



Key Stage 3 Framework for Learning Year 8 2018-2019: Creative Foundations



Curriculum Area:

Year 8	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	TEXT BOOK: STUDIO 2 Red Topic: Travel and tourism	TEXT BOOK STUDIO: 3 Red Topic: Travel and tourism	TEXT BOOK: STUDIO 2 Red TOPIC: Me, my family and friends TOPIC: Free time activities	TEXT BOOK: STUDIO 2 Red TOPIC: Free time activities	TEXT BOOK STUDIO: 2 Red Topic: Free time and technology	TEXT BOOK STUDIO: 3 Red Topic: free time and festivals
Knowledge	<p>Week 1: Paris je t'aime An introduction to Paris & France a top holiday destination</p> <p>Weeks 2 + 3 "Une semaine à Paris" Asking and Saying what you did in Paris Grammar: the perfect tense of common verbs + negative as a challenge. Aller Faire Visiter</p> <p>Weeks 4 + 5 "Mon album photo" Saying when you did things Grammar: the perfect tense of irregular vbs</p> <p>Week 6 "C'était comment les catacombes?" Understanding information about</p>	<p>Weeks 1 & 2 "J'aime les sensations fortes" Imagining adventure Holidays Grammar: Using the conditional. Révision of key TOPIC VOCAB + 3 tenses</p> <p>Week 3 PROGRESS TEST Speaking exam on paris and holidays</p> <p>Weeks 4 & 5 Self-assessment = diagnostic PLC (what do I know / what can I do?) + Feedback loops "Mes vidéos de vacances" Describing what happened on holiday Grammar: combining different tenses.</p>	<p>Weeks 1 & 2 Short intro about the ten most widely spoken languages in the world "Mon caractère" Grammar: adjectival agreement</p> <p>Weeks 3 & 4 "On se dit tout" Talking about Relationships: Grammar: Reflexive verbs.</p> <p>PREPARE REVISION HANDOUT FOR SPRING TERM PROGRESS TEST.</p> <p>Weeks 5 & 6 "Quelle musique écoutes-tu? Pourquoi?" Talking about music Key skill: agreeing/ disagreeing & giving reasons. Contrasting opinions.</p>	<p>Weeks 1 & 2 De quoi es-tu fan? Grammar: Past, present and future tense.</p> <p>Week 2 PROGRESS TEST 1. Reading 2. Writing</p> <p>Weeks 3 & 4 Exam Reflection (PLC) + Feedback Loops Comparing clothes Grammar: comparatives</p> <p>Week 5 "Mon style" Talking about clothes Grammar: the near future Saying what I am going to wear for an Easter Celebration in France.</p>	<p>Weeks 1 + 2 A short intro about French TV "La télé" Talking about TV programmes Grammar: The present tense of ER VERBS. + NEG (X3)</p> <p>Week 3 & 4 "J'ai une passion" Talking about films Grammar: The present tense of avoir and être</p> <p>PREPARE REVISION HANDOUT FOR SUMMER TERM PROGRESS TEST.</p> <p>Weeks 5 & 6 "Que fais-tu quand tu es connecté(e)?" Talking about the internet</p>	<p>Week 1 Practise of 3 tenses with technology/ internet</p> <p>Week 2 Revision of Listening and Reading Skills</p> <p>Weeks 3 and 4 End of year EXAMS Listening and Reading</p> <p>Week 4 Self-assessment of Summer Exams + Checklists + Feedback loops.</p> <p>Week 5 ELE</p> <p>Week 6: Film Study (Les Choristes) Recap on personality and clothes</p> <p>Week 7: Film Study (Les Choristes) Recap on personality and clothes</p>

ELE - 1 Day

ELE - 3 Days












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	<p>tourist attractions + Giving opinions Reading & writing</p> <p>PREPARE REVISION HANDOUT FOR AUTUMN TERM REVISION</p> <p>Week 7 Reading about what you do/ did (extend by adding going to do) in Paris.</p>	<p>Week 7 Talking about what you are planning to do for x mas (using the same frequency vbs in their infinitive forms) - introduce JE VAIS/IL VA/ELLE va...</p> <p>WEEK 8: Christmas IN FRANCE</p>				
<p>Skills</p>	<p>MAIN FOCUS READING</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present.</p> <p>Demonstrate understanding of main point and opinions in short texts using familiar language. Reference to one tense only.</p> <p>Identify and note main point and extract some details from short, simple texts.</p>	<p>MAIN FOCUS WRITING</p> <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past AND the future.</p> <p>Write short texts giving and seeking information and opinions, referring to the past OR future as well the present.</p> <p>Write short text using mainly memorized language on a familiar topic referring to the present or the future and expressing simple opinions such as likes and dislikes.</p>	<p>MAIN FOCUS LISTENING</p> <p>Identify and note main points and some details from short passages such as messages and dialogues, made up of familiar language</p> <p>Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, OR the present and the future spoken clearly.</p> <p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past AND the future, spoken clearly.</p>	<p>MAIN FOCUS SPEAKING</p> <p>Begin to initiate and develop conversations and narrate event. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future</p> <p>Take part in longer conversations, expressing and justifying opinions, giving detail AND referring to the present, the past and future.</p> <p>Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to the past OR the future as well as the present.</p> <p>Take part in simple conversations, referring to the present OR the future. Exchange opinions and give simple reasons.</p>	<p>MAIN FOCUS READING</p> <p>Demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least 3 tenses, opinions and some less familiar vocabulary and more complex grammatical structures.</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present.</p>	<p>MAIN FOCUS WRITING</p> <p>Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.</p> <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past AND the future.</p> <p>Write short texts giving and seeking information and opinions, referring to the past OR future as well the present.</p> <p>Write short text using mainly memorized language on a familiar topic referring to the present or the future and expressing simple opinions such as likes and dislikes.</p>



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Assessments	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 GCSE STYLE listening task focusing on past tense (T/F/NM)</p> <p>Marking Point 2 GCSE STYLE writing task (40 Words) a past visit (imaginary or real to Paris)</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 GCSE STYLE translation Writing task Use of 3 tenses</p> <p>Marking Points 2 Listening Comprehension test. Reading Comprehension test.</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 GCSE STYLE Writing task 40 words Based on Personality of famous fictional characters</p> <p>Marking Point 2 GCSE reading Task (gap fill) focusing on family relationships</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 GCSE STYLE Listening comprehension task (T/F/NM) <i>C'est quoi ton syle?</i></p> <p>Marking Points Listening Comprehension test. Writing test.</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 GCSE STYLE Reading comprehension task on TV (reading for specific information)</p> <p>Marking Point 2 GCSE STYLE Writing task (40 words) based on film and opinion)</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Points 1 Speaking assessment.</p> <p>Marking Point 2 Reading comprehension test. Listening comprehension test.</p>
Cultural Enrichment	<p>READ Tintin Au Pays des Soviets</p> <p>WATCH Les Choristes in French Film Club. (week 6)</p> <p>VISIT Alliance Francaise de Manchester 125 Portland St, Manchester M1 4QD</p>	<p>READ Tintin en Amerique</p> <p>WATCH Asterix aux Jeux Olympiques in French Film Club (week 6)</p> <p>VISIT Cote Brasserie 4-12 St Mary's St, Manchester M3 2LB</p>	<p>READ Tintin: les Cigares du Pharaon.</p> <p>WATCH After School French Film Club "Les Triplettes de Belleville" (week 6)</p> <p>VISIT Alliance Francaise de Manchester 125 Portland St, Manchester M1 4QD</p>	<p>READ Tintin: le Lotus Bleu</p> <p>WATCH French Film Club - Les Aventures de Tintin : Le Secret de La Licorne (Week 5)</p> <p>VISIT Cote Brasserie 4-12 St Mary's St, Manchester M3 2LB</p>	<p>READ Tintin: L'Oreille Cassée</p> <p>WATCH After School French Film Club -A history of Le Tour de France (week 6)</p> <p>VISIT Alliance Francaise de Manchester 125 Portland St, Manchester M1 4QD</p>	<p>READ Tintin: L'île Noire</p> <p>WATCH Tintin: Le Cra be aux pinces d'or</p> <p>VISIT Cote Brasserie 4-12 St Mary's St, Manchester M3 2LB</p>
Character	LEADERSHIP		INITIATIVE		RESILIENCE	
 <p>QofS – Optimism Maintaining a positive outlook in the learning of a foreign language especially before the challenge some may face before a writing assessment</p>	 <p>QofS – Empathy Caring for Others, Equality, Equity The ability to connect with each other in the classroom by communicating in pairs/groups is a life skill; understanding different</p>	  <p>QofS – Creativity & Motivation Curious to try sports/games that are popular in France (e.g. handball) but not in the UK. Stimulation tasks may open desire to try new experiences.</p>	  <p>QofS – Responsibility & Reflection A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. Reflecting on language acquisition by completing</p>	  <p>QofS – Practice & Resiliency Persisting with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your</p>	 <p>QofS – Motivation Talking about future studies will help students think about what they want to do in the future/ don't want to do; inspiring them</p> <p>CV – Self-Responsibility</p>	



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	<p>CV – Openness & Honesty Open tools for students' collaboration in peer and self-assessment leading to more autonomy.</p>	<p>cultures to be able to make comparisons and thus develop empathy. CV – Solidarity, Caring for Others, Equality, Equity Paired and group works to help each other and self-manage in their own learning.</p>	<p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence</p>	<p>checklists to assess strengths and weaknesses. CV – Honesty & Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress.</p>	<p>newly learnt skills in class and at home. CV – Self-Help Getting into the good habits to look for answers in exercise books and dictionary when need be.</p>	<p>Students to understand the positives of taking responsibility for their own learning and impact of positive attitude will have in their future prospects</p>
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