

Remote Learning Contingency Plan – 2020-21

French – Term 4



Year: 7

Subject: French

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>In my town</u></p> <ul style="list-style-type: none"> • To say what there is and what there isn't in your town • To say where things are in the town • To say where you are and where you are going • To use 2 key irregular verbs – être and aller • To give your opinion about your town 	<p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p>	<p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't</p>	<p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</p> <p>. Weekly Live TEAMS KS3 clinic slot.</p> <p>. PowerPoint narration added to resources</p>	<p>. Recall test completed using Microsoft Forms Quiz</p> <p>. Depth test – modified single task assessment. Writing task to be completed using TEAMS assignments.</p>

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	<p>. Paper-based provision alternatives available</p>	<p>appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>where appropriate.</p> <p>. 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'.</p>	
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French – Term 4



Year: 8				
Subject: French				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>Eating and Drinking</u></p> <ul style="list-style-type: none"> • To name types of food • To give your opinion of different types of food • To say what is on the menu • To use the partative article correctly • To use quantities with “de” • To discuss what you need to buy 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. . Weekly Live TEAMS KS3 clinic slot. . PowerPoint narration added to resources where appropriate. . 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the ‘Individual Self-Isolation Process’. 	<ul style="list-style-type: none"> . Recall test completed using Microsoft Forms Quiz . Depth test – modified single task assessment. Writing task to be completed using TEAMS assignments.

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French – Term 4



Year: 9				
Subject: French				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>Describing others and using the past tense</u></p> <ul style="list-style-type: none"> • To say what people are like • To give key information about people • To describe a sequence of events in the past • To use the past tense correctly • To give opinions and state facts 	<p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</p> <p>. Weekly Live TEAMS KS3 clinic slot.</p> <p>. PowerPoint narration added to resources where appropriate.</p> <p>. 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'.</p>	<p>. Recall test completed using Microsoft Forms Quiz</p> <p>. Depth test – modified single task assessment. Writing task to be completed using TEAMS assignments.</p>

Remote Learning Contingency Plan – 2020-21

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Year: 10				
Subject: French				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>Free time activities</p> <ul style="list-style-type: none"> To describe what people eat around the world To use the partative article To give opinions To discuss sports habits and preferences To describe what you have done To discuss local festivals 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. . Weekly Live TEAMS KS3 clinic slot. . PowerPoint narration added to resources where appropriate. . 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'. 	<ul style="list-style-type: none"> . Recall test completed using Microsoft Forms Quiz . Depth test – specific reading and writing task assessment. Writing task to be completed using TEAMS assignments.

Remote Learning Contingency Plan – 2020-21

French – Term 4



Year: 11				
Subject: French				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>Education and careers</u></p> <ul style="list-style-type: none"> • To discuss future options at 6th form and university • To discuss job opportunities and how to get a job • To discuss the pros and cons of a profession / career • To practise translation and writing with current vocabulary and subject content • To revise previous content and practise translation and comprehension skills. 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. . Weekly Live TEAMS KS3 clinic slot. . PowerPoint narration added to resources where appropriate. . 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'. 	<ul style="list-style-type: none"> . Recall test completed using Microsoft Forms Quiz . Depth test – specific reading and writing task assessment. Writing task to be completed using TEAMS assignments.