

KEVICC KS3 Curriculum:	Subject: French	Key terms and vocabulary.
Year: 7 Term: Autumn	Topic: Moi et ma famille (My family and I)	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p>Skill focus is SPEAKING</p> <p>Content</p> <ul style="list-style-type: none"> • French culture • Cognates • Pronunciation/Phonics • Dictionary skills • Class target language, Classroom objects and instructions • The alphabet • Introductions • Numbers 1-31 • Days of the week, Months and birthdays • Family members • animals • Describing yourself and others • Hair and eyes • <i>What animals would you like(Je voudrais) and describing your ideal family</i> • How to TAILOR your work in preparation for assessments <p>Culture: Learning about French art and 'Le Petit Nicholas' film project</p> <p>Grammar</p> <p>Nouns, adjectives, verbs Indefinite article un/une Definite article le/la Adjectival agreement Avoir Possessive adjectives mon, ma, mes Intensifiers and Linking words Introduce key conditional tense verbs eg. Je voudrais, il/elle serait, il y aurait</p>		<p>Vocabulary includes key verbs in present tense, numbers 1-30, days, months, intensifiers, linking words in French, family members, animals, adjectives to describe people. Teachers will give students Vocabulary lists/Knowledge Organisers and Sentence builders at the start of each unit. Students should use these to help with their work and build their knowledge.</p>
<p>What prior learning supports understanding of this content?</p> <p>No prior learning assumed, students complete a questionnaire at the start of Year 7 to find out if they have any prior MFL knowledge</p>	<p>How does this content link to future learning?</p> <p>Key questions, grammar and vocabulary that will be revisited and built upon in future learning. Key Verbs and concept of how to TAILOR your work embedded across whole of KS3</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading activities from textbook and model texts provided by teachers to develop comprehension and literacy.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Writing answers to key speaking questions in preparation for the speaking assessment. Checking for accuracy. How to TAILOR your work.</p>	
<p>Key assessments: Speaking assessment.</p> <p>How will feedback be received?</p> <p>WWW/Next Steps feedback sheets will be completed after the assessment and the students' current pathway will be identified using the MFL Personalised Learning Checklist.</p> <p>What will be seen in books? 'Can Do' statement purple sheet will be completed by students to assess their confidence and track their progress</p> <p>Feedback will be given by teachers on the main Speaking assessment (green feedback sheets used for this). Book checks will be regularly completed to ensure work is of high standard and students are achieving their potential.</p>		