Barnsley Academy – Y8 French Curriculum

Scheme of Work – 2023-24

Term 1	Week 1		
	1	2	
Lesson Focus	Key verb practice and Opinion Review		Sports and hobbies Sports and hobbies
Prerequisite Knowledge	Key verbs from Year 7 Page <u>Y7 French</u>		Key verbs from Year 7: Je joue Je fais Je vais Je regarde Family members from Year 7 Some sports and hobbies from Year
Core Knowledge	Key verbs from Year 7 Page <u>Y7 French</u>		BCR Page 19 <u>Y8 French</u> 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. <u>Lesson Structure - KS3</u> Agreed departmental strategies. <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx</u>		Follow the departmental lesson struskills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.share 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 translati
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 <u>Y7 French</u> Oi/ai <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-</u> <u>2024/Curriculum%20Documents/Phonic%205%20PPs</u>		Dynamo 2 vert Page 102 & 60 / roug Previous lessons, United Learning H <u>Y8 French</u> Oi/ai <u>https://sheffieldparkacademy.share</u> 2024/Curriculum%20Documents/Ph
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, g 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 exe 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 Eduke		

Week 2	
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	PHSE
epoint.com/sites/BAmfl/Shared%20Documents/2023-	PHSE – See PHSE Overview and SoW.
tion tasks (page 20)	PHSE
	Overvi
	ew an
uge 104 & 62	d SoM
Hub	
epoint.com/sites/BAmfl/Shared%20Documents/2023-	
Phonic%205%20PPs	

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	
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 <u>Y8 French</u> GRAMMAR: Infinitive phrases – opinion plus verb Phonics – oi / ai		BCR page 23 <u>Y8 French</u> Phonics – oi / ai	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lesso <u>Lesson Structure - KS3</u> Agreed departmental strategies. <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared</u>		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	PHSE
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	– See
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	PHSE Overview
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-		Studio 2 pages 8-10 Dynamo 2 vertpage 52 / rouge page 54 Previous lessons, United Learning Hub <u>Y8 French</u> Phonics – oi / ai https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-	ew and SoW.
Specific SEN(D)/EAL support	2024/Curriculum%20Documents/Phonic%205%20PPs Ensure the reading and listening are scaffolded (use of transcript, i Chunk learning down, repeat files if needed. Repeat for individual Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not ex- 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 Eduk	s.	2024/Curriculum%20Documents/Phonic%205%20PPs	_

Term 1	Week	< 5	Week 6	
	1	2	3	4
Lesson Focus	Sports and hobbies Music and reading		Sports and hobbies Weekend plans	
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 <u>Y8 French</u> Phonics – oi / ai		BCR Booklet page 27 <u>Y8 French</u> 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	PHSE
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.	SE – See
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	PHSE Overview
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	w and SoW.
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, Chunk learning down, repeat files if needed. Repeat for individual Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not environment for all pupils, not environment for all pupils, not environment rom seaters and pace (of speech etc) 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 Edu	als. exception.		

Term 1	Week 7		Week 8	
	1	2	3	
Lesson Focus	Sports and hobbies Past weekend plans		Sports and hobbies Writing assessment	
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 A 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 Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-		Teacher to model key language on white boards and challeng write on their won with no support or writing frames, vocabu	
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. <i>Phonics and key verb quiz</i>	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 <u>Y8 French</u> Phonics – oi / ai <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</u>		Mini white boards Mark scheme - https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/SH 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 choid 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	ce etc)		

Week 8	
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language on white boards and challenge pupils. Pupils then to h no support or writing frames, vocabulary help.	
e and hobbies.	PHSE – See PH
g – use of UL writing mark scheme.	PHSE – See PHSE Overview and SoW.
cademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2022- /Theme%205%20MS.docx test three-time frames and opinions.	

Term 1	Week 9		Week 10	
	1	2	3	
Lesson Focus	Daily routine, Health and Fitness		Daily routine, Health and Fitness	
	Daily routine		What you normally do and what you did yesterday	
Prerequisite Knowledge	ACOINS		Present and past tense formation	
	Narrative phrases			
Core Knowledge	BCR Booklet p30 <u>Y8 French</u>		BCR Booklet p32 Y8 French	
	Phonics –gn, ill/ille		Phonics –gn, ill/ille	
	GRAMMAR: Reflexive verbs and narration		GRAMMAR: Reflexive verbs and narration	
Expert Model /Guided	Follow the departmental lesson structure for two 75-minute lessons in order to	o cover all skills.	Follow the departmental lesson structure for two 75-minute l	
Practice/Agreed Approach	Lesson Structure - KS3		skills.	
(Procedural Knowledge)	Agreed departmental strategies.		Lesson Structure - KS3	
	https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Docume	nts/2023-2024/T&L/Lesson%20Ideas.pptx	Agreed departmental strategies.	
			https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Sh	
			2024/T&L/Lesson%20Ideas.pptx	
Independent Practice	Listening and reading tasks – BCR page 31	IP Writing from memory combining previous	Listening and reading tasks – BCR page 33	
	Application of the grammar point.	weeks' knowledge and this week's new	Application of the grammar point.	
		knowledge		
ssessment (Informal/Formal)	Listening and reading tasks – self assessment	Live marking – use of a visualiser to model a good	Listening and reading tasks – self assessment	
	Whiteboard checks	answer (Show Call) and mark a pupil's work	Whiteboard checks	
	Circulation	Circulation	Circulation	
	Checking of application of the infinitive phrase.		Checking of application of the infinitive phrase.	
Resources	Dynamo 2 vert page 84 / rouge page 86		Previous lessons, United Learning Hub	
	Previous lessons, United Learning Hub		<u>Y8 French</u>	
	Y8 French			
			Phonics – gn, ille/ill	
	Phonics – gn, ille/ill		https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Sh	
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	2024/Curriculum%20Documents/Phonic%205%20PPs			
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, mult	tiple 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 specific	~c		
	Create positive relationships with pupils – look on Arbor and Edukey for specific			

Week 10	
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ICR page 33 Int.	PHSE – See PHSE Overview and SoW.
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Body parts and illness How you keep fit Preculatic Knowledge Rey vers. Rey vers. Model vers (je vers. (ob. pau)) Regatives. Core Knowledge Body parts and illness (Procedural Knowledge) BCR Booklet p34 YS Freed) Regatives. Model vers (je vers. (ob. pau)) Regatives. Expert Model / Guided Practice/Agreed Approach (Procedural Knowledge) Oflow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure. KS3 Apreed departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure. KS3 Apreed departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure. KS3 Apreed departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure. KS3 Apreed departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure. KS3 Apreed departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure. KS3 Apreed departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure. KS3 Apreed departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure for momory combining previous weeks? Intes://befieldoarlacadem.sharepoint.com/lates/Ram//Shared? ZD2/LAT.Lessons/ZDdeas. Deficition of the grammar points. Resources Opymano 2 vert page 100 / rouge page 12 Studio 3 erupe 40 / vert 40 Previous erupe 100 / rouge page 52 Previous isenson, United Learning Hub VS Eresch Dynamo 2 vert page 100 / rouge page 12 Studio 3 erupe 40 / vert 40 Previous erupe issenson, United Learning Hub VS Eresch Dynamo 2 vert page		1	2	3
Preceduite Knowledge Key websr/al. Past tense formation Modal vebs (jewa, dois, paua) Registers Core Knowledge BCR Booklet p34 YS French Phonics -gn, II/IIIc GRAMMAR: soal vebs - infinitive formation, time phrases and concertives. BCR Booklet p34 YS French Phonics -gn, II/IIIc GRAMMAR: modal vebs - infinitive formation, negative formation, sprace formation, time phrases and concertives. Phonics -gn, II/IIIc GRAMMAR: modal vebs - infinitive formation, negative formation, sprace formation, negative formation, register formation, negative formation, sprace formation, negative formation, sprace formation, negative formation, sprace formation, negative formation, register formation, register formation, negative formation, negative formation, register formation, negative formation, register formation, negative formation, negative formation, register formation, negative formation, negative formation, negative formation, register formation, negative for	Lesson Focus	Daily routine, Health and Fitness		Daily routine, Health and Fitness
Index Point tense formation Negatives Core Knowledge BCR Booklet p34 Yg French BCR Booklet p34 Yg French Phonics - gn, II/Ile Channel Control BCR Booklet p34 Yg French Phonics - gn, II/Ile GRAMMAR: modal web + infnitive formation, negative formation. Expert Model / Guided Practice/Apered Approach (Procedural Knowledge) Prolow the departmental lesson structure for two 75-minute lesson in order to cover all skills. Follow the departmental storage: Apered departmental storage: https://stordiedaparkacedems/starepion.com/stes/BAmfl/starefH20Documents/2023-2024/T&L/esson%20dees.ppts Follow the departmental storage: https://storage/storage Independent Practice Litering and reading tasks – BCR page 35 IP Writing from memory combining previous weeks? Litering and reading tasks – BCR page 37 Assessment (Informal/Formal) Litering and reading tasks – Self page 32 IP Writing from memory combining previous weeks? Litering and reading tasks – Self page 37 Assessment (Informal/Formal) Litering and reading tasks – Self page 32 IP Writing from memory combining previous weeks? Litering and reading tasks – Self page 32 Sudio 3 ver type 32 / rouge page 32 Use marking and trading of grammar points. Use marking and trading and trading. Dynamo 2 vert page 110 Studio 3 ver type 32 / rouge page 32 Droue page 32 / rouge page 32				
Core Knowledge RCR Booklet p34 Y8 french RCR Booklet p34 Y8 french Phonics - pp, ill/ille RCR Booklet p34 Y8 french Phonics - pp, ill/ille Expert Model / Guided Practice/Agreed Apprach (Procedural Knowledge) Flore departmental lesson structure for two 75-minute lesson in order to cover all skills. Lesson Structure - IS3 Apreed departmental lesson structure for two 75-minute lesson in order to cover all skills. Lesson Structure - IS3 Apreed departmental activity for manual lesson structure for two 75-minute lesson in order to cover all skills. Lesson Structure - IS3 Apreed departmental activity for manual lesson structure for two 75-minute lesson in order to cover all skills. Flore the departmental lesson structure for two 75-minute lesson show the departmental lesson structure for two 75-minute lesson show the departmental lesson structure for two 75-minute lesson show the departmental lesson structure for two 75-minute lesson show the departmental lesson structure for two 75-minute lesson show the departmental lesson structure for two 75-minute lesson show the departmental lesson structure for two 75-minute lesson show the departmental lesson structure for two 75-minute lesson show the departmental lesson structure for two 75-minute lesson show the departmental strategies. https://defBeddeparts.codemy.show the departmental lesson structure for two 75-minute lesson show the departmental lesson structure for two 75-minute lesson show the departmental strategies. https://defBeddeparts.codemy.show the departmental lesson structure for two 75-minute lesson show the departmental strategies. https://defBeddepartmental strategies. https://defBeddepartmental strategies. https://defBeddepartmental strategies. https://defBeddepartmental strategies. https://defBeddepartmental strategies. https://defBeddepartmental strate	Prerequisite Knowledge			
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GRAMMAR: past tense formation, time phrases and connectives. GRAMMAR: modal verb + infinitive formation, negative formation. Expert Model / fouided Practice/Agreed Approach (Procedural Knowledge) Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Follow the departmental lesson structure for two 75-minute lesson skills. Approach (Procedural Knowledge) Expert Model / fouided Practice/Agreed Agreed departmental strategies. https://sheffeldpartacademy.sharepoint.com/sites/Bamf/Shared%20Documents/2023-2024/T&L/Lesson%20Ides.ppt Follow the departmental lesson structure for two 75-minute lesson skills. Independent Practice Listening and reading tasks – SER page 35 https://sheffeldpartacademy.sharepoint.com/sites/Bamf/Shared%20Documents/2023-2024/T&L/Lesson%20Ides.ppt Listening and reading tasks – SER page 37 Application of the grammar points. Resources Opmano 2 vert page 101 / rouge page 12 Studio 3 vert page 210 / rouge page	Core Knowledge	BCR Booklet p34 <u>Y8 French</u>		BCR Booklet p36 <u>Y8 French</u>
GRAMMAR: past tense formation, time phrases and connectives. GRAMMAR: modal verb + infinitive formation, negative formation. Expert Model / fouided Practice/Agreed Approach (Procedural Knowledge) Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Follow the departmental lesson structure for two 75-minute lesson skills. Approach (Procedural Knowledge) Exemption for the foldorate codemy share point.com/sites/Bamf/Shared%20Documents/2023-2024/T&L/Lesson%20Ides.ppt Follow the departmental lesson structure for two 75-minute lesson skills. Independent Practice Listening and reading tasks – SER page 35 https://sheffeldoratecodemy.sharepoint.com/sites/Bamf/Shared%20Documents/2023-2024/T&L/Lesson%20Ides.ppt Listening and reading tasks – SER page 37 Application of the grammar points. Assessment (informal/Formal) Listening and reading tasks – self assessment Whiteboard checks Creculation Checking understanding of grammar points. Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Creculation Listening and reading tasks – self assessment Whiteboard checks Use marking = 10 Studia 3 rouge 40 / ert 40 Previous lessons, United Learning Hub VS Erecoh Phonics – gn, ille/II https://sheffeldora/scademy.sharepoint.com/sites/Bamf/Shared%20Documents/2023- 2024/Curriculum%20Documents/Phone(%2005%20Ps) Phonics – gn, ille/II https://sheffeldora/scademy.sharepoint.com/sites/Bamf/Shared%20Documents/2023- 2024/Curriculum%20Documents/Phone(%2005%20Ps) Phonics – gn, ille/II https://sheffeldora/scademy.sharepoint.com/sites/Bamf/Shared%20Documents/2023- 2024/Curriculum%20Documents/Phone(Dhanics on ill/illa		Dhanias an ill/ille
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Health and Fitness	
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Term 1	Week	13	
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Lesson Focus	Daily routine, Health and Fitness Describing lifestyle		Daily routine, Health and Fitness Healthy Vs Unhealthy lifestyles
Prerequisite Knowledge	Connectives, negatives, sports and hobbies.		Past tense and modal verbs.
Core Knowledge	BCR Booklet p38 <u>Y8 French</u> Phonics –gn, ill/ille		BCR Booklet p40 <u>Y8 French</u> Phonics –gn, ill/ille
Expert Model /Guided Practice/Agreed Approach	Follow the departmental lesson structure for two 75-minute lesson <u>Lesson Structure - KS3</u>	ons in order to cover all skills.	GRAMMAR: Use of perfect tense ver Follow the departmental lesson structure skills.
(Procedural Knowledge)	Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx		Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.shareg 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 pa
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 ass Whiteboard checks Circulation Checking of grammar point understa
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Term 1	Week 15		
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Lesson Focus	Review - Christmas in France Phonics and key verb quiz		
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 al <u>Lesson Structure - KS3</u> Agreed departmental strategies. <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023</u> Introduce Christmas vocabulary and history of Christmas around the French speaking w	3-2024/T&L/Lesson%20Ideas.pptx	
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 Chris	
Assessment (Informal/Formal)	Phonics and key verb quiz Assessment- listening and reading	Live marking – use of visualiser to model a good answer and mark a pup Circulation	
Resources	Studio 1 Page 42 Previous lessons, United Learning Hub Phonics – gn, ille/ill <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023</u>	8-2024/Curriculum%20Documents/Phonic%205%20PPs	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choir 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	ice etc)	

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upil's work.	

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	
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 / necessaire / sévère)	
Core Knowledge	Big Class Read Booklet page 42 <u>Y8 French</u> Phonics – au / eu / oeu / eau		BCR Page 44 <u>Y8 French</u> Phonics – oeu / eu / au / eau	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lesso BCR page 42 – Key vocabulary <u>Lesson Structure - KS3</u> Agreed departmental strategies. <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared</u>		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	PHSE
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)	– See F
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	PHSE Overviev
Resources	Dynamo 1 page 44 / page 130 Previous lessons, United Learning Hub <u>Y8 French</u> Au / eau / eu / oeu <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-</u> <u>2024/Curriculum%20Documents/Phonic%205%20PPs</u>		Previous lessons, United Learning Hub <u>Y8 French</u> Au / eau / eu / oeu <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-</u> <u>2024/Curriculum%20Documents/Phonic%205%20PPs</u>	ew and SoW.
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, g 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 exc 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 Eduk	s. ceptions.		

Term 2	Week 1	8	Week 19
	1	2	3
Lesson Focus	School and Future Plans The Extracurricular Day		School and Future Plans Jobs and Opinions
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 <u>Y8 French</u> GRAMMAR: On peut + infinitive Phonics – au / eau / eu / oeu		BCR page 48 – Jobs and Opinions <u>Y8 French</u> Phonics – au / eau / eu / oeu
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lesson <u>Lesson Structure - KS3</u> Agreed departmental strategies. <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared</u>		Follow the departmental lesson structure for one 75-minute lesson in <u>Lesson Structure - KS3</u> Agreed departmental strategies. <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20</u> <u>2024/T&L/Lesson%20Ideas.pptx</u>
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 <u>Y8 French</u> Phonics – au / eau / eu / oeu <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared</u> 2024/Curriculum%20Documents/Phonic%205%20PPs	%20Documents/2023-	Studio Edexcel GCSE Foundation – pages 132-133 Previous lessons, United Learning Hub <u>Y8 French</u> Phonics – au / eau / eu / oeu <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20</u> 2024/Curriculum%20Documents/Phonic%205%20PPs
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, g 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 ex- 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 Eduke	s. ception.	

Term 2	Week	20	
	1	2	
Lesson Focus	School and Future Plans What you want to do and why		School and Future Plans Review
Prerequisite Knowledge	Jobs (from previous week's lesson) Je vais, je veux + infinitive		All content covered from BCR pages 4
Core Knowledge	Y8 French Phonics – au / eau / eu / oeu		BCR booklet pages 42-51 <u>Y8 French</u> 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. Fo Lesson Structure - KS3 sk Agreed departmental strategies. Lesson/Structure. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx Age		Follow the departmental lesson struct skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepo 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 writextbooks.
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 p
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-		Previous lessons, United Learning Hul <u>Y8 French</u> Phonics – au / eau / eu / oeu <u>https://sheffieldparkacademy.sharepo</u> <u>2024/Curriculum%20Documents/Pho</u>
Specific SEN(D)/EAL support	2024/Curriculum%20Documents/Phonic%205%20PPsEnsure 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		·

Week 21	
3	4
42-51	
cture for one 75-minute lesson in order to cover all	
point.com/sites/BAmfl/Shared%20Documents/2023-	T
riting tasks from BCR booklets, UL Curriculum Hub,	PHSE – See PH
points – future wishes, on peut + infinitive	PHSE – See PHSE Overview and SoW.
ub	and SoW.
point.com/sites/BAmfl/Shared%20Documents/2023- ponic%205%20PPs	

Term 2	Week 21		
	1	2	
Lesson Focus	School and Future Plans Writing Assessment		Holidays Where you normally go, how and wh
Prerequisite Knowledge	Key verbs (travailler, je veux / je vais / je voudrais)		Family members Countries – cognates Time markers – Normalement, en gé
Core Knowledge	ACOINS and how to apply to writing a paragraph Phonics – au / eau / oeu / eu		Y8 BCR booklet – page 6 <u>Y8 French</u> Phonics – au / eau / eu / oeu
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)		g, reading, translation and writing tasks from BCR booklets, UL Curriculum Hub, textbooks. to model key language on white boards and challenge pupils. Pupils then to write on their own with no support or writing vocabulary help.	
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 t
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 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 <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-</u> <u>2024/Curriculum%20Documents/Phonic%205%20PPs</u>		Studio 3 page 76 / 86 – Dynamo 2 pa Mini white boards Previous lessons, UL Curriculum Hub Phonics – au / eau / oeu / eu https://sheffieldparkacademy.sharep 2024/Curriculum%20Documents/Pho
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice 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	e etc)	

Week 22	
3	4
vho with	
général	
ucture for one 75-minute lesson in order to cover all	
epoint.com/sites/BAmfl/Shared%20Documents/2023-	PHSE
g tasks – as planned by lead lesson planner	PHSE – See PHSE Overview and SoW.
n green pen	E Overview
	v and SoW.
page 8 / Studio 1 page 90	-
ub epoint.com/sites/BAmfl/Shared%20Documents/2023- honic%205%20PPs	

Term 2	Week 23		Week 24	
	1	2	3	
Lesson Focus	Holidays		Holidays	
	What you normally do + opinions		Where you went and where you stayed	
Prerequisite Knowledge	Time markers – normalement, en general		Opinion starters (a mon avis, selon moi)	
i leiequiste kilottieuge	Opinion phrases and adjectives (relaxant, chouette, divertissant etc.)		Countries – cognates / previous knowledge	
	Key verbs in the present tense – je joue, je fais, je mange		Je suis alle(e), c'etait (key verbs in past tense)	
Core Knowledge	BCR Booklet p7		BCR Booklet p9	
core knowledge	Y8 French		Y8 French	
	Phonics –au / eau / oeu / eu		Phonics –au / eau / oeu / eu	
			GRAMMAR: Key verbs in the past tense / time markers in the past	
Expert Model /Guided	Follow the departmental lesson structure for two 75-minute lessons in o	order to cover all skills.	Follow the departmental lesson structure for one 75-minute lesson in order to cover all	
Practice/Agreed Approach	Lesson Structure - KS3		skills.	
(Procedural Knowledge)	Agreed departmental strategies.		Lesson Structure - KS3	
	https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20D	ocuments/2023-2024/T&L/Lesson%20Ideas.pptx	Agreed departmental strategies.	
			https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-	
Independent Dreatice	Deading tasks DCD page 9	IP Writing from memory combining previous	2024/T&L/Lesson%20Ideas.pptx Papeling and translation tasks PCD page 10	
Independent Practice	Reading tasks – BCR page 8	week knowledge (where you normally go, how	Reading and translation tasks – BCR page 10	
	Self-assessment in green pen	and who with) and this week (what you normally	Mini whiteboards – checking accurate application of past tense	
		do and opinions)		
ssessment (Informal/Formal)	Reading tasks – self assessment	Live marking – use of a visualiser to model a good	Reading and translation tasks – self assessment in green pen	
	Whiteboard checks	answer (Show Call) and mark a pupil's work	Whiteboard checks	
	Circulation	Circulation	Circulation	
		Whiteboard tasks	Checking of accurate formation of past tense with key verbs	
Resources	Studio 3 page 124 / Studio 1 page 90		Dynamo 2 page 16	
Resources	Previous lessons, United Learning Hub		Previous lessons, United Learning Hub	
	Y8 French		Y8 French	
	Phonics – au / eau / oeu / eu		Phonics – au / eau / oeu / eu	
	https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20De	ocuments/2023-	https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-	
	2024/Curriculum%20Documents/Phonic%205%20PPs		2024/Curriculum%20Documents/Phonic%205%20PPs	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossa	ry, 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			

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		BCR Booklet p13 <u>Y8 French</u>
	Phonics – ain, ion, ien		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. <u>Lesson Structure - KS3</u> Agreed departmental strategies. <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx</u>		Follow the departmental lesson struct skills. <u>Lesson Structure - KS3</u> Agreed departmental strategies. <u>https://sheffieldparkacademy.sharepo</u> 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 pa Mini whiteboards – checking accurate
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 as Whiteboard checks Circulation Checking of accurate formation of pas
Resources	Previous lessons, United Learning Hub <u>Y8 French</u> Phonics – ain, ion, ien <u>https://sheffieldparkacademy.sharepoint.com/site</u> 2024/Curriculum%20Documents/Phonic%205%20PPs	es/BAmfl/Shared%20Documents/2023-	Previous lessons, United Learning Huk <u>Y8 French</u> Phonics – ain, ion, ien https://sheffieldparkacademy.sharepo
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		2024/Curriculum%20Documents/Pho

Term 3	Week 27 (Week 3)		Week 28 (Week 4)	
	1	2	3	
Lesson Focus	Holidays		Holidays	
	Past opinion <i>Phonics and key verb quiz</i>		Future plans	
Prerequisite Knowledge	Negatives, past tense, ACOINS		The future tenses – use of infinitive phrases.	
Core Knowledge	BCR Booklet p15 Y8 French		BCR Booklet p17	
	Phonics – ain, ion, ien		Y8 French Phonics – ain, ion, ien	
Expert Model /Guided	Follow the departmental lesson structure for two 75-minute lessons in orde	er to cover all skills.	Follow the departmental lesson structure for one 75-minute lesson in order to cover all	
Practice/Agreed Approach	Lesson Structure - KS3		skills.	
(Procedural Knowledge)	Agreed departmental strategies.		Lesson Structure - KS3	
	https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Docu	uments/2023-2024/T&L/Lesson%20Ideas.pptx	Agreed departmental strategies.	
			https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023- 2024/T&L/Lesson%20Ideas.pptx	

cture for one 75-minute lesson in order to cover all	
point.com/sites/BAmfl/Shared%20Documents/2023-	
page 14 te application of past tense	
assessment in green pen	
ast tense with key verbs	
ub	
point.com/sites/BAmfl/Shared%20Documents/2023- onic%205%20PPs	

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	2024/Curriculum%20Documents/Phonic%205%20PPs 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 in needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics		

Term 3	Week 29 (Week 5)		
	1	2	
Lesson Focus			Holidays Review
Prerequisite Knowledge	The future tense and ACOINS.		Three time frames and ACOINS.
Core Knowledge	<u>Y8 French</u>		BCR Booklet pgs 6-18 <u>Y8 French</u> 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. <u>Lesson Structure - KS3</u> Agreed departmental strategies. <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx</u>		Follow the departmental lesson struct skills. <u>Lesson Structure - KS3</u> Agreed departmental strategies. <u>https://sheffieldparkacademy.sharepoi</u> 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 pa Mini whiteboards – checking accurate
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 as Whiteboard checks Circulation Checking of accurate formation of pas
Resources	Previous lessons, United Learning Hub <u>Y8 French</u>	·	Previous lessons, United Learning Hub <u>Y8 French</u>

Week 30 (Week 6)	
3	4
	РН
cture for one 75-minute lesson in order to cover all	ISE – S
	ee PH
oint.com/sites/BAmfl/Shared%20Documents/2023-	PHSE – See PHSE Overview and SoW.
page	/iew
e application of past tense	and So
issessment in green pen	N.
ast tense with key verbs	
ıb	

	Phonics – ain, ion, ien <u>https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs</u>	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
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	Create positive relationships with pupils – look on Arbor and Edukey for specifics 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)	
	1 2	
Lesson Focus	Assessments: Listening, reading, and writing	Review: Opinions
Prerequisite Knowledge	All of the theme contents for the year so far.	Previous justified opinions using ACOI
Core Knowledge	How to use core content from the year across listening, reading and writing skills.	Verbs of opinion and different exampl
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 lea justified opinion on music both positiv
Independent Practice	Three assessments will be completed in silence.	Pupils will create their own opinions of 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 F
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 Core Value Question: Do you use curic the world? British Modern Values: Mutual respec from around the French speaking worl SMSC: Respecting other sounds from co in the class about their music tastes. Language of Character Virtue: Curiosit 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	
Prerequisite Knowledge	Recognition of the assessment	Justified opinions Countries	to finlaise the Citizenship Project as part of the EoY Assessment. SE	

Week 34 (Week 4)	
3	4
DINS ples of ACOINS. ead on how to use ACOINS to give a high level ive and negative. on selected music on white boards, then finally in French music.	PHSE – See PHSE Overview and SoW.
ce Virtues: Intellectual: Curiosity iosity to listen to other genres of music from around	
ect – honoring the difference of other styles of music rld. different counties and the opinions of other people	
ity – having the desire to learn about some thing	

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 funbiased? British Modern Values: Tolerance – understanding and supporting other opinica artists. Understanding how politics influences music and opinions of countries a world. SMSC: Looking at a range of different cultural music examples and understandi of each song. Language of Character Virtue: Judgement: a fair, unbiased vote on the best act

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 feter.	
Expert Model /Guided	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills.	
Practice/Agreed Approach	Lesson Structure - KS3	
(Procedural Knowledge)	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.	

	PSHE & RSE SoW and curriculum guidance.	
r fairly and		
iions, genres and s around the		
ding the context		

act in your opinion,

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: Mutal 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.

