

Barnsley Academy – Y8 French Curriculum
Scheme of Work – 2023-24

Term 1	Week 1		Week 2	
	1	2	3	4
Lesson Focus	Key verb practice and Opinion Review		Sports and hobbies Sports and hobbies	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Key verbs from Year 7 Page Y7 French		Key verbs from Year 7: Je joue Je fais Je vais Je regarde Family members from Year 7 Some sports and hobbies from Year 7 and cognates for sports.	
Core Knowledge	Key verbs from Year 7 Page Y7 French		BCR Page 19 Y8 French Phonics – oi / ai -	
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	Mini white board drills Translation into French from memory	Mini white board drills Writing a paragraph about yourself	BCR Booklet – Reading and translation tasks (page 20)	
Assessment (Informal/Formal)	Circulation White board checks Self-assessment of translation	Circulation White board checks Live marking Use of the visualiser	Listening and reading tasks Whiteboard checks Circulation	
Resources	Previous lessons, United Learning Hub Y7 French Oi/ai https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Dynamo 2 vert Page 102 & 60 / rouge 104 & 62 Previous lessons, United Learning Hub Y8 French Oi/ai 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 3		Week 4	
	1	2	3	4
Lesson Focus	Sports and hobbies What you and others like to do		Sports and hobbies Tv and Cinema	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Opinion phrases (j’aime / je déteste / j’adore / je n’aime pas) Infinitives – jouer / faire / regarder / aller Sports and hobbies		Adjectives Opinion phrases Regarder – to watch Je regarde – I watch	
Core Knowledge	BCR page 21 Y8 French GRAMMAR: Infinitive phrases – opinion plus verb Phonics – oi / ai		BCR page 23 Y8 French Phonics – oi / ai	
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	Reading and translation tasks – BCR page 24	
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	
Resources	Dynamo 2 vert page 104 / rouge page 106 Previous lessons, United Learning Hub Y8 French Phonics – oi / ai https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Studio 2 pages 8-10 Dynamo 2 vertpage 52 / rouge page 54 Previous lessons, United Learning Hub Y8 French Phonics – oi / ai 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	Sports and hobbies Music and reading		Sports and hobbies Weekend plans	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Adjectives – positive and negative Opinion phrases (j’aime / je déteste / je n’aime pas) + infinitives		Future tense formation – je vais + infinitive (jouer / aller / faire / regarder / manger) Adjectives	
Core Knowledge	BCR Booklet p25 Y8 French Phonics – oi / ai		BCR Booklet page 27 Y8 French GRAMMAR: The near future tense Phonics – oi / ai	
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 26 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 26 Application of the grammar point.	
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 Checking of application of the near future tense	
Resources	Studio 2 pages 5, 12 Previous lessons, United Learning Hub Y8 French Phonics – oi / ai https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y8 French Phonics – oi / ai 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 7		Week 8	
	1	2	3	4
Lesson Focus	Sports and hobbies Past weekend plans		Sports and hobbies Writing assessment	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	Key verbs (jouer, faire, aller) Sports and hobbies from this module so far. BCR pages 19-25		BCR pages 19-25	
Core Knowledge	BCR Booklet p25 Y8 French Phonics – oi / ai GRAMMAR: The perfect tense – key past tense verbs		ACOINS and how to apply to writing a paragraph	
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		Teacher to model key language on white boards and challenge pupils. Pupils then to write on their won with no support or writing frames, vocabulary help.	
Independent Practice	Listening and reading tasks – BCR page 26 Application of the grammar point. Phonics quiz – 10 words to dictate. Key verb quiz – translate key verbs learnt so far.	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Writing about free time and hobbies.	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of past tense. 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	Assessment- writing – use of UL writing mark scheme.	
Resources	Studio 2 pages 5, 12 Previous lessons, United Learning Hub Y8 French Phonics – oi / ai https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Mini white boards Mark scheme - https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2022-2023/Assessments/Y8/Theme%205%20MS.docx Writing assessment to test three-time frames and opinions.	
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	Daily routine, Health and Fitness Daily routine		Daily routine, Health and Fitness What you normally do and what you did yesterday	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	ACOINS Narrative phrases		Present and past tense formation	
Core Knowledge	BCR Booklet p30 Y8 French Phonics –gn, ill/ille GRAMMAR: Reflexive verbs and narration		BCR Booklet p32 Y8 French Phonics –gn, ill/ille GRAMMAR: Reflexive verbs and narration	
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 31 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 33 Application of the grammar point.	
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 Checking of application of the infinitive phrase.	
Resources	Dynamo 2 vert page 84 / rouge page 86 Previous lessons, United Learning Hub Y8 French Phonics – gn, ille/ill https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y8 French Phonics – gn, ille/ill 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	Daily routine, Health and Fitness Body parts and illness		Daily routine, Health and Fitness How you keep fit	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Key verbs – J’ai, Past tense formation		Modal verbs (je veux, dois, peux) Negatives	
Core Knowledge	BCR Booklet p34 Y8 French Phonics –gn, ill/ille GRAMMAR: past tense formation, time phrases and connectives.		BCR Booklet p36 Y8 French Phonics –gn, ill/ille GRAMMAR: modal verb + infinitive formation, negative formation.	
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 35	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 37 Application of the grammar points.	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking understanding of 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 Checking of grammar point understanding.	
Resources	Dynamo 2 vert page 110 / rouge page 112 Studio 3 vert page 32 / rouge page 32 Previous lessons, United Learning Hub Y8 French Phonics – gn, ille/ill https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Dynamo 2 vert page 108 / rouge page 110 Studio 3 rouge 40 / vert 40 Previous lessons, United Learning Hub Y8 French Phonics – gn, ille/ill 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 13		Week 14	
	1	2	3	4
Lesson Focus	Daily routine, Health and Fitness Describing lifestyle		Daily routine, Health and Fitness Healthy Vs Unhealthy lifestyles	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	Connectives, negatives, sports and hobbies.		Past tense and modal verbs.	
Core Knowledge	BCR Booklet p38 Y8 French Phonics –gn, ill/ille		BCR Booklet p40 Y8 French Phonics –gn, ill/ille GRAMMAR: Use of perfect tense verbs and modal verb formation.	
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 39	IP Writing from memory combining previous weeks’ knowledge and this week’s new knowledge	Listening and reading tasks – BCR page 41	
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 Checking of grammar point understanding.	
Resources	Dynamo 3 vert page 80/ rouge page 83 Studio 3 rouge page 38 / vert page 38 Previous lessons, United Learning Hub Y8 French Phonics – gn, ille/ill https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Studio 3 rouge page 36/vert page 36 Previous lessons, United Learning Hub Y8 French Phonics – gn, ille/ill 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 15	
	1	2
Lesson Focus	Review - Christmas in France <i>Phonics and key verb quiz</i>	
Prerequisite Knowledge	knowledge of Christmas Key verbs. Review – pages 19-42.	
Core Knowledge	Present 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/BAmf/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx Introduce Christmas vocabulary and history of Christmas around the French speaking world.	
Independent Practice	Phonics quiz – 10 words to dictate (inc. at least 4 from last block of phonics) Key verb quiz – translate key verbs learnt so far. Listening and reading tasks	Writing – pupils to write about comparisons of French and English Christmas.
Assessment (Informal/Formal)	<i>Phonics and key verb quiz</i> <i>Assessment- listening and reading</i>	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 – gn, ille/ill https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary. Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics	

Term 2	Week 16		Week 17	
	1	2	3	4
Lesson Focus	School and Future Plans Describing school and uniform		School and Future Plans School Rules and Opinions	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Colours Key adjectives from Y7 (petit, grand, vieux, modern) Et Il y a		Opinion starters (à mon avis / je pense que / selon moi) Adjectives – cognates (important / nécessaire / sévère)	
Core Knowledge	Big Class Read Booklet page 42 Y8 French Phonics – au / eu / oeu / eau		BCR Page 44 Y8 French Phonics – oeu / eu / au / eau	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. BCR page 42 – Key vocabulary 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 one 75-minute lesson 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	Mini white board drills Big Class Read booklet page 43 – reading and translation tasks	Mini white board drills Writing a paragraph about your school and uniform	BCR Booklet – Translation and writing tasks (BCR page 45)	
Assessment (Informal/Formal)	Circulation White board checks Self-assessment of translation and reading tasks in green	Circulation White board checks Live marking Use of the visualiser – Show Call to highlight successes	Translation and writing tasks, self assessment in green pen Whiteboard checks Circulation	
Resources	Dynamo 1 page 44 / page 130 Previous lessons, United Learning Hub Y8 French Au / eau / eu / oeu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y8 French Au / eau / eu / oeu 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, no exceptions. 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	School and Future Plans The Extracurricular Day		School and Future Plans Jobs and Opinions	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Numbers Sports and hobbies in the infinitive (jouer / faire / aller / participer) + cognates		Family members C’est + adjective Justifying opinions using car / parce que Third person opinions Jobs (cognates) - professeur, chauffeur, serveur etc.	
Core Knowledge	BCR page 46 Y8 French GRAMMAR: On peut + infinitive Phonics – au / eau / eu / oeu		BCR page 48 – Jobs and Opinions Y8 French Phonics – au / eau / eu / oeu	
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 one 75-minute lesson 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 task – BCR page 47 Listening and translation tasks as inputted by the class teacher	IP Writing about school and what you can do in the extracurricular day (combining Week 1 and Week 3) – using reading text on BCR page 47 as an Expert Model	Reading and translation tasks – BCR page 49	
Assessment (Informal/Formal)	Reading, listening and translation – self assessment Whiteboard checks Circulation Checking of application of the grammar point through tasks.	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	
Resources	Dynamo 1 page 40-41, Studio 1 pages 32-34 Previous lessons, United Learning Hub Y8 French Phonics – au / eau / eu / oeu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Studio Edexcel GCSE Foundation – pages 132-133 Previous lessons, United Learning Hub Y8 French Phonics – au / eau / eu / oeu 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 2	Week 20		Week 21	
	1	2	3	4
Lesson Focus	School and Future Plans What you want to do and why		School and Future Plans Review	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Jobs (from previous week’s lesson) Je vais, je veux + infinitive		All content covered from BCR pages 42-51	
Core Knowledge	BCR Booklet p50 Y8 French Phonics – au / eau / eu / oeu		BCR booklet pages 42-51 Y8 French Phonics – au / eau / eu / oeu	
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 one 75-minute lesson 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 x 2 tasks – BCR page 51	IP Writing and Translation tasks, encompassing this week’s knowledge with knowledge from previous weeks (e.g. what do you want to do in the future – including jobs and opinions)	Listening, reading, translation and writing tasks from BCR booklets, UL Curriculum Hub, textbooks.	
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 Whiteboard checks	IP Tasks – self assessment Whiteboard checks Circulation Checking of application of grammar points – future wishes, on peut + infinitive	
Resources	Studio 3 pages 54, 62, 121 / Dynamo 3 pages 34, 36 Previous lessons, United Learning Hub Y8 French Phonics – au / eau / eu / oeu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y8 French Phonics – au / eau / eu / oeu 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 2	Week 21		Week 22	
	1	2	3	4
Lesson Focus	School and Future Plans Writing Assessment		Holidays Where you normally go, how and who with	PHSE – See PHSE Overview and SOW.
Prerequisite Knowledge	Key verbs (travailler, je veux / je vais / je voudrais)		Family members Countries – cognates Time markers – Normalement, en général	
Core Knowledge	ACOINS and how to apply to writing a paragraph Phonics – au / eau / oeu / eu		Y8 BCR booklet – page 6 Y8 French Phonics – au / eau / eu / oeu	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Listening, reading, translation and writing tasks from BCR booklets, UL Curriculum Hub, textbooks. Teacher to model key language on white boards and challenge pupils. Pupils then to write on their own with no support or writing frames, vocabulary help.		Follow the departmental lesson structure for one 75-minute lesson 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, reading and translation tasks. Phonics quiz – 10 words to dictate. Key verb quiz – translate key verbs learnt so far.	IP Writing from memory – no scaffolding. Writing in two / three tenses about school and future plans.	IP Translation, listening and reading tasks – as planned by lead lesson planner	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of vocabulary and key structures 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	IP Tasks (R, L, T) - self assessed in green pen Whiteboard checks Circulation	
Resources	Listening, reading, translation and writing tasks from BCR booklets, UL Curriculum Hub, textbooks. Mark scheme (testing that they can write in two or three tenses) Phonics – au / eau / oeu / eu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Studio 3 page 76 / 86 – Dynamo 2 page 8 / Studio 1 page 90 Mini white boards Previous lessons, UL Curriculum Hub Phonics – au / eau / oeu / eu 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 2	Week 23		Week 24	
	1	2	3	4
Lesson Focus	Holidays What you normally do + opinions		Holidays Where you went and where you stayed	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Time markers – normalement, en general Opinion phrases and adjectives (relaxant, chouette, divertissant etc.) Key verbs in the present tense – je joue, je fais, je mange		Opinion starters (a mon avis, selon moi) Countries – cognates / previous knowledge Je suis alle(e), c’était (key verbs in past tense)	
Core Knowledge	BCR Booklet p7 Y8 French Phonics –au / eau / oeu / eu		BCR Booklet p9 Y8 French Phonics –au / eau / oeu / eu GRAMMAR: Key verbs in the past tense / time markers in the past	
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 one 75-minute lesson 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 tasks – BCR page 8 Self-assessment in green pen	IP Writing from memory combining previous week knowledge (where you normally go, how and who with) and this week (what you normally do and opinions)	Reading and translation tasks – BCR page 10 Mini whiteboards – checking accurate application of past tense	
Assessment (Informal/Formal)	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 Whiteboard tasks	Reading and translation tasks – self assessment in green pen Whiteboard checks Circulation Checking of accurate formation of past tense with key verbs	
Resources	Studio 3 page 124 / Studio 1 page 90 Previous lessons, United Learning Hub Y8 French Phonics – au / eau / oeu / eu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Dynamo 2 page 16 Previous lessons, United Learning Hub Y8 French Phonics – au / eau / oeu / eu 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 3	Week 25 (Week 1)		Week 26 (Week 2)	
	1	2	3	4
Lesson Focus	Holidays Who you travelled with, where and how		Holidays What did you do	PHSE – See PHSE

Prerequisite Knowledge	People, adjectives, negatives		Past tense, sports and activities.	
Core Knowledge	BCR Booklet p11 Y8 French Phonics – ain, ion, ien		BCR Booklet p13 Y8 French Phonics – ain, ion, ien	
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 one 75-minute lesson 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 tasks – BCR page 12 Self-assessment in green pen	IP Writing from memory combining previous week knowledge (where you normally go, how and who with) and this week (what you normally do and opinions)	Reading and translation tasks – BCR page 14 Mini whiteboards – checking accurate application of past tense	
Assessment (Informal/Formal)	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 Whiteboard tasks	Reading and translation tasks – self assessment in green pen Whiteboard checks Circulation Checking of accurate formation of past tense with key verbs	
Resources	Previous lessons, United Learning Hub Y8 French Phonics – ain, ion, ien https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y8 French Phonics – ain, ion, ien 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 3	Week 27 (Week 3)		Week 28 (Week 4)	
	1	2	3	4
Lesson Focus	Holidays Past opinion <i>Phonics and key verb quiz</i>		Holidays Future plans	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	Negatives, past tense, ACOINS		The future tenses – use of infinitive phrases.	
Core Knowledge	BCR Booklet p15 Y8 French Phonics – ain, ion, ien		BCR Booklet p17 Y8 French Phonics – ain, ion, ien	
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 one 75-minute lesson 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 tasks – BCR page 16 Self-assessment in green pen	IP Writing from memory combining previous week knowledge (where you normally go, how and who with) and this week (what you normally do and opinions)	Reading and translation tasks – BCR page 18 Mini whiteboards – checking accurate application of past tense	
Assessment (Informal/Formal)	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 Whiteboard tasks	Reading and translation tasks – self assessment in green pen Whiteboard checks Circulation Checking of accurate formation of past tense with key verbs	
Resources	Previous lessons, United Learning Hub Y8 French Phonics – ain, ion, ien https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y8 French Phonics – ain, ion, ien 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 Edukev for specifics			

Term 3	Week 29 (Week 5)		Week 30 (Week 6)	
	1	2	3	4
Lesson Focus	Holidays Future opinion		Holidays Review	PHSE – See PHSE Overview and SoW.
Prerequisite Knowledge	The future tense and ACOINS.		Three time frames and ACOINS.	
Core Knowledge	BCR Booklet p17 Y8 French Phonics – ain, ion, ien		BCR Booklet pgs 6-18 Y8 French Phonics – ain, ion, ien	
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 one 75-minute lesson 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 tasks – BCR page 18 Self-assessment in green pen	IP Writing from memory combining previous week knowledge (where you normally go, how and who with) and this week (what you normally do and opinions)	Reading and translation tasks – BCR page Mini whiteboards – checking accurate application of past tense	
Assessment (Informal/Formal)	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 Whiteboard tasks	Reading and translation tasks – self assessment in green pen Whiteboard checks Circulation Checking of accurate formation of past tense with key verbs	
Resources	Previous lessons, United Learning Hub Y8 French		Previous lessons, United Learning Hub Y8 French	

	Phonics – ain, ion, ien https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs	Phonics – ain, ion, ien 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 3	Week 31 (Week 1)		Week 32 (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 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: 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 33 (Week 3)		Week 34 (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 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: 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 finlase the Citizenship Project as part of the EoY Assessment. SE	
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	PSHE & RSE SoW and curriculum guidance.
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 37 (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.