

Year 8 French Autumn Term 1

What? When? Why?	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 1	Understand types of TV programmes in L2. Express simple opinions on TV types.	Ask what others watch/like to watch in L2. Understand how regular forms of –er verbs are conjugated. Use negatives in a description (L2) of TV preferences.	
Week 2	Understand types of films in L2. Express simple opinions on film types. Agree/disagree with an opinion using a simple L2 phrase.	Understand how “avoir” and etre” are conjugated. Use correct forms of avoir and etre in simple L2 sentences. Develop listening skills to be able to listen for gist on film opinions.	Discuss film preferences with justification. Say who their favourite actor/actress is in L2. Say what their favourite film is any why.
Week 3	Understand types of books in L2. Express simple opinions on book types. Extend simple opinion with justification.	Understand how regular –ir and –re verbs are conjugated. Develop reading for gist skills (on books). Express an opinion using an infinitive.	
Week 4	Understand what different activities you can use a computer for in L2. Say how often they do these activities.	Develop reading comprehension skills by using questions to help decode longer texts. Understand how 2 high frequency verbs are conjugated (aller and faire) Use these 2 verbs to create own sentences about computer use.	Extend sentences on computer use with extra details to produce a longer text about their own computer use. Develop listening skills with deeper listening activities.
Week 5	Identify the differences between a present tense and a perfect tense sentence. Understand some past activities. Identify what a person has done yesterday using some scaffolding.	Use questions to formulate answers using the perfect tense. Create a text containing present and perfect tenses saying what students do and what they did yesterday/last week.	
Week 6	Talk about TV programmes Say what they like to watch. Use –er verbs in the present tense. Use simple negative phrases.	Talk about film preferences. Use avoir in the present tense. Use etre in the present tense.	Talk about different types of books. Give justified opinions. Use regular –ir and –re verbs.

Week 7	Talk about what they do on the internet. Use frequency phrases to say how often something happens. Produce complex sentences using parce que and car.	Talk about what they did in the recent past. Use sequencers to build longer texts. Form the perfect tense of some verbs used to discuss free time.	
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Year 8 French Autumn Term 2

What? When? Why?	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 1-2	<ul style="list-style-type: none"> To be able to understand what someone did on past trip using regular verbs (listening and reading) To develop reading strategies to manage a longer text about a trip 	<ul style="list-style-type: none"> To be able to understand how positive and negative sentences differ. To begin to respond to questions about a past trip (speaking and writing). 	<ul style="list-style-type: none"> To write at length about a past trip, adding additional details when appropriate.
Week 2-3	<ul style="list-style-type: none"> To be able to understand what someone did on a past trip using irregular verbs (listening and reading). To practice key phonic sounds of vocabulary used to discuss the past. 	<ul style="list-style-type: none"> To combine regular and irregular verbs in the past to produce an itinerary/diary entry of a past trip. To be able to listen to an audio text and understand key details of a past trip. 	<ul style="list-style-type: none"> To consolidate and develop audio understanding using a video in L2 on a past trip. To practice the phonics associated with vocabulary (reading and listening as modelling).

Week 3-4	<ul style="list-style-type: none"> To be able to understand someone's opinion of a past excursion. To begin to use tone of voice to convey meaning. 	<ul style="list-style-type: none"> To use prior learning of past activities to also add opinions (reading). To use a model to produce a text outlining activities and opinions (writing). 	<ul style="list-style-type: none"> To understand key elements of an L2 advertisement. To produce own advertisement in L2 using reading as a model.
Week 4-5	<ul style="list-style-type: none"> To be able to understand how someone travelled. To be aware of which verbs use "avoir" and which use "être" and why. 	<ul style="list-style-type: none"> To be able to understand longer audio texts about someone's trip, including use of L2 video. To be able to understand a longer reading text about a past trip. 	<ul style="list-style-type: none"> To be able to draw on prior learning to produce a longer text about a past journey including journey details, activities and opinions (writing).
Week 5-6	<ul style="list-style-type: none"> To understand the different ways to form a question in L2. To practice, in spoken and written form, these question forms. 	<ul style="list-style-type: none"> To use a longer audio text as a basis for developing listening comprehension. 	<ul style="list-style-type: none"> To use audio texts and reading stimuli to draw meaning from a n L2 text. To write short diary extracts on past activities.
Week 6-7	<ul style="list-style-type: none"> To consolidate and practise key concepts of past unit (vocabulary and grammar together). 	<ul style="list-style-type: none"> To practice use of present and past tenses (reading and listening) To produce a text that uses references to past and present (writing and speaking) 	