






<p><b>This half term: Skills, Knowledge and Understanding to be developed:</b></p> <p><b>Skills:</b> Students will be able to write and speak in different tenses about entertainment and leisure. They will practise their listening, reading and writing skills in readiness for the Year 10 Mock exams. Students will also be able to write and speak in different tenses about the theme of Wales and the World – areas of interest, specifically Home and Locality: Local areas of interest and transport. They will be able to understand listening and reading texts on these aspects.</p> <p><b>Knowledge:</b> Students will become more familiar with the requirements of the French Listening, Reading and Writing exams and the Speaking Assessment. They will learn key vocabulary and structures for speaking and writing about their local area, local areas of interest and transport. They will consolidate and extend their knowledge of sentence patterns and grammatical concepts, expressing opinions and providing justification.</p> <p><b>Understanding:</b> Students will demonstrate their knowledge and understanding through the production of extended written and spoken responses covering the different tenses. They will be able to extract and explain key points and information in listening and reading texts. Students will develop their understanding of grammar, complete a variety of exam-style questions applying their understanding in all four skills and undertake their Year 10 Mock Exams in Speaking, Listening, Reading and Writing.</p> <p><b>Literacy focus:</b> Correct spelling and punctuation, accuracy and grammar, with particular attention to the correct use of tenses, accurate spellings, including correct use of accents and apostrophes.</p>		<p><b>Key Terms / Words:</b></p> <p><i>Les loisirs et les passe-temps au présent, au passé, au futur et au conditionnel.</i>  <i>Ville, village, région, banlieue, centre, campagne, près de/à proximité de, loin de, nord, sud, est, ouest, il y a/il n'y a pas de, les adjectifs, trop, complètement, vraiment, très, assez, un peu, pas du tout, le climat/le temps/la météo, les pronoms, 'y', le négatif, les avantages et les inconvénients, ma ville idéale aurait/serait.</i></p>	
<p><b>LP 3– Week 1 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>Students will be able to understand what they will be required to do in the different parts of the Year 10 French Mock Exams.</li> <li>Students will be able to undertake practice French Writing and translation tasks in preparation for the Year 10 Mock Writing Exam.</li> <li>Students will be able to understand and use different forms of the near future tense and the future tense to speak and write about plans for next weekend.</li> </ol>		<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>Effectively apply skills, knowledge and understanding in Writing and translation into French tasks.</li> <li>Correctly identify and use verbs in the near future tense and the future tense, producing a range of sentences to discuss plans for next weekend.</li> </ol>	<p><b>Homework LP3 1</b></p> <p>Revision, practice and preparation for the Year 10 Mock Exams, including the production of a revision tool/poster on key sub-themes.</p>
<p><b>LP 3 – Week 2 Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>Students will be able to identify examples of conditional tense structures in a model text about an ideal weekend.</li> <li>Students will be able to understand and adapt a model penfriend letter about free time covering different tenses.</li> <li>Students will be able to produce extended responses to guided questions about entertainment and leisure in different tenses.</li> </ol>		<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>Correctly identify and use verbs in the conditional tense to discuss an ideal weekend.</li> <li>Produce a penfriend letter about free time, making appropriate use of different tenses.</li> </ol>	<p><b>Homework LP3 2</b></p> <p>Revision in preparation for the Year 10 Mock Exams.</p>
<p><b>LP 3 – Week 3 Learning Outcomes:</b></p> <p>Year 10 Mock Exams. Students will be able to undertake GCSE French exam paper questions in Listening, Reading and Writing and a GCSE French Speaking Assessment.</p> <p><b>Students will apply and demonstrate new skills, knowledge and understanding in Year 10 Mock Exams/Summative Assessment.</b></p>	  	<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>Undertake Mock Exams (Speaking, Listening, Reading and Writing) = <b>SUMMATIVE ASSESSMENT.</b></li> </ol>	<p><b>Homework LP3 3</b></p> <p>No homework – Mock Exams on.</p>

<p><b>LP 3 – Week 4 Learning Outcomes:</b></p> <p>Year 10 Mock Exams continue.</p> <p>1. Students will be able to review their Year 10 Mock Exam performance and identify areas for improvement.</p>		<p><b>Success Criteria:</b></p> <p>1. Critically reflect on Mock Exam performance and identify areas to focus on learning/practising/developing.</p>	<p><b>Homework LP3 4</b></p> <p>No homework – Mock Exams on.</p>
<p><b>LP 3 – Week 5 Learning Outcomes:</b></p> <p>1. Students will be able to give information about their home town/village and area - location, description, climate and facilities.</p> <p>2. Students will be able to produce and understand descriptions of local area, using a range of vocabulary and structures, including adjectives, the pronoun ‘y’ and direct object pronouns.</p>		<p><b>Success Criteria:</b></p> <p>1. Identify and use key vocabulary and structures to refer to where places are situated.</p> <p>2. Understand and use a variety of adjectives, the pronoun ‘y’, direct object pronouns and sentences to talk about own area, its climate and facilities.</p>	<p><b>Homework LP3 5</b></p> <p>Practice tasks on the identification and use of different negative constructions, e.g. “ne ... rien” and “ne ... personne”.</p>
<p><b>LP 3 – Week 6 Learning Outcomes:</b></p> <p>1. Students will be able to understand and discuss the advantages and disadvantages of town versus country, extracting main details and adapting language from brochure-type texts to describe local city/town/village.</p> <p>2. Students will be able to talk about what they did in their town/village last weekend and about where they would like to live in the future, explaining their reasons.</p> <p>3. Students will be able to describe their ideal town, providing supporting reasons.</p>		<p><b>Success Criteria:</b></p> <p>1. Talk about the advantages and disadvantages of different places.</p> <p>2. Appropriate and accurate use of different tenses to talk about local area and ideal town.</p> <p>3. Write effectively in paragraphs conveying ideas using clear, concise and accurate language.</p>	<p><b>Homework LP3 6</b></p> <p>Write-up of 2-3 minute presentation entitled “Là, où j’habite”, in response to the guided questions. *?</p>

**PLEASE NOTE, THIS LEARNING PROGRAMME IS SUBJECT TO CHANGE.**