Year 9 Curriculum Implementation: French

| Part      |                | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|--|----------------|---|--|--|--|--|---|
| Part   Continue   Part   Con   |                | Le sport en direct- Live sport                                      | Le sport en direct- Live sport (cont)  | ·  | ·  | Tu as du temps à perdre ?- Do you have   |   |
| * A single ace george discretions. ** Or will be grown of the single ace an entire of the first person of the single ace an entire of the first person of the single ace an entire of the first person of the single ace an entire of the first person of the single ace an entire of the first person of the single ace an entire of the first person of the single ace an entire of the first person of the single ace an entire of the first person of the single ace and the first person of the single ace an entire of the first person of the single ace and the single ace an entire of the first person of the single ace and the si |                |   |  |  | Key Vocabulary   |  |   |
| * Single with recommendation of the Company of the  |                | ·   | Role play with a doctor  |  | , , ,  | _  | •   |
| - Security or patients |                | Asking and giving directions  | Interviewing a sportsperson  |  |  |  |   |
| Comment   Comm   |                | Saying what you must do   |  | Talking about money  | Writing about an inventor  |  | Responding to invitations                                 |
| Section of trace of the part of trace of   |                | Describing a photo  | <del></del>  |  |  | 1  | Taking part in an interview                               |
| * Private traver of groups and any other specimens of the property of the prop |                |   |  |  | <del></del>  | •  |   |
| * Autor part of the response o | Knowledge &    |   |  | Saying what you will do  |  | What you watch on TV   | · · · · · · · · · · · · · · · · · · ·                     |
| Course of the properties of    |                |   | Asking questions   |  |  |  |   |
| Final Position (Final Position (Final Position)   Final Position)   Final Position (Final Position)   Final Position)   Final Position (Final Position)   Final Position (Final Position)   Final Position (Final Position)   Final Position)   Final Position)   Final Position)   Final Position (Final Position)   Final Position)   Fina   |                | ·   |  |  | tenses   | <del></del>  |   |
| Prized photomens in read alload esercises, dictations etc.   Prized photomens in read alload esercises, dictation etc.   Prized photomens in read alload ese   |                | ·   | <del></del>  |  | Phania   | •  | Questions in the perfect tense                            |
| All recircle photomens in read alloyd exercises, dictations etc.   Sopring fourther process of the photograph of the p   |                | • Il faut   | •  |  | I ——   | _  | Bhasilea  |
| Process   Proc   |                | Dhawisa   | exercises, dictations etc.   | · ·  | 1  | _  |   |
| Position    |                |   |  | Simple future tense- regular verbs   | exercises, dictations etc.   | _  | ·   |
| # Present text paper 6 fairer ce  - Present text paper 6 fairer ce  - Agricums promote  - Agricums promote |                | All French phonemes in read aloud exercises, dictations etc.        |  | Phonics  |  | Forming and answering questions  | exercises, dictations etc.                                |
| Assessment  ILinks to prior Berning  Appeal agendors  - Controll  Assessment  Internal popular figure of some an expectation of some and popular  - Controll  Assessment  Internal popular figure of some and popular figure of some and popular  - Controll  Assessment  Internal popular figure of some and some an |                |   |  | l ———  |  | Phonics  |   |
| Priemet trains jour & filing de production ext.  Present carbon part de production ext.  Present carbon part de production de la composition particular de production de p |                |   |  |  |  | <del></del>  |   |
| Pissent terms pour & faire de Sports, opinions Adjustives & alignative la gerement Assessment  Assessment  Interior specific production Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Assessment  Interior specific production  Interior |                |   |  | Sich diseas, disease in Section  |  |  |   |
| # Sports. positionis   Sports. |                | Present tense jouer & faire de                                      | Sports, opinions, adjectives, adjectival   | Verbs devoir and pouvoir   | Translation techniques   | ·  | Perfect tense, intensifiers, adjectives,                  |
| Litus to princy (Comprehension Controlled Properties of Controlled Prop |                |   |  |  | •  |  | I   |
| Linkes pring learning |                | Adjectives & adjectival agreement                                   | à/ de + sports   | Verb vouloir; school subjects  | Questions  | Present tense, frequency phrases,  | Negatives in the perfect tense                            |
| Line to print  Line t |                | • Conjunctions  | Adjectives, opinion phrases, negative  |  | Present and past te  | questions, conjunctions  | Time, reactions to invitations, near future               |
| - Suestions - Such as town - Such as | Links to prior | Negative opinions   | opinions (disagreeing)   |  |  | Irregular verbs in the present tense   | tense.  |
| # Places in a rown    Places in a rown   Places in a rown   Place  |                | • Questions   |  |  |  | TV programmes, buying tickets  | <ul> <li>Questions, present and perfect tense,</li> </ul> |
| # Picture description, numbers cultural showledge about Christmas in France    Interim speaking assessment   Proceedings about Christmas in France   Procedurally learning   | icurinig       | Places in a town  |  |  |  |  | sequencers.   |
| Assessment  Assessment  In inflaming Assessment  In what ways will home learning support the students' progress  Formel learning Comprehension, translation and writing tasks  Revision / retrieval  Period protection  Revision / retrieval  Period protection  Period provides  Period protection  Period provides  Period protection  Period provides  Period protection  Period provides  Period provides |                |   |  |  |  |  |   |
| Assessment  In france  In In Manual ways will home learning support the students' progress  Vocabulary learning  V |                |   | -  |  |  |  |   |
| **Assessment**  Interim speaking assessment**  Interim speaking assessment**  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the for Module Sistening & reading tests  Interim speaking assessment in the formal of Module Sistening & reading for the substitution of the formal of the f |                |   | _  |  |  |  |   |
| Assessment    Make ways will home learning support the students' progress'   *Vocabulary learning   *Vocabulary le |                | Interim speaking assessment   |  | Assessed writing on New Year (3)   | End of Module 2 reading and speaking   | Assessed writing on digital life   | End of Year assessment                                    |
| **Comprehension, translation and writing tasks **Perison / retrieval **Comprehension, translation and writing tasks **Revision / retrieval **Revision / retri | Assessment     |   |  |  |  |  |   |
| **Comprehension, translation and writing tasks of comprehension, translation and writing tasks of comprehension, translation and writing tasks of comprehension, translation and writing tasks of the comprehension, translation a |                | In what ways will home learning support the students' progress      | Vocabulary learning  | Vocabulary learning  | Vocabulary learning  | Vocabulary learning  | Vocabulary learning                                       |
| * Comprehension, translation and writing tasks  * Revision / retrieval  * Revi |                |   | , -  | , -  |  | , ,  |   |
| - Revision / retrieval   | Home learning  | Comprehension, translation and writing tasks                        | _ ·  |  | 1  |  |   |
| European Day of Languages: Bake Off, Languages Bingo, Teach the Teacher, foreign films   |                | Revision / retrieval  | Revision / retrieval   | Revision / retrieval   | Revision / retrieval   | Revision / retrieval   | Revision / retrieval                                      |
| the Teacher, foreign films curricular opportunities  - Reflection on mother-tongue through grammar study of target language  - Oracy - conversation skills - Oracy - conversation skills - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, tenses, conjunctions - Oracy - conversation skills - Tier 3 vocals verb, article, adjective, noun, t | Cultural       | French sportspeople   | Christmas in France  | Writing about New Year   | Translation competition  | Events in the Francophone world  | Polynesie française virtual tour                          |
| ## Reflection on mother-tongue through grammar study of target language   Oracy - conversation skills     Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions   | Capital and    | • European Day of Languages: Bake Off, Languages Bingo, Teach       | French Christmas markets   | La fête des rois   | French proverbs  | French TV programmes   |   |
| Puteracy Literacy Lit |                | the Teacher, foreign films  |  | French proverbs  |  |  |   |
| Reflection on mother-tongue through grammar study of target language Oracy - conversation skills Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Numeracy  What opportunities are there to refer to numeracy skills? Numbers of hours (to train, sleep etc)  What careers links are flagged up in these units of work and Guidance (CEIAG)  For Spirituality  In what ways will students be able to reflect upon the outward and Guidance (CEIAG) Understanding & showing respect for others  Appreciation for diverse cultures and beliefs Promoting resilience & empathy  Reflection on mother-tongue through grammar study of target language (Oracy - conversation skills Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Tier 3 vocab:  |                |   |  |  |  |  |   |
| language   Grammar study of target language   Oracy - conversation skills  | opportunities  | . Deflection on weathers  | Deflection of the control of the con | Deflection of the control of the con | . Deflection of the control of the c | Deflection of the control of the con | . Beflestier en   |
| Literacy  Oracy - conversation skills  Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions  Numeracy Numbers of hours (to train, sleep etc)  Carest Information, Education, Advice and Guidance (CEIAG)  Spirituality  Spirituality  Spirituality  Oracy - conversation skills  Oracy - conversatio |                |   |  | 1  |  |  |   |
| Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions     Numeracy     What opportunities are there to refer to numeracy skills?     Numbers of hours (to train, sleep etc)     What careers links are flagged up in these units of work and Guidance (CEIAG)     Spirituality     Sp      |                |   | , , ,  |  | , , ,  |  |   |
| Numeracy Numbers of hours (to train, sleep etc)  What opportunities are there to refer to numeracy skills? Numbers of hours (to train, sleep etc)  What careers links are flagged up in these units of work and how? European Day of Languages: Careers in languages  In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality? Spirituality Spirituality Spirituality Spirituality Spirituality Promoting resilience & empathy  Numbers of hours (to train, sleep etc)  What careers links are flagged up in these units of work and how? European Day of Languages: Careers in languages  Looking at professional sportspeople Artisan work at Christmas markets  Looking at professional sportspeople Artisan work at Christmas markets  Looking at jobs of the future, inventors Artisan work at Christmas markets  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs Promoting resilience & empathy  Numbers of hours (to train, sleep etc)  What careers links are flagged up in these units of work and how?  European Day of Languages: Careers in languages  Looking at jobs of the future, inventors Activate, inventors and beliefs  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Numbers of hours (to train, sleep etc)  Numbers of hours (to train, sleep etc)  What careers links are flagged up in these units of work and how?  Looking at jobs of the future, inventors  Looking at jobs of the future, inventors  Activates, price in a multilingual world  Understanding & showing respect for others  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Numbers of hours (to tr | Literacy       | ·   | · · · · · · · · · · · · · · · · · · ·  | l .  | 1  | 1  | · ·   |
| Numbers of hours (to train, sleep etc)  Careers Information, Education, Advice and Guidance (CEIAG)  Spirituality  Spirituality  Spirituality  Spirituality  Spirituality  Promoting resilience & empathy  Mat opportunities are there to refer to numeracy skills? Numbers of hours (to train, sleep etc)  Money  Time  Money  Time  Money  Looking at professional sportspeeple Artisan work and Christmas markets  Looking at jobs of the future, inventors  Looking at jobs of the future, inventors  Artisan work at Christmas markets  Looking at jobs of the future, inventors  Artisan work at Christmas markets  Looking at jobs of the future, inventors  Artisan work at Christmas markets  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy   |                | The 3 vocab. verb, article, adjective, flouri, tenses, conjunctions | -  | -  |  |  | -   |
| Numeracy Numbers of hours (to train, sleep etc)  What careers links are flagged up in these units of work and how?  Education, Advice and Guidance (CEIAG)  In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality?  Spirituality  Spirituality  Spirituality  Promoting resilience & empathy  What capportunities are there to refer to numeracy skills?  What capportunities are there to refer to numeracy skills?  What capportunities are there to refer to numeracy skills?  Numbers of hours (to train, sleep etc)  What capportunities are there to refer to numeracy skills?  Numbers of hours (to train, sleep etc)  What capportunities are there to refer to numeracy skills?  Numbers of hours (to train, sleep etc)  What capportunities are there to refer to numeracy skills?  Numbers of hours (to train, sleep etc)  What cappers all on the future.  Noney  Looking at jobs of the future, inventors  A plant future, inv |                |   | moun, tenses, conjunctions   |  | 1  |  | censes, conjunctions                                      |
| Numbers of hours (to train, sleep etc)  Careers Information, Education, Advice and Guidance (CEIAG)  Spirituality  Spirituality  Spirituality  Spirituality  Promoting resilience & empathy  Numbers of hours (to train, sleep etc)  Looking at professional sportspeople Artisan work at Christmas markets  Looking at professional sportspeople Artisan work at Christmas markets  Looking at jobs of the future, inventors  Looking at jobs of the future, inventors  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Numbers of hours (to train, sleep etc)  Looking at jobs of the future, inventors  Looking at jobs of the future, inventors  Self-awareness & reflection on beliefs and on their place in a multilingual world on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Nat careers links are flagged up in these units of work and how?  Looking at jobs of the future, inventors  Activated Christmas markets  Looking at jobs of the future, inventors  Activated Christmas markets  Looking at jobs of the future, inventors  Activated Christmas markets  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  |                | What opportunities are there to refer to numeracy skills?           | Time   | Money  |  | Buying tickets, prices   | Time  |
| Information, Education, Advice and Guidance (CEIAG)  Spirituality  Spiri | Numeracy       |   |  | <i>'</i>   | ,  | ,  |   |
| Information, Education, Advice and Guidance (CEIAG)  Spirituality  Spiri | Careers        | What careers links are flagged up in these units of work and        | Looking at professional sportspeople   |  | Looking at jobs of the future, inventors   |  |   |
| Advice and Guidance (CEIAG)  In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality?  Self-awareness & reflection on beliefs and on their place in a multilingual world  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Advice and Guidance (CEIAG)  In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality?  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Appreciation for diverse cultures and beliefs  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Advice and Guidance (CEIAG)  In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality?  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Appreciation for diverse cultures and beliefs  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  | Information,   | how?  |  |  |  |  |   |
| Guidance (CEIAG)  In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality?  Self-awareness & reflection on beliefs and on their place in a multilingual world  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality?  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Appreciation on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  A |                | European Day of Languages: Careers in languages                     |  |  |  |  |   |
| CEIAG  |                |   |  |  |  |  |   |
| In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality?  Self-awareness & reflection on beliefs and on their place in a multilingual world  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality?  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Appreciation for di |                |   |  |  |  |  |   |
| Spirituality Self-awareness & reflection on beliefs and on their place in a multilingual world Self-awareness & reflection on beliefs and on their place in a multilingual world Spirituality Spirituali | (CEIAG)        | In what wave will students be able to reflect were the autional     | a Colf guygganaan 0 mg Gardan 1 11 C   | a Colf ourgrange 0 millionia 1 to 6  | a Colf guarantee 9 and and a 1 to 5  | a Colf awareness 0 mga wa  | a Colf outgroupes 0 medication at 11 ft.                  |
| Spirituality  Self-awareness & reflection on beliefs and on their place in a multilingual world  Understanding & showing respect for others Appreciation for diverse cultures and beliefs Promoting resilience & empathy  Self-awareness & reflection on beliefs and on their place in a multilingual world Understanding & showing respect for others Others Appreciation for diverse cultures and beliefs  Spirituality  Self-awareness & reflection on beliefs and on their place in a multilingual world Understanding & showing respect for others Others Appreciation for diverse cultures and beliefs Others Appreciation for diverse cultures and beliefs Others Appreciation for diverse cultures and beliefs Others Others Appreciation for diverse cultures and beliefs Others Oth |                |   |  |  |  |  |   |
| Multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Multilingual world  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Appreciation for diverse cultures and beliefs  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  Understanding & showing respect for others  Appreciation for diverse cultures and beliefs  Promoting resilience & empathy  |                |   |  | _  | 1  |  |   |
| • Understanding & showing respect for others • Appreciation for diverse cultures and beliefs • Promoting resilience & empathy  • Understanding & showing respect for others • Appreciation for diverse cultures and beliefs • Promoting resilience & empathy   |                |   |  |  |  |  |   |
| <ul> <li>Appreciation for diverse cultures and beliefs</li> <li>Promoting resilience &amp; empathy</li> <li>Appreciation for diverse cultures and beliefs</li> <li>Promoting resilience &amp; empathy</li> </ul>  | Spirituality   |   |  |  |  |  |   |
| • Promoting resilience & empathy beliefs beliefs beliefs beliefs beliefs beliefs   |                |   |  |  |  |  |   |
|  |                |   |  | 1  | 1  |  |   |
|  |                | . ,   | Promoting resilience & empathy   |   |

| How can     |  |  |  |  |
|-------------|--|--|--|--|
| parents     |  |  |  |  |
| support the |  |  |  |  |
| curriculum? |  |  |  |  |

## How can parents support learning during this ½ term?

- Encourage practice and participation
- Engage in / monitor home learning
- Work on revision skills, e.g. testing using flashcards or "look, cover, say, check"
- Increase exposure to the language through apps, films, music etc.
- Support knowledge of key grammatical terms
- Show interest in cultural differences and similarities

- Encourage practice and participation
- Engage in / monitor home learning
- Work on revision skills, e.g. testing using flashcards or "look, cover, say, check"
- Increase exposure to the language through apps, films, music etc.
   Support knowledge of key
- Support knowledge of ker grammatical terms
  - Show interest in cultural differences and similarities

- Encourage practice and participation
- Engage in / monitor home learning
- Work on revision skills, e.g. testing using flashcards or "look, cover, say, check"
- Increase exposure to the language through apps, films, music etc.
- Support knowledge of key grammatical terms
- Show interest in cultural differences and similarities

- Encourage practice and participation
- Engage in / monitor home learning
- Work on revision skills, e.g. testing using flashcards or "look, cover, say, check"
- Increase exposure to the language through apps, films, music etc.
- Support knowledge of key grammatical terms
- Show interest in cultural differences and similarities

- Encourage practice and participation
- Engage in / monitor home learning
- Work on revision skills, e.g. testing using flashcards or "look, cover, say, check"
- Increase exposure to the language through apps, films, music etc.
- Support knowledge of key grammatical terms
- Show interest in cultural differences and similarities

- Encourage practice and participation
- Engage in / monitor home learning
- Work on revision skills, e.g. testing using flashcards or "look, cover, say, check"
- Increase exposure to the language through apps, films, music etc.
- Support knowledge of key grammatical terms
- Show interest in cultural differences and similarities