

Bellerive FCJ Catholic College
KS3 Scheme of Learning

KS3 Unit Overview – (Medium Term Plans) Half term 1

Green= essential

Ensure you are teaching from Active teach Vert for Set 3 classes and homework booklet for Yr 9 set 3 is vert booklet

<p>French/Year 9 /Module1 Vive les vacances – Dynamo2</p> <p>Talking about school holidays</p> <p>Revising the verbs <i>avoir</i> and <i>être</i></p> <p>Saying what you did during the holidays</p> <p>Using the perfect tense of regular <i>-er</i> verbs</p> <p>Describing a visit to a theme park</p> <p>Using the perfect tense of irregular verbs</p> <p>Saying where you went and how</p> <p>Using Listening for negatives in the perfect tense</p> <p>Reading to spot the perfect tense in a text he perfect tense of verbs that take <i>être</i></p> <p>Asking and answering questions</p> <p>Using the present and perfect tenses together</p> <p>Grammar and skills coverage:</p> <p>The verb <i>avoir</i></p> <p>Pronunciation: liaison The verb <i>être</i></p> <p>Pronunciation of an, en and gn sounds: en vacances / grands-parents; campagne / montagne</p> <p>The perfect tense of regular <i>-er</i> verbs</p> <p>Pronunciation of <i>-ai</i> and <i>-é</i></p> <p>Asking ‘yes’ / ‘no’ questions</p> <p>Reading skills: Using context and logic</p> <p>Using on to mean ‘we’</p> <p>Using <i>c’était</i> + adjective</p> <p>Negative sentences in the perfect tense</p> <p>Listening and reading for negative</p> <p>How to form and conjugate the imperfect tense and future tenses – Set 1 only</p>	<p>Pupils will focus particularly on the following statements from the programme of study:</p> <p>building on foundations of language learning in Year 8</p> <p>*will use a variety of key grammatical structures and patterns including voices and moods</p> <p>*identify and use tenses or structures which convey the present past future and conditional tense.</p> <p>*develop and use a wide ranging and deepening vocabulary that goes beyond their immediate needs.</p> <p>*use accurate grammar, spelling and punctuation.</p> <p>*speak with increasing confidence, fluency and spontaneity.</p> <p>Subject specific vocabulary/structures</p> <p>Word of Week(found in NH bulletin published on a Friday afternoon) needs to be incorporated into lessons and shared with all classes</p> <p><u>Knowledge Organiser booklet and Quizlet live used as retrieval practice</u></p> <p><u>Knowledge Organiser Booklet- Pg.14</u></p> <p>Tier 1 <i>Tu as combien de semaines de vacances en été / hiver?</i></p>
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Tu es où en vacances?

*Je suis / Nous sommes en vacances ...
au bord de la mer / à la montagne / à la
campagne / en colo*

Tier 2 *Pendant les vacances ...*

J'ai joué au tennis.

J'ai mangé des glaces.

Tier 3 *Qu'est-ce que tu as fait pendant les
vacances?*

*après, d'abord, ensuite, finalement, puis
C'était ...*

Vous êtes allé(e)(s) où?

Vous avez voyagé comment?

J'ai voyagé / Nous avons voyagé en

*Je n'ai pas pris de photos parce que j'ai perdu
mon portable.*

*On n'a pas mangé au restaurant parce que c'était
sale.*

*On n'est pas allé(e)s au parc d'attractions parce
qu'on a raté le bus.*

J'ai oublié mon passeport à la maison.

On est arrivé(e)s en retard à l'aéroport.

On a raté l'avion.

Je suis tombé(e).

Qu'est-ce que tu as fait d'abord?

Qu'est-ce que tu as fait ensuite?

Qu'est-ce que tu as fait enfin?

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Assessment tasks	As FCJ educators, we will focus on the FCJ values by focusing on inspirational Oxford graduate Malala Yousafzai for the academic year 2020-2021	Oracy and Numeracy Skills Price is Right game for numeracy All Literacy mats to be used every lesson. Sentence builder frames

Teaching Activities and Resources required Active teach dynamo 2 Module 1 Resources folder – All tenses ppt Numeracy – Price is right Trotro Workshhet in resources folder- good for future tense
Cultural Literacy European day of Languages National Poetry Day- Déjeuner du matin Jacques Prevert Roald Dahl day Toussaint/Halloween

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KS3 Scheme of Learning

KS3 Unit Overview – (Medium Term Plans) Half term 2

Green= essential

<p>French/Year 9 /Module 2- J'adore les fêtes Dynamo</p> <p>Talking about festivals and celebrations</p> <p>Saying what you like and dislike</p> <p>Describing festivals and special days</p> <p>Using the present tense of regular –ir and –re verbs</p> <p>Buying food at a market</p> <p>Using transactional language</p> <p>Using prediction to help with challenging listening passages</p> <p>Giving answers in French for a reading task</p> <p>Talking about a future trip</p> <p>Using the near future tense (with questions)</p> <p>Writing about New Year</p> <p>Combining the present and near future tenses</p> <p>Grammar and skills coverage:</p> <p>Opinion phrases: j'aime + infinitive</p> <p>Pronunciation: silent consonants at the end of words (t, x, p)</p> <p>Pronouncing and recognising higher numbers</p> <p>The present tense of regular –ir and –re verbs</p> <p>Pronunciation: silent verb endings (s, ent, t)</p> <p>Pronunciation: cognates:</p> <p>de after quantities</p> <p>Register (being polite)</p> <p>Present tense of vouloir</p> <p>The partitive article: some</p> <p>Using prediction when listening</p>	<p>Pupils will focus particularly on the following statements from the programme of study:</p> <p>building on foundations of language learning in Year 8 and revisiting the present tense</p> <p>*will use a variety of key grammatical structures and patterns including voices and moods</p> <p>*identify and use tenses or structures which convey the present past future and conditional tense.</p> <p>*develop and use a wide ranging and deepening vocabulary that goes beyond their immediate needs.</p> <p>*use accurate grammar, spelling and punctuation.</p> <p>*speak with increasing confidence, fluency and spontaneity.</p> <p>Subject specific vocabulary/structures</p> <p>Word of Week(found in NH bulletin published on a Friday afternoon) needs to be incorporated into lessons and shared with all classes</p> <p>Tier 1</p> <p>À Pâques / Pour mon anniversaire ...</p> <p>C'était ...</p> <p>vraiment / un peu / trop ...</p> <p>délicieux / léger / sucré / salé / savoureux.</p> <p>Tier 2 En ce moment ... Je vais goûter On va ...</p> <p>visiter / admirer / choisir</p>
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		<p>Tier 3 normalement / toujours / d'abord / le soir / après / à minuit /</p>
<p>Assessment tasks</p>	<p>As FCJ educators, we will focus on the FCJ values by focusing on inspirational Oxford graduate Malala Yousafzai for the academic year 2020-2021</p> <p>We will do everything we can as a department to support one another, keeping in mind that we are role models for the students we teach.</p> <p>Companionship</p>	<p>Oracy and Numeracy Skills</p> <p>All Literacy mats to be used every lesson.</p> <p>Sentence builder frames</p>

<p>Teaching Activities and Resources required:</p> <p>Active teach Module 2</p> <p>Resources folder</p>
<p>Cultural Literacy</p> <p>Guy Fawkes worksheet in resources folder week of 4th Nov.</p> <p>Christmas lesson with FLA</p> <p>Gingerbread Man story</p> <p>Jour de Souvenir</p>

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KS3 Unit Overview – (Medium Term Plans) Half term 3

Green= essential

<p>French/Year /Module 3 - Dynamo 2</p> <p>Talking about celebrities and TV programmes Using singular and plural adjective agreement Talking about digital technology Forming and answering a range of questions Arranging to go to the cinema The 24-hour clock Buying cinema tickets Talking about leisure activities Using negatives Spotting synonyms Looking up perfect tense verbs when reading Using three tenses when speaking <i>Speaking from notes- Linked to Assessment for T2</i></p> <p>Grammar and skills coverage:</p> <p>Singular adjective agreement Checking the gender of nouns Pronunciation of key sounds (é, in, eu, è, tion) Plural adjective agreement Asking questions (question word + est-ce que) Pronunciation: –tion and –qu– sounds The near future tense The verb lire Negatives (ne ... pas, ne ... jamais, ne ... rien) Possessive adjectives: son, sa, ses Using the perfect tense and c'était + adjective Spotting synonyms Irregular past participles (bu, lu, vu) Looking up perfect tense verbs</p>	<p>Pupils will focus particularly on the following statements from the programme of study:</p> <p>building on foundations of language learning in Year 8 & term 1&2 of Yr. 9 *will use a variety of key grammatical structures and patterns including voices and moods *identify and use tenses or structures which convey the present past future and conditional tense. *develop and use a wide ranging and deepening vocabulary that goes beyond their immediate needs. *use accurate grammar, spelling and punctuation. *speak with increasing confidence, fluency and spontaneity.</p> <p>Subject specific vocabulary/structures Word of Week(found in NH bulletin published on a Friday afternoon) needs to be incorporated into lessons and shared with all classes <u>Knowledge Organiser booklet and Quizlet live used as retrieval practice</u> <u>Knowledge Organiser Booklet- Pg.24</u></p> <p>Tier 1 Qui est ta célébrité préférée et pourquoi? Moi, perso, j'aime beaucoup ... parce qu'il/elle est ... Cependant je n'aime pas ...</p>
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The verb prendre
Using three tenses together (present, perfect and near future)
Using connectives

les comédies / les dessins animés / les documentaires / les feuilletons / les infos / les jeux (télévisés) / les séries (policières)
les émissions de ...
cuisine / musique / science-fiction / sport / télé-**réalité**

Qu'est-ce que tu aimes ou n'aimes pas à la télé?
J'adore les séries policières comme ...
Je n'aime pas du tout les feuilletons comme ...
J'aime beaucoup les jeux télévisés comme ...
Je n'aime pas tellement les émissions de télé-réalité comme ...
... parce qu'ils/elles sont ...
nul(le)s / intéressant(e)s / divertissant(e)s / marrant(e)s / passionnant(e)s / ennuyeux/ennuyeuses / bêtes / ridicules / plein(e)s d'action.

Tier 2 Je regarde la télé ...

... le matin, avant les cours / tous les soirs / le weekend.
... dans le salon / dans le bus / dans ma chambre.
... seul(e) / avec mes amis / avec ma famille.
... à la demande, sur Netflix / en streaming sur mon smartphone / sur mon ordinateur ou sur ma tablette
... parce que ...
... c'est facile / c'est varié / ce n'est pas cher.
Quand est-ce que tu joues à des jeux vidéo?

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D'habitude je joue tous les soirs ...
Mon acteur/actrice préféré(e) est ... parce que /
qu' ...
J'écoute de la musique en streaming sur mon
portable ...
Mon chanteur/Ma chanteuse préféré(e) est ...
J'adore aussi les jeux vidéo. En ce moment, je
joue ...
Hier, j'ai regardé / écouté / joué

**Tier 3 Je vais au cinéma ce soir. Tu viens?
Désolé(e). Je ne peux pas. / Ça dépend.
Qu'est-ce que tu vas voir?**

Je vais voir ...

Je veux bien, merci.

Il y a une séance à ...

Rendez-vous où et à quelle heure?

Rendez-vous chez moi / chez toi.

À plus. / À demain. / À samedi.

aujourd'hui / ce matin / ce soir / cet après-midi
/ demain (soir) / (samedi) prochain

D'accord. / Génial! / Bonne idée! / Je veux bien,
merci.

Non, merci. / Tu rigoles! / Je n'ai pas envie. /

Désolé(e), je ne peux pas.

Quels sont tes loisirs?

Qu'est-ce que tu ne fais pas souvent?

Qu'est-ce que tu ne fais jamais?

Pourquoi?

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		<p>Après les cours / Le samedi / Parfois / Souvent / De temps en temps / En été, ... j'écoute / je joue / je fais / je lis / je regarde / je vais ...</p> <p>Je n'écoute pas ... Je ne joue / lis / vais jamais ... Je ne fais / regarde / lis rien. j'ai découvert / j'ai attendu / j'ai dépensé / j'ai essayé / j'ai bu / j'ai vu / j'ai lu</p> <p>Hier / Samedi dernier, je suis allé(e) ... avec ... J'ai acheté ... / Je n'ai rien acheté. J'ai bu / mangé / fait / vu / pris ... C'était ... parce que ... Qu'est-ce que tu fais, normalement, le weekend? Normalement, j'écoute de la musique, je joue au foot, ... Qu'est-ce que tu as fait le weekend dernier? Le weekend dernier, je suis allé au parc, j'ai ... Qu'est-ce que tu vas faire le weekend prochain? Le weekend prochain, je vais retrouver mes copains.</p>
<p>Assessment tasks Speaking Assessment to be completed on Module 3 by 15th Feb. This will be reported in T2 tracking by Friday 28th Feb. Speaking test C –Set 3 Speaking test D- Set 1 &Set 2</p>	<p>As FCJ educators, we will focus on the FCJ values by focusing on inspirational Oxford graduate Malala Yousafzai for the academic year 2020-2021 Promoting a positive learning environment, full of enthusiasm and encouraging a willingness to meet the challenges ahead. Hope</p>	<p>Oracy and Numeracy Skills All Literacy mats to be used every lesson. Sentence builder frames The 24 hr clock Quick starters from numeracy folder</p>

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Please remember to match the skill of note taking in prep. for speaking

See FCJ Values in MFL Document

Teaching Activities and Resources required

Active teach as appropriate.

*This is language ID 346 What type of films do you like and why? (opinions)

*This is language ID330- Do you prefer going to the cinema or downloading a film? Why?(opinions)

*This is Language ID411- What have you seen on TV recently?

*This is language ID 282-What are you going to do in your free time next weekend?

Questioning tennis task- Resources Folder

Ppt on 3 tenses together- Resources Folder

Cultural Literacy

Mardi Gras/La Chandleur – Resources in cultural Folder

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KS3 Unit Overview – (Medium Term Plans) Half term 4

Options lesson to be delivered after the FCJ lesson at the beginning of this term. See options folder. Sixth form will also visit these lessons.

Green= essential

<p>French/Year /Module 4 – Dynamo Talking about where you live, Dicsussing the weather and describing where you live Pg 78-83(Module 4 Part 1)</p> <p>Talking about where you live Discussing the weather Describing where you live Using pouvoir + infinitive Guided tour of Lyon, France</p> <p>Grammar and skills coverage: Saying 'in' (dans, en, au, à la, aux) Pronunciation: silent consonants Expressions of quantity (with de) Using the verb pouvoir Pronunciation: eu and ou; silent letters: x, t, s, ent Using devoir Listening to spot and transcribe infinitives and nouns Using grammatical knowledge while reading Pronunciation: silent x and s; ll Using irregular adjectives (beau, nouveau and vieux)</p>	<p>Pupils will focus particularly on the following statements from the programme of study:</p> <p>building on foundations of language learning in Year 8</p> <ul style="list-style-type: none"> *will use a variety of key grammatical structures and patterns including voices and moods *identify and use tenses or structures which convey the present past future, conditional and imperfect tense. *develop and use a wide ranging and deepening vocabulary that goes beyond their immediate needs. *use accurate grammar, spelling and punctuation. *speak with increasing confidence, fluency and spontaneity. *reading literary texts in the mfl such as song. <p>Subject specific vocabulary/structures Word of Week(found in NH bulletin published on a Friday afternoon) needs to be incorporated into lessons and shared with all classes <u>Knowledge Organiser booklet and Quizlet live used as retrieval practice</u> <u>Knowledge Organiser Booklet- Pg.12&Pg. 28</u></p> <p>Tier 1 Quel temps fait-il? Il fait beau.</p>
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Il fait mauvais.

Il fait chaud.

Il fait froid.

Il pleut.

Il neige.

Il y a du soleil.

Il y a du vent.

Il y a du brouillard.

Il y a des orages.

C'est quelle sorte de ville?

C'est où?

C'est comment en été? Pourquoi?

C'est comment en hiver? Pourquoi?

Qu'est-ce qu'il y a sur la photo?

Sur la photo, il y a ...

À ton avis, c'est dans quel pays?

À mon avis, c'est en ...

Quel temps fait-il sur la photo?

Sur la photo, il ...

Qu'est-ce que tu penses de la ville / du village sur la photo?

Je pense que c'est ...

Tier 2 *C'est comment, ta région?*

Dans ma région, ...

il y a peu / beaucoup / plein / trop de ...

bâtiments / voitures / jardins publics / touristes /

champs / plages / rivières / forêts / lacs /

montagnes / magasins / restaurants.

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	<p><i>il y a peu / beaucoup / plein / trop d'appartements.</i></p> <p><i>En été / En hiver on peut / on ne peut pas ... visiter les monuments historiques / des grottes. faire du ski / du canoë-kayak / des randonnées / les magasins. aller au cinéma / à la plage / en ville. manger des crêpes.</i></p> <p><i>Quel temps fait-il pendant la saison sèche? Est-ce que tu peux aller à l'école pendant la saison sèche?</i></p> <p><i>C'est comment, ta région?</i></p> <p><i>Dans ma région, ...</i></p> <p><i>il y a peu / beaucoup / plein / trop de ... bâtiments / voitures / jardins publics / touristes / champs / plages / rivières / forêts / lacs / montagnes / magasins / restaurants.</i></p> <p><i>il y a peu / beaucoup / plein / trop d'appartements.</i></p> <p>Tier 3</p> <p><i>En été / En hiver on peut / on ne peut pas ... visiter les monuments historiques / des grottes. faire du ski / du canoë-kayak / des randonnées / les magasins. aller au cinéma / à la plage / en ville. manger des crêpes.</i></p> <p><i>Quel temps fait-il pendant la saison sèche? Est-ce que tu peux aller à l'école pendant la saison sèche?</i></p>
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		<p>Qu'est-ce que tu peux faire pendant la saison des pluies? Est-ce que tu peux aller à l'école pendant la saison des pluies?</p>
<p>Assessment tasks: Data to be entered into SIMS for Speaking Assessment conducted at the end of last half term. Due at the end of the first week of term</p>	<p>As FCJ educators, we will focus on the FCJ values by focusing on inspirational Oxford graduate Malala Yousafzai for the academic year 2020-2021 Striving at all times to promote and nurture listening skills, recognising the dignity of everyone- dignité. See FCJ Values in MFL Document</p>	<p>Oracy and Numeracy Skills All Literacy mats to be used every lesson. Sentence builder frames</p>

<p>Teaching Activities and Resources required Please use Exercises from Active teach as appropriate. Below are also a variety of activities covering a wide range of tenses. *This is language ID 822-Do you like your town/village?(opinions) *This is language ID795- If you could change something in your town/ village, what would it be? (conditional) Set 1 &2 *This is Language ID2507- What are you doing this weekend in your town? (Future) *This is language ID 773- What did you do the last time you went out in your area? (Past) * This is language ID 314/315- What did you do during Christmas period? Festivals Guided tour of Lyon France Work sheet- resources Folder</p> <p>Cultural Literacy World Book Day – Le Petit Prince FLA describing her area and weather from language covered in this unit See cultural folder for lessons on Pâques International Francophonie day</p>
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Reading of tresor in resources folder with activities

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KS3 Unit Overview – (Medium Term Plans) Half term 5

Green= essential

<p>French/Year 9/Module 4- Daily Routine P 84- 91</p> <p>Talking about daily routine</p> <p>Using reflexive verbs</p> <p>Talking about moving house</p> <p>Using irregular adjectives (<i>beau, nouveau</i> and <i>vieux</i>)</p> <p>Using three tenses in writing</p> <p>Cultural literacy. See activités in resource folder</p> <p>Grammar and skills coverage:</p> <p>Using <i>devoir</i> Reflexive verbs</p> <p>Taking notes while listening; listening for key information</p> <p>Writing in detail (connectives, sequencers, frequency expressions, time phrases)</p> <p>Irregular adjectives: <i>beau, nouveau</i> and <i>vieux</i></p> <p>Pronunciation: silent <i>x</i> and <i>s</i>; //</p> <p>Combining present and past tenses</p> <p>Reading for detail</p> <p>Using three tenses together (present, past and near future- Resources in folder)</p>	<p>Pupils will focus particularly on the following statements from the programme of study:</p> <p>building on foundations of language learning in Year 8</p> <p>*will use a variety of key grammatical structures and patterns including voices and moods</p> <p>*identify and use tenses or structures which convey the present past future, conditional and imperfect tense.</p> <p>*develop and use a wide ranging and deepening vocabulary that goes beyond their immediate needs.</p> <p>*use accurate grammar, spelling and punctuation.</p> <p>*speak with increasing confidence, fluency and spontaneity.</p> <p>*reading literary texts in the mfl such as song.</p> <p>Subject specific vocabulary/structures</p> <p>Word of Week(found in NH bulletin published on a Friday afternoon) needs to be incorporated into lessons and shared with all class</p> <p><u>Knowledge Organiser booklet and Quizlet live used as retrieval practice</u></p> <p><u>Knowledge Organiser Booklet- Pg.31</u></p> <p>Tier 1 <i>Je dois ... / Ma sœur doit ... / Mon frère doit</i></p>
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		<p>Tier 2 : <i>Reflexive verbs in present tense and irrégulier adjectives</i></p> <p>Tier 3 <i>Reflexive in the perfect tense</i></p>
<p>Assessment tasks</p>	<p>As FCJ educators, we will focus on the FCJ values by focusing on inspirational Oxford graduate Malala Yousafzai for the academic year 2020-2021</p> <p>Promoting a positive learning environment, full of enthusiasm and encouraging a willingness to meet the challenges ahead. Justice</p>	<p>Oracy and Numeracy Skills</p> <p>All Literacy mats to be used every lesson.</p> <p>Sentence builder frames</p>

<p>Teaching Activities and Resources required</p> <p>Active teach</p> <p>Sentence Builders in Resources folder</p> <p>2 out of 3 narrow reading texts in resources folder</p> <p>1er mai in cultural lfolder</p> <p>Eurovision</p> <p>Cannes text in resources folder</p> <p>Grammar ppt in resources folder</p>
<p>Cultural Literacy</p>

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Cannes Narrow reading on Tour Eiffel, Parc Asterix Eurovision Song Contest

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KS3 Unit Overview – (Medium Term Plans) Half term 6

Green= essential

<p>French/Year 9 / Dynamo 2 - Module 5 Le Sport</p> <p>Talking about sports Using <i>jouer à</i> and <i>faire de</i> Giving opinions about sports Asking the way and giving directions Translating from French into English Talking about injuries and illness Taking part in a conversation with the doctor Interviewing a sports person 14 juillet- See cultural folder Tour de France Ppt in resources folder. Also additional resources in Cultural Folder A la Folie – Film Grammar and skills coverage: Using the comparative Using the imperative Using <i>il faut</i> to say 'you must' Asking and answering questions in three tenses</p>	<p>Pupils will focus particularly on the following statements from the programme of study:</p> <p>building on foundations of language learning in Year 8 &9 *will use a variety of key grammatical structures and patterns including voices and moods *identify and use tenses or structures which convey the present past future, conditional and imperfect tense. *develop and use a wide ranging and deepening vocabulary that goes beyond their immediate needs. Use of modal verbs *use accurate grammar, spelling and punctuation. *speak with increasing confidence, fluency and spontaneity. *enhancing cultural knowledge with a detailed study of Tour de France</p> <p>Subject specific vocabulary/structures Word of Week(found in NH bulletin published on a Friday afternoon) needs to be incorporated into lessons and shared with all classes <u>Quizlet- Retrieval Practice- Link on Knowledge Organiser</u></p> <p>Tier 1 <i>Comment est-ce que tu trouves le tennis?</i></p>
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*Je trouve le tennis trop fatigant.
Je trouve le footing plus fatigant que la natation.
La danse est moins passionnante que le patin à glace.*

Est-ce que tu préfères le tennis ou le golf?

Je préfère ...

Pour moi ...

Tier 2

Sur la photo il y a ...

des athlètes / des joueurs.

Ils/Elles ...

participent à ...

jouent ...

portent ...

À mon avis, pour ... il faut ... / il ne faut pas

Il faut prendre des antidouleurs.

Il faut boire beaucoup d'eau.

Il faut pratiquer des exercices modérés.

Il faut mettre un pansement.

Il faut utiliser une crème.

Tier 3 *Qu'est-ce que tu fais comme sport?*

Est-ce que tu as commencé ton sport à un très jeune âge?

Qu'est-ce qu'il faut faire pour être champion?

Est-ce que tu as participé à une compétition récemment?

Est-ce que tu as gagné la compétition?

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<p>Assessment tasks</p> <p>N/A</p>	<p>As FCJ educators, we will focus on the FCJ values by focusing on inspirational Oxford graduate Malala Yousafzai for the academic year 2020-2021</p> <p>We will maintain an outer calm while finding an inner strength no matter how challenging the circumstances. Gentleness</p>	<p>Oracy and Numeracy Skills</p> <p>Numeracy- Tour de France statistics</p> <p>All Literacy mats to be used every lesson.</p> <p>Sentence builder frames</p>
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<p>Teaching Activities and Resources required</p> <p>Active teach</p> <p>Variety of grammar tasks/games in resources folder.</p>
<p>Cultural Literacy</p> <p>Bastille day- See Cultural Folder</p> <p>Tour de France Ppt.</p> <p>A La Folie FILM – accompanying resource in Resources folder HT6</p>