7 BCR) | Translation IP writing from memory combining last weeks and this weeks knowledge | Listening and reading tasks (Page 12 BCR) | |
| Assessment (Informal/Formal) | Listening and reading tasks White board checks Circulation | Live marking – use of visualiser to model a good answer and mark a pupil's work. Circulation | Listening and Reading tasks White board checks Circulation | |
| Resources | Dynamo 1 – Page 9 Studio accès Page 6 a,e,i,o,u - https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | | Studio accès Page 8 a,e,i,o,u - https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | |
| Specific SEN(D)/EAL support | <p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc)</p> <p>Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p> <p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p> | | | |

PHSE – See PHSE Overview and SOW.

| Term 1 | Week 5 | | Week 6 | |
|--|---|---|--|---|
| | 1 | 2 | 3 | 4 |
| Lesson Focus | Starting Point: The Basics What is in your school bag? | | Starting Point: The Basics Where you live and your nationality | |
| Prerequisite Knowledge | Key verbs – j'ai, numbers | | None | |
| Core Knowledge | Page 13 https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – a, e, l, o, u | | Pages 14-15 https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – a, e, l, o, u | |
| Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | |
| Independent Practice | Listening and Reading resources | Translation IP writing from memory combining previous weeks and this week's knowledge | Listening and reading tasks (Page 15 BCR) | |
| Assessment (Informal/Formal) | Listening and reading tasks White board checks Circulation | Live marking – use of visualiser to model a good answer and mark a pupil's work. Circulation | Listening and Reading tasks White board checks Circulation | |
| Resources | Studio accès Page 10 a,e,i,o,u - https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | | Studio accès Page 26 a,e,i,o,u - https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | |
| Specific SEN(D)/EAL support | <p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc)</p> <p>Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p> <p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p> | | | |

| Term 1 | Week 7 | | Week 8 | |
|--|---|--|---|---|
| | 1 | 2 | 3 | 4 |
| Lesson Focus | Starting Point: The Basics The weather | | Starting Point: The Basics Review and IP Writing | |
| Prerequisite Knowledge | Key verbs, places in France and the French speaking world. | | The Starting Point module. | |
| Core Knowledge | Pages 16-17 https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – a, e, l, o, u | | Pages 6-18 https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – a, e, l, o, u | |
| Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx Model the steps to produce a piece of written work. | |
| Independent Practice | Phonics quiz – 10 words to dictate Key verb quiz – translate key verbs learnt so far. Listening | Reading (Page17 BCR) | Writing | |
| Assessment (Informal/Formal) | Phonics and key verb quiz Listening White board checks Circulation. | Reading tasks White board checks Circulation | Circulation and live marking. Marking under the visualiser. | |
| Resources | Studio accès Page 28 a,e,i,o,u - https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | | a,e,i,o,u - https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | |
| Specific SEN(D)/EAL support | <p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc)</p> <p>Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p> <p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p> | | | |

| Term 1 | Week 9 | | Week 10 | |
|--|---|---|--|---|
| | 1 | 2 | 3 | 4 |
| Lesson Focus | Assessment – Listening and Reading | | My Family Family members | |
| Prerequisite Knowledge | A check of all the learning so far this year. | | Key verbs | |
| Core Knowledge | Pages 6-18 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – a, e, l, o, u | | Pages 18-19 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – É/ èè | |
| Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) | Run through the paper with pupils to ensure they are clear of expectations and how to answer the questions – they can hear the listening three times in line with the new GCSE. | | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | |
| Independent Practice | Listening and Reading assessments. | | Listening and reading tasks (Page 19 BCR) | |
| Assessment (Informal/Formal) | | | Listening and Reading tasks White board checks Circulation | |
| Resources | É/ èè https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | | Dynamo 1 Page 10 Studio accès Page 20 É/ èè https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | |
| Specific SEN(D)/EAL support | <p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc)</p> <p>Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p> <p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p> | | | |

| Term 1 | Week 11 | | Week 12 | |
|--|---|--|--|---|
| | 1 | 2 | 3 | 4 |
| Lesson Focus | My Family Describing appearance | | My Family Describing others | |
| Prerequisite Knowledge | Key verbs and family members | | Key verbs and family members | |
| Core Knowledge | Pages 20-21 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – É/ èè | | Pages 22-23 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – É/ èè | |
| Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | |
| Independent Practice | Listening and Reading resources (Page 21 BCR) | Translation IP writing from memory combining weeks knowledge and giving fact about yourself (name, age, birthday, where you live) | Listening and reading tasks (Page 23 BCR) | |
| Assessment (Informal/Formal) | Listening and reading tasks White board checks Circulation | Live marking – use of visualiser to model a good answer and mark a pupil’s work. Circulation | Listening and Reading tasks White board checks Circulation | |
| Resources | Studio 1 Page 12 Dynamo 1 Page 84 É/ èè https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | | Studio 1 Page 14 Dynamo 1 Page 84 É/ èè https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | |
| Specific SEN(D)/EAL support | <p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc)</p> <p>Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p> <p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p> | | | |

| Term 1 | Week 13 | | Week 14 | |
|--|---|---|--|---|
| | 1 | 2 | 3 | 4 |
| Lesson Focus | My Family Pets | | Likes and Dislikes Opinions | |
| Prerequisite Knowledge | Key verbs | | Cognates | |
| Core Knowledge | Pages 24-25 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – É/ èê | | Page 26 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – É/ èê | |
| Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx | |
| Independent Practice | Listening and Reading resources (Page 25 BCR) | Translation IP writing about family. | Listening and reading tasks (Page 26 BCR) | |
| Assessment (Informal/Formal) | Listening and reading tasks White board checks Circulation | Live marking – use of visualiser to model a good answer and mark a pupil's work. Circulation | Listening and Reading tasks White board checks Circulation | |
| Resources | Dynamo 1 Page 82 Studio accès Page 18 É/ èê https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | | Dynamo 1 Page 14 Studio 1 Page 8 É/ èê https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | |
| Specific SEN(D)/EAL support | <p>Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc)</p> <p>Chunk learning down, repeat files if needed. Repeat for individuals.</p> <p>Check seating pans – use Edukey and Arbor for specifics.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils, not exception.</p> <p>Use of flexible groupings – reteach where necessary.</p> <p>Monitor noise levels and pace (of speech etc)</p> <p>Use of colour coding grammar points.</p> <p>Ensure glossary is provided for translation if needed.</p> <p>Scaffold the writing with sentence starters, key verbs.</p> <p>Create positive relationships with pupils – look on Arbor and Edukey for specifics</p> | | | |

PHSE – See PHSE Overview and SoW.

| Term 1 | Week 15 | |
|--|--|---|
| | 1 | 2 |
| Lesson Focus | Review - Christmas in France Phonics and key verb quiz | |
| Prerequisite Knowledge | knowledge of Christmas Key verbs | |
| Core Knowledge | Pages 18-26 https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx Phonics – É/ èê | |
| Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) | Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx Introduce Christmas vocabulary and history of Christmas around the French speaking world. | |
| Independent Practice | Phonics quiz – 10 words to dictate (inc. at least 4 from last block of phonics) Key verb quiz – translate key verbs learnt so far. Listening and reading tasks | Writing – pupils to write about opinions of Christmas in France and the French speaking world. |
| Assessment (Informal/Formal) | Phonics and key verb quiz Listening and reading White board checks Circulation. | Live marking – use of visualiser to model a good answer and mark a pupil's work. Circulation |
| Resources | Studio 1 Page 42 É/ èê https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs | |
| Specific SEN(D)/EAL support | Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary. Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics | |