

## Program of Study Y9

Blue text indicates work that all students should be able to access, including SEN and EAL pupils

Orange text includes work that middle attaining students should be able to access but ,may be too challenging for some.

Purple text indicates more challenging work that higher ability pupils might be able to attempt and that names Higher Attainers should definitely be able to complete

*Purple Italics indicates work for higher attaining pupils (L6-8), students aiming for 4 or more LOP over the keystone.*

<b>Topic</b>	Illnesses, remedies, body parts
<b>Timescale</b>	Sept - end Oct
<b>Learning outcomes</b>	<p>All: Talking about illness Healthy living</p> <p>Most To understand basic grammar rules (partitive article / masc and fem) To be able to translate sentences from Fr-Eng and Eng-Fr</p> <p>Some : Understanding and giving advice using imperative</p>
<b>Grammar</b>	<p>time phrases adverbs of time</p> <p>The negatives ne... jamais, ne...plus, ne ...que au, à la, à l' , aux</p> <p>Expressions with avoir and être</p> <p>The imperative tu/vous <i>the perfect tense</i></p>
<b>Literacy</b>	Spellings / grammar / opinions / translation / dictation
<b>SMSC</b>	<ul style="list-style-type: none"> <li>■ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</li> <li>■understanding of the consequences of their actions</li> </ul>
<b>Resources</b>	Worksheet, boardworks, Rachel Hawkes Zigzag resources, teachit languages resources, Studio books
<b>End objective</b>	Produce a presentation including written work about healthy living
<b>Assessment</b>	Reading test

<b>Topic</b>	Introduction to coursework
<b>Timescale</b>	Nov - second week in Dec
<b>Learning outcomes</b>	<p><i>All: To be able to talk about yourself</i></p> <p><i>Most: To be able to describe your family and pets</i></p> <p><i>Some: To be able to say what you did last weekend</i></p> <p><i>To be able to say you plan to do next weekend</i></p>
<b>Grammar</b>	<p>time markers</p> <p>connectives</p> <p>adjectives</p> <p>opinions/reasons</p> <p>present tense</p> <p>intensifiers (très: very, trop:too, assez:fairly)</p> <p>adverbs (vraiment: really, complètement)</p> <p>negative (ne verb pas e.g : je ne mange pas)</p> <p>cognates / context</p> <p>revision of 'tickables'</p> <p>past tense (j'ai mangé...c'était/ j'étais)</p> <p>future tense (je vais + infinitive)</p> <p>conditional (je voudrais)</p>
<b>Literacy</b>	Spellings / grammar / opinions / translation
<b>SMSC</b>	Preparation for exams
<b>Resources</b>	Feuilles de lecture (Mary Glasgow) / Boardworks / It rooms (linguscope) , Doodle
<b>End objective</b>	To be able to write a 200-240 words essay about yourself.
<b>Assessment</b>	Write an essay in exam conditions

<b>Topic</b>	Ma ville idéale vs. campagne
<b>Timescale</b>	January - Feb half term
<b>Learning outcomes</b>	<p>All: To be able to describe where a town or village is To talk about places in town</p> <p>Most: To talk about what sort of town you live in and describe the places To express preferences using the conditional To translate a paragraph about the town vs countryside</p> <p>Some: To talk about activities in towns using on peut... and past tense <i>To include 4 tenses in a paragraph (past / future simple / future conditional / present</i></p>
<b>Grammar</b>	<p>au, à la, à l' , aux</p> <p>On peut.../ conditional/ genders/ past tense/</p>
<b>Literacy</b>	Spellings / grammar / opinions / reading authentic texts / translation / inference
<b>SMSC</b>	Students develop a sense of curiosity, enjoyment, imagination and creativity in connection with their learning and their life IT project : pupils learn how to work together
<b>Resources</b>	Boardworks / It rooms (linguscope) , Doodle
<b>End objective</b>	To design a leaflet to promote Leicester
<b>Assessment</b>	Speaking assessment in last week of Feb half term (revision on prompt sheet)

<b>Topic</b>	Technologie - L'avenir
<b>Timescale</b>	Easter half term
<b>Learning outcomes</b>	<p>All: To learn items of technology To learn the vocab for jobs</p> <p>Most: To be able to express opinions about technologies</p> <p>Some: To be able to use the future to express an ideal future life <i>To be able to talk about a future career and justify</i></p>
<b>Grammar</b>	<p>Adverbs of time time expression</p> <p>Quand + the future tenses (near and simple) / conditional</p>
<b>Literacy</b>	Spellings / grammar / opinions / dictation / translation
<b>SMSC</b>	develop a sense of curiosity, enjoyment, imagination and creativity in connection with their learning and their life / working together co-operatively
<b>Resources</b>	Boardworks / It rooms (linguascope) , Doodle / RH, ZIgzag / teachit
<b>End objective</b>	<ul style="list-style-type: none"> <li>- IT project around 'l'avenir'</li> <li>- OR group project on the house of the future</li> </ul>
<b>Assessment</b>	Reading assessment in last week of term / translation exam

<b>Topic</b>	Une histoire
<b>Timescale</b>	April-summer half term
<b>Learning outcomes</b>	<p><b>All:</b> Descriptions of people with adjectives</p> <p><b>Most:</b> Comparing 'when I was little' with 'now'</p> <p>To compare the present and the imperfect</p> <p>The imperfect tense with je</p> <p>To understand a narrative in the imperfect tense</p> <p>To be able to take dictation of three or more sentences in French and translate to English</p> <p><b>Some:</b> Using the imperfect with regular verbs (j'adorais-j'avais-je jouais-je portais-je regardais)</p> <p>Talking about sports you used to do (je faisais-je jouais-j'avais l'habitude de)</p> <p><i>To practice with the imperfect tense</i></p>
<b>Grammar</b>	<p>How to say 'I was' and 'it was'</p> <p>The imperfect tense with je</p> <p>The imperfect tense (all forms)</p> <p>Pronunciation of ais, ait, and aient</p> <p><i>The imperfect of description (il/elle portait-était-avait-s'appelaient-parlait-buvait-mangeait-preparait-pleurer...)and using the imperfect with other pronouns</i></p>
<b>Literacy</b>	Spellings / grammar / opinions / dictation
<b>SMSC</b>	develop a sense of curiosity, enjoyment, imagination and creativity in connection with their learning and their life
<b>Resources</b>	Feuille de lecture Mary Glasgow/ Boardworks / IT rooms (linguscope) , Doodle, fairy tale snow / RH, authentic French fairy tales
<b>End objective</b>	To create a storyboard in the imperfect tense at L5 or new equivalent
<b>Assessment</b>	Write a story in the imperfect tense

<b>Topic</b>	Media and TV
<b>Timescale</b>	June-July
<b>Learning outcomes</b>	<p>All: Learn up to 12 types of tv shows  Learn up to 12 types of film  Learn up to 12 types of books and music</p> <p>Most: Discussing what's on the television  Using direct object pronouns</p> <p>Some: Revise the perfect tense  Using present, past and future tenses  <i>To tackle an authentic text talking about 'la fête de la musique'</i></p>
<b>Grammar</b>	direct object pronouns/ the perfect tense/ present, past and future tenses
<b>Literacy</b>	Spellings / grammar / opinions
<b>SMSC</b>	Authentic texts, celebration of French event
<b>Resources</b>	Feuille de lecture mary Glasgow/ Boardworks / task magic/ (linguscope) , Doodle, EXPO 3 red
<b>End objective</b>	To be able to defend an opinion facing an audience with questions
<b>Assessment</b>	Speaking presentation about favourite TV shows, films, music with arguments to give responding to an audience