

Subject: MFL	Year 8	Ability All
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Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4
Topic				
Topic overview	Holidays	Customs and festivals	Cinema, TV, books and Music.	Celebrity culture
Students will learn...				
Components	Students can understand and independently produce language to use more complex sentences and a range of past tenses to describe holidays. Students can recognise different past tenses and use them accurately with support. Students can use their knowledge of phonics to pronounce language accurately. Students can use a range of prepositions in context. Students can use adverbs of time accurately and in context. Students can recognise and use more complex structures (PDO/Y)	Students can understand and independently produce language to understand and use more complex sentences with detailed opinions about which festivals they celebrate and how. Students use the near future, adverbs of sequence and complex structures	Students can understand and independently produce language to use complex sentences to describe films, tv programmes, books and music . Students can recognise the recent past tense and use it accurately with support. Students can use their knowledge of phonics to pronounce language accurately. Students can use a range of adverbs of time and frequency in context. Students can use complex structures such as modal verbs (vouloir), Il s'agit de, and venir de correctly in context.	Clothing Fashion Summarise background information: Place of birth, hobbies, families, Giving opinions Regular and irregular verbs – all SOL Colours and shades Adjectival agreement Positioning of adjectives in a sentence
What Students should already know (Prior learning components)	Opinion phrases Complex opinions PDOs. Adverbs of time/frequency. Countries, <i>en/à</i> . Verb: <i>aller</i> . <i>J'ai toujours aimé, adoré, détesté</i> , Activities Comparatives & superlatives Months, days of the week Question words: <i>où?, que penses-tu?...ne ... pas, pourquoi</i>	Perfect tense Some items of food and drink Use of 'on' Future tense (near future) Key -er verbs	Opinions present and past tense with ER verbs imperfect phrases complex reasons PDOs comparatives/superlatives Question words <i>Il/elle est</i> re. actors/character physical descriptions/personalities Questions: <i>pourquoi, qui, que, quand</i> Broadcasting - days of week, times a.m. times Negatives: <i>Ne... pas/ne...jamais</i> Question words: <i>où, que penses-tu...ne ... pas</i>	Vocabulary relating to media and artists. <i>être</i> and <i>avoir</i> Complex structures (conditional tense, perfect tense). Reflexive structures: <i>s'appeler, s'intéresser</i> BAGS adjectives. Adjectival agreements. Comparative structures Past tense Conditional tense
Key lexicogrammar pupil will know and learn	Know and understand : <i>aller + ne...pas/ne... jamais</i> •perfect tense: <i>je suis allé(e) , j'ai voyagé</i> • <i>nous avons voyagé, logé</i> •imperfect tense (<i>c'était</i>) •imperfect tense (<i>il y avait/il n'y avait pas de</i>) •weather phrases in past tense	Know and understand: -er verb patterns. • Use of <i>aller</i> with verbs for simple future and adverbs of sequence for ordering descriptions of events.	Know and understand : • Different types of genre of films/tv programmes/literature • How to give opinions and reasons about different genres • Referring to recent past • Using ' <i>je suis fana de / j'ai horreur de / venir de</i> structures • <i>vouloir</i> (past, conditional)	<ul style="list-style-type: none"> • Adjectival endings (<i>eux/euse, ant/e, (al – aux/if– ive)</i>) • <i>Avoir</i> (present, imperfect, near future tense, conditional) • Demonstrative adjectives (<i>ce, cet, cette, ces</i>) • <i>Être</i> (present, imperfect, near future, conditional)

	<ul style="list-style-type: none"> • prepositions of place: (next to, behind/in front, opposite, near to/far from) Complex structures: PDO: y • <i>venir de</i> 	<ul style="list-style-type: none"> • Use of verbs in the 1st and 3rd person singular • Know past tense of avoir and etre • Know and use partitive articles • Know and use I have always wanted do 	<ul style="list-style-type: none"> • <i>nous avons</i> • <i>je voudrais</i> • <i>c'était</i> • <i>voir/lire/regarder</i> • comparatives • superlatives • adverbs of frequency • adverbs of time (past) • Complex structures: • <i>il s'agit de +</i> • it makes me happy/ sad/cry/frightened • <i>j'ai toujours voulu voir/regarder/lire •venir de</i> • ...present tense 	<ul style="list-style-type: none"> • RE verbs (lire, écrire, suivre) • Indefinite adjectives (plusieurs, autres, tout, quelques) • Negative (ne... personne) • Preceding direct object pronouns (le/la) • Perfect tense: regular ER verbs, irregulars: U endings • Relative pronouns (qui, que) • Omission of article with professions • 3rd person singular verb focus • Reflexive : s'appeler, s'intéresser • Adverbs : avant de, après de + infinitive • Silent final consonants eu, t liaison, en, que, ô, age, ain/e, acle, ion
Transferrable knowledge (skills)	<p>The ability to apply knowledge of phonics to pronounce new words with accuracy/more confidence.</p> <p>The ability to write more complex sentences.</p> <p>The ability to use and understand a range of adverbs of frequency and intensity.</p> <p>The ability to compare and contrast.</p> <p>The ability to write in different time frames.</p> <p>The ability to use verbs accurately in different tenses</p> <p>The ability to form questions in different tenses.</p>	<p>The ability to apply knowledge of phonics to new vocab acquisition.</p> <p>The ability to conjugate verbs in modelled patterns.</p> <p>The ability to use basic structures across 2 tenses.</p> <p>A knowledge of how to use avoir and etre with past participles to refer to past celebrations.</p> <p>The ability to use the partitive in relation to gifts given and reviewed</p>	<p>The ability to apply knowledge of phonics to pronounce new words and phrases with increasing accuracy and confidence.</p> <p>The ability to write more complex sentences.</p> <p>The ability to use and understand a range of adverbs of frequency and intensity.</p> <p>The ability to write more confidently using different time frames.</p>	<p>The ability to apply knowledge of phonics to pronounce new words with accuracy/more confidence.</p> <p>The ability to conjugate a range of verbs in modelled patterns.</p> <p>The ability to write more complex sentences by using adverbs and pronouns.</p> <p>The ability to use the negative form of verbs.</p>
Assessment activities	<p><u>Formative assessment:</u></p> <p>Mini WB translations</p> <p>Correction coding</p> <p>Peer assessments</p> <p>Probing questions</p> <p><u>Summative assessment:</u></p> <p>translation</p> <p>writing</p> <p>listening</p>	<p><u>Formative assessment:</u></p> <p>Mini WB translations</p> <p>Correction coding</p> <p>Peer assessments</p> <p>Probing questions</p> <p><u>Summative assessment:</u></p> <p>Role play</p> <p>Translation</p>	<p><u>Formative assessment:</u></p> <p>Mini WB translations</p> <p>Correction coding</p> <p>Peer assessments</p> <p>Probing questions</p> <p><u>Summative assessment:</u></p> <p>listening</p> <p>reading</p> <p>speaking</p> <p>translation</p>	<p><u>Formative assessment:</u></p> <p>Mini WB translations</p> <p>Correction coding</p> <p>Peer assessments</p> <p>Probing questions</p> <p><u>Summative assessment:</u></p> <p>listening</p> <p>reading</p> <p>speaking</p> <p>translation</p>
Resources available	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p> <p>PowerPoints</p>	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p>	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p>	<p>https://sharemulti.sharepoint.com/:f:/r/sites/USGMFLresources/Shared%20Documents/Y7%20lessons%202020-2021?csf=1&web=1&e=xd9A3r</p>

	Sentence builders Worksheets FC homework Dictations	PowerPoints Sentence builders Worksheets FC homework Dictations	PowerPoints Sentence builders Worksheets FC homework Dictations	PowerPoints Sentence builders Worksheets FC homework Dictations
Notes Why this topic is important...	This enables students to extend their responses with more complex structures with different tenses and develop their understanding and use of verbs within different time frames. This topic enables students to compare and contrast. This topic enables students to link holidays with a range of activities which are done on holiday. Students learn about different time frames and how to use them simply in context.	This enables students to extend their responses by using adverbs of sequencing. The topic enables students to show an understanding of a range of cultures/celebrations and to give opinions on them.	This topic enables students to extend responses with more complex language and structures in different time frames. This topic allows students to consolidate their understanding of different tenses and allows them to use a range of verbs in a different context. This topic enables students to practise the comparative and the superlative again in a different context. This topic enables students to link media/literature with free time activities and with family and friends. Students learn about how to use DE correctly with key expressions so that their spoken and written French is accurate.	This topic enables students to extend responses with more complex language and structures in a range of time frames. They learn about current celebrity culture in France and the U.K allowing them to communicate about topics that interest them.
Cultural capital	Maps of Europe, flags, countries and capital cities. Landmarks in different European cities	Images and vocabulary related specifically to a range of festivals.	Famous French film and tv celebrities Famous French literature and authors	Famous French and French-speaking celebrities
	Links to NC: Speak: answer questions on past holiday s Listen: identify key points about others' holidays Transcribe: simple sentences with opinions/reasons about holidays. Speak/write give descriptive account of holiday experiences Read/ translate detailed accounts of holiday related texts Vocabulary: holiday vocab (hotels, destinations, holiday activities) Grammar: use past, future tenses and conditional phrase <i>Je voudrais</i> Cultural capital: Top French holiday destinations/holiday types in France	Links to NC: Speak: ask and answer questions on customs/festivals Listen: identify key points about customs/festivals Transcribe: simple sentences and short paragraphs on customs/festivals inc. different tenses Speak/write: give descriptive/narrative on customs/festivals Read/ translate descriptions of customs/festivals Vocabulary: customs/festivals Grammar: past tense irregular verbs. Conditional, future Cultural capital: French customs and festivals	Links to NC: Speak: answer questions on film/ TV programmes, books Listen: identify key points about films/TV programmes, books Transcribe: simple sentences with opinions/reasons. Speak/write: give descriptive account of film/book synopsis Read/ translate detailed accounts of film/programme/book plots Vocabulary: film/tv/book genres, characters. <i>Il s'agit de ...</i> Grammar: perfect tense irregular verbs, <i>venir de</i> Cultural capital: Famous French celebs/artists	Links to NC: Speak: answer questions on celebrities (culture) Listen: identify key points about celebrities Transcribe: simple and complex sentences with opinions/reasons Speak/write: give descriptive account of celebrities and roles Read/ translate detailed accounts of film/programmes Vocabulary: people, clothes, place of birth. Grammar: perfect tense, imperfect tense and conditional tense Cultural capital: Famous French celebs/artists