

Barnsley Academy – Y9 French Curriculum
Scheme of Work – 2023-24

Term 1	Week 1		Week 2	
	1	2	3	4
Lesson Focus	Key verb practice		Family and numbers Review	
Prerequisite Knowledge	Formation of present and near future tense as well as infinitive phrases with opinions and verbs of future desires and wishes.		Family members and numbers.	
Core Knowledge	<p>Key Verbs from Y8 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y8%20French.docx</p> <p>GRAMMAR: present, future and infinitive verbs.</p> <p>Phonics - H</p>		<p>Family members and numbers Page 20 Y7 French</p> <p>Phonics - H</p>	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<p>Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3</p> <p>Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx</p>		<p>Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3</p> <p>Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx</p>	
Independent Practice	<p>Listening and reading tasks</p> <p>Application of the grammar point.</p>	IP Writing from memory using this week’s knowledge	<p>Listening and reading tasks</p> <p>Speaking about your family from memory.</p>	
Assessment (Informal/Formal)	<p>Listening and reading tasks – self assessment</p> <p>Whiteboard checks</p> <p>Circulation</p> <p>Checking of application of the grammar points.</p>	<p>Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work</p> <p>Circulation</p>	<p>Listening and reading tasks – self assessment</p> <p>Whiteboard checks</p> <p>Circulation</p> <p>Hearing pupils talk.</p>	
Resources	<p>Previous lessons, United Learning Hub Y9 French</p> <p>Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</p>		<p>Previous lessons, United Learning Hub Y9 French</p> <p>Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</p>	
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>			

PSHE – See PSHE Overview and SoW

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Term 1	Week 3		Week 4	
	1	2	3	4
Lesson Focus	Family and Relationships Describing family and friends		Family and Relationships Relationship with family	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Family members ACOINS Adjectives of colour, physical description and characteristics.		Family members Knowledge of reflexive verbs Connectives	
Core Knowledge	Pages 5-6 Y9 French Phonics - H		Pages 7-8 Y9 French GRAMMAR: reflexive verbs Phonics - H	
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 tasks – BCR page 6	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 8 Writing form memory with the reflexive verbs grammar point.	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Studio 2 vert page 50/ rouge page 50 Previous lessons, United Learning Hub Y9 French Phonics – H 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			

Term 1	Week 5		Week 6	
	1	2	3	4
Lesson Focus	Family and Relationships What you do with family and friends		Family and Relationships What family members do	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Sports and hobbies Adverbs of frequency Family members		Adjectives for reason Using third person in opinions and present tense Time markers	
Core Knowledge	Pages 9-10 Y9 French GRAMMAR: Use of adverbs of frequency Phonics - H		Pages 11-12 Y9 French GRAMMAR: Use of the third person in the present tense. Phonics - H	
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 tasks – BCR page 10 Application of the grammar point.	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 12 Writing from memory in the third person present tense.	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – H 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 plans – 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 1	Week 7		Week 8	
	1	2	3	4
Lesson Focus	Family and Relationships What makes a good friend		Relationships Weekend plans	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	Intensifiers Adjectives for character Negative formation		First person near future formation Justified opinions	
Core Knowledge	Pages 13-14 Y9 French GRAMMAR: Reflexive verbs application Phonics - H		Pages 15-16 Y9 French GRAMMAR: near future with first and third person. Phonics - Qu	
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 tasks – BCR page 14 Application of the grammar point.	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 16 Writing form memory in the near future using first and third person.	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase. Phonics and key verb quiz	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Dynamo 3 vert page 12 / rouge page 12 Previous lessons, United Learning Hub Y9 French Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – qu 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			

Term 1	Week 9		Week 10	
	1	2	3	4
Lesson Focus	Family and Relationships Past plans		Family and Relationships Past opinions	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	Perfect tense formation Places in town Family members Time markers		Justified opinions ACOINS	
Core Knowledge	Pages 17-18 Y9 French GRAMMAR: Perfect tense with I and we. Phonics - Qu		Pages 19-20 Y9 French GRAMMAR: Use of past tense in opinions Phonics - Qu	
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 tasks – BCR page 18 Application of the grammar point.	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 20 Writing form memory in the perfect tense	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the perfect tense verbs	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – qu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – qu 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			

Term 1	Week 11		Week 12	
	1	2	3	4
Lesson Focus	Family and Relationships What you were like when you were younger		Family and Relationships Comparing then to now	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Sports, hobbies, physical and character descriptions.		Sports, hobbies, physical and character descriptions.	
Core Knowledge	Pages 21-22 Y9 French GRAMMAR: The imperfect tense in the first person. Phonics - Qu		Pages 23-24 Y9 French GRAMMAR: imperfect and present tense together, Phonics - Qu	
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 tasks – BCR page 22 Application of the grammar point.	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 24 Writing form memory in the perfect tense	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Studio 3 rouge page 58 Dynamo 3 rouge page 58 Previous lessons, United Learning Hub Y9 French Phonics – qu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – qu 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 Edukev for specifics			

Term 1	Week 13		Week 14	
	1	2	3	4
Lesson Focus	Family and Relationships Review		Assessment- listening and reading	
Prerequisite Knowledge	Theme review.		Theme review ACOINS	
Core Knowledge	Pages 5-24 Y9 French Phonics - Qu		Pages 5-24 Y9 French Phonics - Qu	
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 tasks Application of the grammar point from the theme.	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading assessment	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase. Phonics and key verb quiz	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation		
Resources	Previous lessons, United Learning Hub Y9 French Phonics – qu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – qu 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.

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Term 1	Week 15	
	1	2
Lesson Focus	Review - Christmas in France <i>Phonics and key verb quiz</i>	
Prerequisite Knowledge	knowledge of Christmas Key verbs. Review	
Core Knowledge	Present tense formation, past tense formation, connectives.	
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 Introduce Christmas vocabulary and history of Christmas around the French speaking world.	
Independent Practice	Listening and reading tasks. Comparing last year to this year.	Writing – pupils to write about comparisons last year to this year.
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase.	Live marking – use of visualiser to model a good answer and mark a pupil's work. Circulation
Resources	Studio 1 Page 42 Previous lessons, United Learning Hub Phonics – qu / h 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	

Term 2	Week 16		Week 17	
	1	2	3	4
Lesson Focus	Festivals and Celebrations Food and mealtimes		Festivals and Celebrations Different celebrations and festivals	
Prerequisite Knowledge	Formation of present tense verbs manger and boire Time phrases for periods of the day Types of food Formation of justified opinions		Formation of present tense verb Use of ‘on’ to mean ‘we’ with 3 rd person singular verbs Sentence Starters	
Core Knowledge	<p>Key Verbs from Y8 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y8%20French.docx</p> <p>VOCABULARY: Food – BCR Booklet p25 https://sheffieldparkacademy.sharepoint.com/:w:/r/sites/BAmfl/_layouts/15/Doc.aspx?sourcedoc=%7B34F8EF98-26F1-4EAA-A22D-C72BAF79D32E%7D&file=Y9%20French.docx&action=default&mobileredirect=true</p> <p>GRAMMAR: present tense verbs manger and boire; partitive article; justifications with c’est and ce sont plus adjectival agreement.</p> <p>Phonics – th; tion</p>		<p>Key verbs from Y8 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y8%20French.docx</p> <p>VOCABULARY: Celebrations BCR p27 https://sheffieldparkacademy.sharepoint.com/:w:/r/sites/BAmfl/_layouts/15/Doc.aspx?sourcedoc=%7B34F8EF98-26F1-4EAA-A22D-C72BAF79D32E%7D&file=Y9%20French.docx&action=default&mobileredirect=true</p> <p>GRAMMAR: formation of present tense er verbs in ‘on’ form; ‘on’ present tense form of voir and aller; comparisons using alors que/en comparaison avec/similaire à</p> <p>Phonics – Th; tion</p>	
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 tasks Application of the grammar point. IP Reading: BCR p26 https://sheffieldparkacademy.sharepoint.com/:w:/r/sites/BAmfl/_layouts/15/Doc.aspx?sourcedoc=%7B34F8EF98-26F1-4EAA-A22D-C72BAF79D32E%7D&file=Y9%20French.docx&action=default&mobileredirect=true	IP Writing from memory using this week’s knowledge	Listening and reading tasks Application of grammar points on and comparisons IP Reading: BCR p28 https://sheffieldparkacademy.sharepoint.com/:w:/r/sites/BAmfl/_layouts/15/Doc.aspx?sourcedoc=%7B34F8EF98-26F1-4EAA-A22D-C72BAF79D32E%7D&file=Y9%20French.docx&action=default&mobileredirect=true Writing from memory of how festivals are celebrated in the UK and France	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Hearing pupils talk.	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – Th; tion https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – th; tion 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.			

PSHE – See PSHE Overview and SoW.

	Create positive relationships with pupils – look on Arbor and Edukey for specifics	
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Term 2	Week 18		Week 19	
	1	2	3	4
Lesson Focus	Festivals and Celebrations What you would like to celebrate		Festivals and Celebrations A past celebration	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Je voudrais + infinitive = I would like to + infinitive Celebrations in France (Y9, HT3, Week 2) Formation of negative verbs with ne...pas ACOINS		Formation of perfect tense verbs in the je and il/elle/on forms Use of c’était to express past opinion Past tense time markers ACOINS	
Core Knowledge	Key Verbs from Y8 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y8%20French.docx VOCABULARY: Expressing sophisticated opinions using ça a l’air and je m’intéresse à; BCR p29 Y9 French GRAMMAR: Je voudrais and j’aimerais + infinitive verb; participer à + definite article Phonics – th; tion		Key Verbs from Y8 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y8%20French.docx VOCABULARY: Past Actions BCR p31 Y9 French GRAMMAR: past tense formation of regular verbs, faire and aller in the 1 st and 3 rd person; use of third person plural past tense form with multiple verbs Phonics – th; tion	
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 tasks – BCR page 30	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 32 Writing from memory with the past tense	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – th; tion https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – th; tion 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 Edukev for specifics			

PHSE – See PHSE Overview and SoW.

Term 2	Week 20		Week 21	
	1	2	3	4
Lesson Focus	Family and Relationships Assessment - Writing		My Local Area Describing your town and where you live	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	BCR Booklet p25-32 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y9%20French.docx?web=1		Countries (Year 7, HT1) Type of town and location Habiter in je and on forms Formation of negative with ne...pas Adjectival agreement ACOINS	
Core Knowledge	BCR Booklet p25-32 Y9 French GRAMMAR: Writing in three tenses Phonics – th; tion		VOCABULARY: Places and Adjectives - BCR Booklet p32 Y9 French GRAMMAR: il n’y a pas de + no article; formation of justified opinion with puisque Use of the third person in the present tense. Phonics – th; tion	
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	Written Assessment Tasks		Listening and reading tasks – BCR page 33 Writing form memory about your town, what’s in it and your opinion of it.	
Assessment (Informal/Formal)	Formal Assessment Point		Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – th; tion https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – th; tion 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			

Term 2	Week 22		Week 23	
	1	2	3	4
Lesson Focus	My Local Area What you can do in your town		My Local Area Weather	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Infinitive phrases Negative formation with ne...pas ACOINS		Weather (Y7, HT1) Free time activities with jouer, faire, aller and rester (Y8, HT1) Formation of present tense je forms of above verbs	
Core Knowledge	VOCABULARY: Activities - BCR Page 35 Y9 French GRAMMAR: on peut and on ne peut pas with infinitive phrases Phonics – th; tion		VOCABULARY: BCR Page 37 Y9 French GRAMMAR: use of il fait + temperature/weather quality vs il y a + type of weather Phonics – Th; tion	
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 tasks – BCR page 36 Application of the grammar point.	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 38 Writing form memory about what activities you in in specific weathers	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase. Phonics and key verb quiz	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – th; tion https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – th; tion 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			

Term 2	Week 24		Week 25	
	1	2	3	4
Lesson Focus	My Local Area Shopping		My Local Area Where you would like to visit Key Verbs Quiz	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Expressing wishes with Je voudrais and je veux Colours and numbers ACOINS		Expressing future plans and wishes Places to live Countries Formation of negatives with ne...pas ACOINS	
Core Knowledge	VOCABULARY: Clothes items – BCR p39 Y9 French GRAMMAR: Expressing wishes with je veux and je voudrais + infinitive phrase Phonics – th; tion		VOCABULARY: Page 41 Y9 French GRAMMAR: Expressing the future with j’espère; expressing justification with ça serait Phonics – th; tion	
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 tasks – BCR page 40 Application of the grammar point.	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 42 Writing from memory in the future tense	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the perfect tense verbs	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – th; tion https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – th; tion 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			

Term 3	Week 26 (Week 1)		Week 27 (Week 2)	
	1	2	3	4
Lesson Focus	The World Around Us Environmental Issues		The World Around Us Environmental Solutions	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	Justified opinions, <i>il ya, il n’y a pas de</i> .		Infinitive constructions with devoir.	
Core Knowledge	VOCABULARY: Clothes items – BCR p43 Y9 French Phonics – all KS3		VOCABULARY: Page 45 Y9 French Phonics – all KS3	
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 tasks – BCR page 44 Application of the grammar point	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 46 Writing from memory in the future tense	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the perfect tense verbs	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – all KS3 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – all KS3 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			

Term 3	Week 28 (Week 3)		Week 29 (Week 4)	
	1	2	3	4
Lesson Focus	The World Around Us What you used to do		The World Around Us Children’s rights	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Using two time frames to compare then to now using connectives.		Infinitive phrases, justification and adjectives.	
Core Knowledge	VOCABULARY: Clothes items – BCR p47 Y9 French Phonics – all KS3		VOCABULARY: Page 49 Y9 French Phonics – all KS3	
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 tasks – BCR page 48 Application of the grammar point	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 50 Writing from memory in the future tense	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the perfect tense verbs	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – all KS3 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – all KS3 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			

Term 3	Week 30 (Week 5)		Week 31 (Week 6)	
	1	2	3	4
Lesson Focus	The World Around Us Helping Others		Review – three tenses <i>Phonics and key verb quiz</i>	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Infinitive construction with pouvoir.		Knowledge of three time frames and time markers.	
Core Knowledge	VOCABULARY: BCR p51 Y9 French Phonics – all KS3		VOCABULARY: Y9 French Phonics – all KS3	
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 tasks – BCR page 52 Application of the grammar point	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks. Grammar gap fill.	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the perfect tense verbs	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil’s work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – all KS3 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – all KS3 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			

Term 3	Week 32 (Week 1)		Week 33 (Week 2)	
	1	2	3	4
Lesson Focus	Preparing a speaking assessment		Completing a speaking assessment	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	All of the theme contents for the year so far.		All of the theme contents for the year so far.	
Core Knowledge	How to answer key questions to gain maximum marks using ACOINS.		How to answer key questions to gain maximum marks using ACOINS.	
Expert Model /Guided Practice/Agreed Approach (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.	
Independent Practice	Pupils work in pairs to produce and practice answers for their assessment.		Pupils will complete their assessment.	
Assessment (Informal/Formal)	Circulation. Spot marking. White board checks.		Marking of the speaking exam.	
Resources	BCR booklets, exercise books, visualiser, lesson PowerPoint, speaking mark scheme.		BCR booklets, exercise books, visualiser, lesson PowerPoint, speaking mark scheme.	
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: Performance: Confidence British Modern Values: Respect and tolerance in listening to other present and speak in front of the class. Pupils will learn how to be respectful audience members. SMSC: Working in pairs out of their friendship groups. Pupils will be practicing speaking with other members of the class other than immediate friends. Language of Character Virtue: 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
Lesson Focus	Assessments: Listening, reading, and writing		Review: Opinions	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	All of the theme contents for the year so far.		Previous justified opinions using ACOINS	
Core Knowledge	How to use core content from the year across listening, reading and writing skills.		Verbs of opinion and different examples of ACOINS.	
Expert Model /Guided Practice/Agreed Approach (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.	
Independent Practice	Three assessments will be completed in silence.		Pupils will create their own opinions on selected music on white boards, then finally in their books.	
Assessment (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.	
Resources	UL EoY assessments, audio files, PowerPoint for the lesson.		Lesson PowerPoint, YouTube for the French music.	
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: Autonomy Core Value Question: Can I use autonomy to tackle the EoY assessments? British Modern Values: Mutual respect – honoring the silence of assessment to enable all pupils to concentrate and perform to the best of their ability. SMSC: Recognising test conditions and honouring them to ensure pupils are able to do their best. Language of Character Virtue: Autonomy – taking charge of your individual assessment outcome.		Intellectual/Civic/Moral/Performance Virtues: Intellectual: Curiosity Core Value Question: Do you use curiosity to listen to other genres of music from around the world? British Modern Values: Mutual respect – honoring the difference of other styles of music from around the French speaking world. SMSC: Respecting other sounds from different counties and the opinions of other people in the class about their music tastes. Language of Character Virtue: 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 finlaise 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. SMSC: mutual respect – understanding common errors and how to correct them in every day practice. Language of Character Virtue: Reflection: looking back at mistakes and understanding how to improve.	Intellectual/Civic/Moral/Performance Virtues: Intellectual: Judgement Core Value Question: After listening to all opinions, can you judge the winner fairly and unbiased? British Modern Values: Tolerance – understanding and supporting other opinions, genres and artists. Understanding how politics influences music and opinions of countries around the world. SMSC: Looking at a range of different cultural music examples and understanding the context of each song. Language of Character Virtue: Judgement: a fair, unbiased vote on the best act in your opinion,		

Term 3	Week 38 (Week 7)	
	1	2
Lesson Focus	Culture focus: Bastille Day	
Prerequisite Knowledge	Basic information on Paris and location of cities.	
Core Knowledge	COINS and the verb <i>feter</i> .	
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	Reading, speaking and writing activities.	
Assessment (Informal/Formal)	Live marking. Circulation. White Board checks.	
Resources	Dynamo 1 Page 90 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 plans – 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: Civic: Awareness Core Value Question: Am I aware of other festivals? British Modern Values: Mutual respect and tolerance – pupils will learn about how different countries in the French speaking world have different celebrations and traditions. SMSC: Understanding and appreciating other cultures without bias or judgement. Language of Character Virtue: Awareness: understanding and being curious of other cultures.	