



# Ysgol Bryn Alyn

*nothing without effort*

Subject: French	Year 7	Set: M/A
Knowledge Focus: Family, personal descriptions & pets	Learning Plan: Spring Term 2	
<b>This half term: Skills, Knowledge and Understanding to be developed</b> Students will learn how to talk about their siblings and wider family members and pets in French with a focus on the correct use of possessive pronouns and adjectives. They will do this via reading, writing and listening exercises in class as well as practising speaking skills in pairs and in groups.	Key Terms/ Words: See vocab list for this term	
<b>Skills Development</b> Literacy framework; <b>7.RS5; 7.RC1</b> Numeracy framework; KS3.1; KS3.15; 7.D4a Digital Competency framework;		
Assessment Grade/Level <span style="border: 2px solid red; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span>		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>S- speaking L- listening</b>  <b>R- reading W-writing</b> </div>
		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b># EXTENSION TASK</b> </div>
<b>Week 1/2 Learning Outcomes:</b> <b>To be able to use key vocabulary to:</b> <ul style="list-style-type: none"> <li>Say how many brothers &amp; sisters you have and say what their names are</li> <li>To be able to name wider family members and say how many people are in your family.</li> </ul>	<b>Success Criteria: I can...</b> <ul style="list-style-type: none"> <li>✓ Say if I have siblings, how many or whether I am an only child <b>S/L/R</b></li> <li>✓ Use the present tense of <i>avoir</i> and form negatives <b>R</b></li> <li>✓ # conduct a survey of brothers and sisters in my class <b>S/W</b></li> <li>✓ Say who is in my family and use a wider range of vocabulary <b>L/R/S</b></li> <li>✓ # Confidently use possessive adjective and the verb <i>s'appeler</i> in the present tense. <b>S/R/W</b></li> </ul>	Homework 1  Revise vocab
<b>Week 3/4 Learning Outcomes:</b> <b>To be able to use key vocabulary to:</b> <ul style="list-style-type: none"> <li>Discuss my family tree and explain how people are related to each other</li> <li>Talk about personality- my own and others</li> </ul>	<b>Success Criteria: I can...</b> <ul style="list-style-type: none"> <li>✓ Recap family members and say who they are. <b>S/W</b></li> <li>✓ Create a pretend family tree using famous people and label it correctly in French # giving extra details e.g. age where possible.<b>R/W</b></li> <li>✓ Use a range of adjectives to describe personality and understand about adjectival agreement. <b>S/L/R/W</b></li> </ul>	Homework 2 Find suitable pictures that can be used to create a family tree in your book
<b>Week 5/6 Learning Outcomes:</b> <b>To be able to use key vocabulary to:</b> <ul style="list-style-type: none"> <li>To describe someone physically (height, eyes, hair etc)</li> <li>Name and describe my pets</li> <li>Consolidate all language covered so far this term</li> </ul> <b>Spring Assessment (2)</b> <b>Superhero poster</b> DIRT  Cultural focus: Easter traditions in France	<b>Success Criteria: I can...</b> <ul style="list-style-type: none"> <li>✓ Be able to describe myself and someone else physically and in terms of personality. <b>S/W</b></li> <li>✓ Create a 'Mr Man/ Little Miss' plate for display in class #WITH LIMITED TEACHER SUPPORT <b>W</b></li> <li>✓ Say what pets I've got &amp; find out about other people's pets in class <b>S/R</b></li> <li>✓ Describe my pets in detail <b>S/R/W</b></li> </ul> <b>Following my assessment I can...</b> <ul style="list-style-type: none"> <li>✓ Create my own Superhero using a template. Write a detailed description to cover all of the language learned this term. <b>#Differentiation by outcome.</b></li> <li>✓ Find out how Easter is celebrated in France</li> </ul>	Homework 3  Complete a reading task about someone's pets  Revise language

This Learning Plan is subject to change.