



Big Question - Ma Vie De Famille

AoLE: : Languages, Literacy and Communication	Subject: French	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How do I describe my family and where I live in French?	<p>To discuss what French people have for breakfast. Give information about your family members, including pets, and ask others about their families. Describe where you live in detail and where you would like to live. Discover different places in La Francophonie.</p> <p>Skills: To develop more complex sentences using opinions and connectives to facilitate extended oral and writing tasks. To develop extended conversations in pairs/groups. To develop reading skills of skimming and scanning for information in a text with familiar language and some unfamiliar language. To use some authentic materials. To use different forms of high frequency verbs with increasing confidence.</p>	<p>Vocabulary: students should have a basic vocabulary of common words and phrases related to greetings, introductions, numbers, colours, family members, school subjects, food and daily activities. They should be familiar with simple vocabulary for describing people, places and objects.</p> <p>Pronunciation: students should be able to pronounce French sounds accurately, including nasal sounds like "on" and "en." They should know how to pronounce common French words and expressions.</p> <p>Grammar: students should have a basic understanding of French grammar concepts such as subject pronouns (je, tu, il/elle), basic verb conjugations (present tense of regular verbs) and basic sentence structure (subject-verb-object). They should be familiar with question formation using inversion or est-ce que.</p> <p>Basic conversational skills: students should be able to engage in simple conversations in French, such as greetings and introductions, asking and answering questions about personal information (name, age, nationality, etc.), talking about likes and dislikes and expressing basic needs.</p> <p>Cultural awareness: students should engage with aspects of French culture and customs, including greetings and social etiquette, typical French food, major French cities and famous French landmarks.</p>

What does progression look like in this 'Big Question?'

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can use my knowledge of grammar, including syntax, and a wide range of vocabulary to enhance my independent communication.</p> <p>I can reflect critically on my language use and can make informed choices about vocabulary, idiomatic language and syntax in order to express myself with clarity.</p> <p>I can listen and read to enhance my range of language and to improve my own expression and communication.</p>	<p>Evaluate the influence of cultural values and traditions on family dynamics in France.</p> <p>Analyse different forms of French media (songs, videos, advertisements) to identify cultural perspectives and linguistic features.</p> <p>Critique and provide feedback on classmates' written or oral presentations in French.</p> <p>Reflect on personal language learning progress, identifying strengths and areas for improvement.</p> <p>Create a detailed blog about pets.</p>



	<p>I can independently identify translanguaging opportunities to enhance my learning and communication in my languages.</p> <p>I can communicate, interact and mediate in multiple languages and identify myself as multilingual.</p>	
Advancing	<p>I can adapt and manipulate language to build sentences, using increasingly varied vocabulary.</p> <p>I can reflect on my language use and can apply familiar strategies to improve the quality of my spoken, written and visual communication.</p> <p>I can listen and read to increase my vocabulary and can vary my sentence structures to improve my own communication.</p> <p>I can apply my translanguaging skills to support my learning in familiar and new languages.</p> <p>I can use my knowledge of how languages work to support further language learning.</p>	<p>Use basic sentence structures to describe people, objects, or daily activities in French.</p> <p>Create a family tree diagram in French, including names, ages, and relationships of family members.</p> <p>Compare and contrast French and English grammar rules, identifying similarities and differences.</p> <p>Explain the meaning of different possessive adjectives in French.</p>
Securing	<p>I can construct my own sentences using the vocabulary and patterns I have learnt.</p> <p>I am beginning to reflect on my language use in order to improve the quality of my communication.</p> <p>I can listen and read to build a bank of words and sentences and use these to improve my own communication.</p> <p>I can receive information in one language and adapt it for various purposes in another language.</p> <p>I can communicate in a growing range of languages.</p>	<p>Read short texts or dialogues in French and demonstrate comprehension by answering questions or summarising the main ideas.</p> <p>Contribute effectively during class speaking tasks.</p> <p>Summarise a short paragraph describing a family and their living area in French</p>
Beginning	<p>I have experienced opportunities to use international languages.</p> <p>I am beginning to draw on information presented in one language and convey it in my own words in another.</p> <p>I can understand that people use different languages.</p>	<p>Students can identify and recall basic adjectives about their families and where they live in French.</p> <p>Locate vocabulary from texts/worksheets/audio files.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Students will have the opportunity to taste traditional French food.</p> <p>Students can create a family tree in French, describing each family member with their names, ages and relationships. They can also include physical descriptions and hobbies. This project allows students to practise vocabulary, possessive adjectives and sentence structures while exploring their own family history.</p>	<p>Literacy: numerous Speaking, Listening, Reading and Writing opportunities (see SoW).</p> <p>Numeracy: simple addition, subtraction, multiplication (1-100), Sequencing whole numbers.</p> <p>DCF: use of flipgrids to record a role play in Google Classroom and QR codes.</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment:</p> <p>Teacher circulating</p> <p>Q&A discussions on various topics</p> <p>Recall tasks</p> <p>Comprehension activities</p> <p>Vocabulary exploration</p> <p>Peer/self-assessment tasks</p> <p>Consolidation writing activities</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> • a range of opinions (Include information about other people's opinions) • a range of connectives • a range of numbers • a range of adjectives • a range of reasons.



Numerous speaking and listening activities	
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Evaluation (To be completed 2024)		
Strengths	Areas for Development	Pupil Voice