

Holy Family Catholic School – Faculty of Communication and Culture
Autumn Half-Term 1 Year 8 French/German/Spanish

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Red Zone
Lesson 1 Week 1 To engage with sound patterns To develop pronunciation of key sounds	Simple opinions, food and drink items, positive and negative adjectives	Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present		I will be able to: <ul style="list-style-type: none"> Identify key sounds Use key sounds Spell key words correctly 	Word and chunk level dictation: Students to write variety of words/chunks in L2 from teacher prompt in L2.
Lesson 1 Week 2 To be able to sequence chunks To build vocabulary	Simple opinions, food and drink items, positive and negative adjectives	Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present	Saying what people eat and drink	I will be able to: <ul style="list-style-type: none"> Use correct word order Use a variety of vocabulary 	Word and chunk jumble: Students to complete 7 x L2 sentences using L1 prompt with jumbled chunks/words.

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Lesson 1 Week 3 To develop reading and listening skills To develop translation and writing skills	Simple opinions, food and drink items, positive and negative adjectives	Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present	Saying what people eat and drink	I will be able to: <ul style="list-style-type: none"> • Use key sounds to identify information • Use context to decipher meaning • Use a range of vocabulary to discuss myself and others 	Translation into L1: Students to translate 7 sentences into L1 from written/audio stimulus.
Lesson 1 Week 4 To engage with sound patterns To develop pronunciation of key sounds	Mealtimes, Food and drink items, Verbs with food/drink	Forming questions, Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine	Food and drink items	I will be able to: <ul style="list-style-type: none"> • Identify key sounds • Begin to use key sounds • Begin to spell key words correctly 	Word and chunk level dictation: Students to write variety of words/chunks in L2 from teacher prompt in L2.

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		behaviour in the present			
Lesson 1 Week 5 To be able to sequence chunks To build vocabulary	Mealtimes, Food and drink items, Verbs with food/drink	Forming questions, Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present	Food and drink items, mealtimes	I will be able to: <ul style="list-style-type: none"> • Use correct word order • Use a variety of vocabulary 	Word and chunk jumble: Students to complete 7 x L2 sentences using L1 prompt with jumbled chunks/words.
Lesson 1 Week 6 To develop reading and listening skills	Mealtimes, Food and drink items, Verbs with food/drink	Forming questions, Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings,	Food and drink items, mealtimes	I will be able to: <ul style="list-style-type: none"> • Use key sounds to identify information • Use context to decipher meaning 	Translation into L1: Students to translate 7 sentences into L1 from written/audio stimulus.

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		Comparing and contrasting, Describing routine behaviour in the present			
Lesson 1 Week 7 To develop translation and writing skills	Mealtimes, Food and drink items, Verbs with food/drink	Forming questions, Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present	Food and drink items, mealtimes	I will be able to: <ul style="list-style-type: none"> • Use key sounds to identify information. • Use context to decipher meaning. • Reflect on own work and improve when needed. 	Translation into L2: Students to translate 7 sentences into L1 from written/audio stimulus. (Green pen task)