

**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 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – a, e, l, o, u		Pages 9-10 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> 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. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>			
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	<a href="https://www.youtube.com/watch?v= LYy3P2okyw">https://www.youtube.com/watch?v= LYy3P2okyw</a>  Dynamo 1 page 6  a,e,i,o,u - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1 Page 9 Studio accès Page 4  a,e,i,o,u - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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.

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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	PHSE – See PHSE Overview and SoW.
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 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – a, e, l, o, u		Pages 11-12 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> 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. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
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 - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Studio accès Page 8  a,e,i,o,u - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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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 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – a, e, l, o, u		Pages 14-15 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – a, e, l, o, u	
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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 - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Studio accès Page 26  a,e,i,o,u - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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PHSE – See PHSE Overview and SOW.

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	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Key verbs, places in France and the French speaking world.		The Starting Point module.	
Core Knowledge	Pages 16-17 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – a, e, l, o, u		Pages 6-18 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – a, e, l, o, u	
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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 - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		a,e,i,o,u - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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PHSE – See PHSE Overview and SOW.

Term 1	Week 9		Week 10	
	1	2	3	4
Lesson Focus	Assessment – Listening and Reading		My Family Family members	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	A check of all the learning so far this year.		Key verbs	
Core Knowledge	Pages 6-18 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – a, e, l, o, u		Pages 18-19 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – É/ èê	
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. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
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/ èê <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1 Page 10 Studio accès Page 20  É/ èê <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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Term 1	Week 11		Week 12	
	1	2	3	4
Lesson Focus	My Family Describing appearance		My Family Describing others	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Key verbs and family members		Key verbs and family members	
Core Knowledge	Pages 20-21 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – É/ èê		Pages 22-23 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> 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. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
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/ èê <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Studio 1 Page 14 Dynamo 1 Page 84  É/ èê <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfI/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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Term 1	Week 13		Week 14	
	1	2	3	4
Lesson Focus	My Family Pets		Likes and Dislikes Opinions	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Key verbs		Cognates	
Core Knowledge	Pages 24-25 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – É/ èê		Page 26 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – É/ èê	
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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 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1 Page 14 Studio 1 Page 8  É/ èê <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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Term 1	Week 15	
	1	2
<b>Lesson Focus</b>	Review - Christmas in France <b><i>Phonics and key verb quiz</i></b>	
<b>Prerequisite Knowledge</b>	knowledge of Christmas Key verbs	
<b>Core Knowledge</b>	Pages 18-26 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – É/ èê	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>  Introduce Christmas vocabulary and history of Christmas around the French speaking world.	
<b>Independent Practice</b>	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.
<b>Assessment</b> (Informal/Formal)	<b><i>Phonics and key verb quiz</i></b> Listening and reading White board checks Circulation.	Live marking – use of visualiser to model a good answer and mark a pupil's work. Circulation
<b>Resources</b>	Studio 1 Page 42  É/ èê <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
<b>Specific SEN(D)/EAL support</b>	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	



Term 2	Week 16		Week 17	
	1	2	3	4
Lesson Focus	Likes and Dislikes Sports and hobbies		Likes and Dislikes What you like to do	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Adjectives, family members.		Sports, hobbies, infinitive phrases, adjectives, connectives.	
Core Knowledge	Page 27 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – Ch Ou		Page 29 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – Ch Ou	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
Independent Practice	Listening and Reading resources (Page 28 BCR)	IP writing about hobbies and sports using previous knowledge.	Listening and translation tasks (Page 30 BCR)	
Assessment (Informal/Formal)	Listening and reading tasks White board checks Phonic and key verb quiz 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 Phonics and key verb quiz Circulation	
Resources	Dynamo 1 Page 60-62 Studio page 52-54  Ch Ou <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1 Page 66 Studio 1 Page 56  Ch Ou <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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			

Term 2	Week 18		Week 19	
	1	2	3	4
Lesson Focus	Likes and Dislikes What others like to do		Likes and Dislikes What you do when it is sunny	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Sports, hobbies, infinitive phrases, adjectives, connectives.		Weather, Sports, hobbies, adjectives, connectives.	
Core Knowledge	Pages 31 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – Ch Ou		Page 32 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – Ch Ou	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
Independent Practice	Speaking – pupils prepare and give a mini presentation on what others like to do.	Translation IP writing about what you and others like to do.	Listening and reading tasks (Page 33 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 Phonics and key verb quiz	
Resources	Dynamo 1 Page 68 Studio page 58  Ch Ou <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1 Page 58  Ch Ou <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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			

Term 2	Week 20		Week 21	
	1	2	3	4
Lesson Focus	Likes and Dislikes Weekend plans		Assessment – writing	
Prerequisite Knowledge	Sports, hobbies, infinitive phases, connectives, adjectives.		Sports, hobbies, infinitive phases, connectives, adjectives. Weather, family members.	
Core Knowledge	Pages 34 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – Ch Ou		Page 26-34 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – Ch Ou	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
Independent Practice	Translation and gap fills with the infinitive. Draw comparisons with opinions and infinitives.	Translation IP writing about weekend plans.	Pupils write from memory answering three key questions.	
Assessment (Informal/Formal)	Listening and reading tasks White board checks Key verbs and phonics quiz Circulation	Live marking – use of visualiser to model a good answer and mark a pupil’s work. Circulation	Marked writing assessment giving a percentage according to UL EoY past mark scheme.	
Resources	Studio page 114  Ch Ou <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1 Page Studio 1 Page  Ch Ou <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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.

PHSE – See PHSE Overview and SoW.

Term 2	Week 22		Week 23	
	1	2	3	4
Lesson Focus	School When you have subjects		School Describing your school	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	Numbers and days of the week.		Key vebrs – il y a, il n’y a pas de	
Core Knowledge	Pages 35 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – Ch Ou		Page 39 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – Ch Ou	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
Independent Practice	Reading and translation (Page 36 BCR) A specific time activity to teach time and check learning – listening in textbook.	IP writing about when they have certain lessons.	Translation and reading tasks (Page 40 BCR)	
Assessment (Informal/Formal)	Listening and reading tasks White board checks Circulation Key verbs and phonics quiz	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 34, 40 Studio Page 34, 32  Ch Ou <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1 page 44 Ch Ou <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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			

Term 2	Week 24		Week 25	
	1	2	3	4
Lesson Focus	School Opinions of subjects and teachers		School What you do at break and lunch	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Adjectives, opinion phrases, connectives, sentence starters		Adjectives, connectives, sports, hobbies.	
Core Knowledge	Pages 37 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – Ch Ou		Page 41 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – Ch Ou	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
Independent Practice	Listening and Reading resources (Page 38 BCR)	Translation IP writing about opinions of school subjects.	Speaking task to say what they do at break in pairs.	
Assessment (Informal/Formal)	Listening and reading tasks White board checks Circulation Key verb quiz and phonics	Live marking – use of visualiser to model a good answer and mark a pupil’s work. Circulation	Speaking tasks White board checks Circulation	
Resources	Dynamo 1 Page 30  Ch Ou <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1 Page Studio 1 Page36  Ch Ou <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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			

Term 3	Week 26 (week 1)		Week 27 (week 2)	
	1	2	3	4
Lesson Focus	School What you are going to do after school		Where I live Saying where you live and your opinion	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	Infinitive constructions with near future.		Infinitive phrases with opinions. Saying which town you live in.	
Core Knowledge	Pages 42 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – an, en, in		Page 44 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – an, en, in	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
Independent Practice	Listening and Reading resources (Page 43 BCR)	Translation IP writing about opinions of school subjects.	Translation page 45 BCR Speaking and writing activities.	
Assessment (Informal/Formal)	Listening and reading tasks White board checks Circulation Key verb quiz and phonics	Live marking – use of visualiser to model a good answer and mark a pupil’s work. Circulation	Live marking White board checks.	
Resources	Dynamo 1  Phonics - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1  Phonics - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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			

Term 3	Week 28 (week 3)		Week 29 (week 4)	
	1	2	3	4

Lesson Focus	Where I live Describing your house		Where I live Describing your bedroom	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Il y a / il n’y a pas de, intensifiers.			
Core Knowledge	Pages 46 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – an, en, in		Page 47 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – an, en, in	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
Independent Practice	Listening and Reading resources (Page 47 BCR)	Translation IP writing about opinions of school subjects.	Translation page 48 BCR Speaking and writing activities.	
Assessment (Informal/Formal)	Listening and reading tasks White board checks Circulation Key verb quiz and phonics	Live marking – use of visualiser to model a good answer and mark a pupil’s work. Circulation	Live marking White board checks.	
Resources	Dynamo 1 Page  Phonics - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1 Page Studio 1 Page  Phonics - <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
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			

Term 3	Week 30 (week 5)		Week 31 (week 6)	
	1	2	3	4
Lesson Focus	Where I live What is in your town		Where I live What you can do in town	PHSE – See

<b>Prerequisite Knowledge</b>	<i>Il y a</i> and <i>il n’y a pas de</i>		Infinitive phrases
<b>Core Knowledge</b>	Pages 50 <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – an, in, en		Page <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y7%20French.docx</a> Phonics – an, in , en
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>
<b>Independent Practice</b>	Listening and Reading resources (Page 51BCR)	Translation IP writing about opinions of school subjects.	Match up activity page 53 BCR Speaking and writing activities.
<b>Assessment</b> (Informal/Formal)	Listening and reading tasks White board checks Circulation Key verb quiz and phonics	Live marking – use of visualiser to model a good answer and mark a pupil’s work. Circulation	Live marking White board checks.
<b>Resources</b>	Dynamo 1 Page  <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>		Dynamo 1 Page Studio 1 Page  <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>
<b>Specific SEN(D)/EAL support</b>	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		



Term 3	Week 32 (week 1)		Week 33 (week 2)	
	1	2	3	4
<b>Lesson Focus</b>	<b>Preparing a speaking assessment</b>	PHSE – See PHSE Overview and SOW.	Completing a speaking assessment	PHSE – See PHSE Overview and SOW.
<b>Prerequisite Knowledge</b>	All of the theme contents for the year so far.		All of the theme contents for the year so far.	
<b>Core Knowledge</b>	How to answer key questions to gain maximum marks using ACOINS.		How to answer key questions to gain maximum marks using ACOINS.	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Teacher to model expert answers on the board and orally.		Teacher to model expectations of the spectators and how pupils completing the assessment should act. Mark scheme will be displayed on the board.	
<b>Independent Practice</b>	Pupils work in pairs to produce and practice answers for their assessment.		Pupils will complete their assessment.	
<b>Assessment</b> (Informal/Formal)	Circulation. Spot marking. White board checks.		Marking of the speaking exam.	
<b>Resources</b>	BCR booklets, exercise books, visualiser, lesson PowerPoint, speaking mark scheme.		BCR booklets, exercise books, visualiser, lesson PowerPoint, speaking mark scheme.	
<b>Specific SEN(D)/EAL support</b>	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			
<b>Character Virtues</b>	<b>Intellectual/Civic/Moral/Performance Virtues:</b> Performance: Confidence <b>British Modern Values:</b> Respect and tolerance in listening to other present and speak in front of the class. Pupils will learn how to be respectful audience members. <b>SMSC:</b> Working in pairs out of their friendship groups. Pupils will be practicing speaking with other members of the class other than immediate friends. <b>Language of Character Virtue:</b> Confidence – Ensuring we are delivering the assessment with confidence and clear speech.			

Term 3	Week 34 (week 3)		Week 35 (week 4)	
	1	2	3	4
<b>Lesson Focus</b>	Assessments: Listening, reading, and writing		Review: Opinions	PHSE – See PHSE Overview and SOW.
<b>Prerequisite Knowledge</b>	All of the theme contents for the year so far.		Previous justified opinions using ACOINS	
<b>Core Knowledge</b>	How to use core content from the year across listening, reading and writing skills.		Verbs of opinion and different examples of ACOINS.	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Teachers will talk through the questions to check understanding of the skill.		During the I/We phase teacher will lead on how to use ACOINS to give a high level justified opinion on music both positive and negative.	
<b>Independent Practice</b>	Three assessments will be completed in silence.		Pupils will create their own opinions on selected music on white boards, then finally in their books.	
<b>Assessment</b> (Informal/Formal)	Listening, reading and writing skills will be tested.		Cold calling. White boards learning checks. Circulation. Live modelling and marking. Live CtG after checks.	

<b>Resources</b>	UL EoY assessments, audio files, PowerPoint for the lesson.	Lesson PowerPoint, YouTube for the French music.	
<b>Specific SEN(D)/EAL support</b>	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		
<b>Character Virtues</b>	<b>Intellectual/Civic/Moral/Performance Virtues:</b> Intellectual: Autonomy <b>Core Value Question:</b> Can I use autonomy to tackle the EoY assessments? <b>British Modern Values:</b> Mutual respect – honoring the silence of assessment to enable all pupils to concentrate and perform to the best of their ability. <b>SMSC:</b> Recognising test conditions and honouring them to ensure pupils are able to do their best. <b>Language of Character Virtue:</b> Autonomy – taking charge of your individual assessment outcome.	<b>Intellectual/Civic/Moral/Performance Virtues:</b> Intellectual: Curiosity <b>Core Value Question:</b> Do you use curiosity to listen to other genres of music from around the world? <b>British Modern Values:</b> Mutual respect – honoring the difference of other styles of music from around the French speaking world. <b>SMSC:</b> Respecting other sounds from different counties and the opinions of other people in the class about their music tastes. <b>Language of Character Virtue:</b> Curiosity – having the desire to learn about some thing new.	

Term 3	Week 36 (week 5)		Week 37 (week 6)	
	1	2	3	4
Lesson Focus	CTG – EoY Assessment feedback	Eurovision focus: Music around the world and opinion	Extra PSHE &RSE lesson this week to finlase the Citizenship Project as part of the EoY Assessment. SE PSHE & RSE SoW and curriculum guidance.	
Prerequisite Knowledge	Recognition of the assessment	Justified opinions Countries		
Core Knowledge	Each class will have bespoke core knowledge depending on the common mistakes of each assessment.	ACOINS and opinion phrases		
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Teacher is to reteach the main errors in the EoY assessment.	Teacher to model how to cast opinions on each act and how to vote.		
Independent Practice	Pupils to complete the EoY assessments again or similar examples to close the gap.	Pupils to complete their own sentences on each act and cast a vote.		
Assessment (Informal/Formal)	White board learning checks Live circulation Cold calling	White board learning checks Live circulation Cold calling		
Resources	EoY assessment data, lesson PowerPoint, past EoY assessments	Lesson PowerPoint.		
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			
Character Virtues	Intellectual/Civic/Moral/Performance Virtues: Intellectual: Reflection Core Value Question: How does reflection help improve academic progress? British Modern Values: Mutual respect. Ensuring mistakes are acknowledged and pupils understand how to correct them.	Intellectual/Civic/Moral/Performance Virtues: Intellectual: Judgement Core Value Question: After listening to all opinions, can you judge the winner fairly and unbiased?		

	<b>SMSC:</b> mutual respect – understanding common errors and how to correct them in every day practice. <b>Language of Character Virtue:</b> Reflection: looking back at mistakes and understanding how to improve.	<b>British Modern Values:</b> Tolerance – understanding and supporting other opinions, genres and artists. Understanding how politics influences music and opinions of countries around the world. <b>SMSC:</b> Looking at a range of different cultural music examples and understanding the context of each song. <b>Language of Character Virtue:</b> Judgement: a fair, unbiased vote on the best act in your opinion,		
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Term 3	Week 38 (week 7)	
	1	2
<b>Lesson Focus</b>	Culture focus: Bastille Day	
<b>Prerequisite Knowledge</b>	Basic information on Paris and location of cities.	
<b>Core Knowledge</b>	ACOINS and the verb <i>feter</i> .	
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. <a href="#">Lesson Structure - KS3</a> Agreed departmental strategies. <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&amp;L/Lesson%20Ideas.pptx</a>	
<b>Independent Practice</b>	Reading, speaking and writing activities.	
<b>Assessment</b> (Informal/Formal)	Live marking. Circulation. White Board checks.	
<b>Resources</b>	Dynamo 1 Page 90  <a href="https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs">https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</a>	
<b>Specific SEN(D)/EAL support</b>	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	
<b>Character Virtues</b>	<b>Intellectual/Civic/Moral/Performance Virtues:</b> Civic: Awareness <b>Core Value Question:</b> Am I aware of other festivals? <b>British Modern Values:</b> Mutal respect and tolerance – pupils will learn about how different countries in the French speaking world have different celebrations and traditions. <b>SMSC:</b> Understanding and appreciating other cultures without bias or judgement. <b>Language of Character Virtue:</b> Awareness: understanding and being curious of other cultures.	