

More Able Students at TMWS

As part of stretching and challenging our more able students I would like to set up a super curriculum that allows these students to work beyond our curriculum taught in school

A super-curriculum is important because it can represent all those opportunities to develop depth and breadth of learning which extend beyond what the curriculum requires. It finds many forms: clubs and societies, national and international competitions, visiting speakers and festivals, study tours, independent research projects, and blogs. It enables pupils to develop specialist knowledge in areas that already seize their interest, but it can also inspire curiosity about areas previously unknown and unventured.

Universities and employers are showing increasing interest in pupils' super-curricular profiles. They recognise the need for specialism with breadth, and the flexibility that this implies. In an age in which information can be instantaneously available, other aspects of lifelong learning are becoming key: young people's sense of curiosity and their readiness to make intellectual connections; their ability to think creatively and critically; their confidence to collaborate and communicate.

For each department and running alongside your curriculum I would like you to plan a parallel super curriculum to promote the interest and curiosity of our more able students. I would like you to plan an extension activity per half term that our more able students can be directed to.

The activities can be broad and can take many forms: reading, watching, listening, attending, participating, researching, discovering, creating, following or entering. This is an opportunity to signpost students to some of the many resources we get sent that they can in their own time access and spend their own time on.

Subject MFL - French	Y7
Spring Term 1	Spring Term 2
RESEARCH – Go to https://www.afriquefuture.org/realisation/compl exe-scolaire-demana-yaounde/ and compare and contrast the differences and similarities between the school in Youandé (Cameroon) and in the UK.	READ - Magazine page on Google classroom about French timetable and then put the listening to hear it too. Complete the questions and you can listen to the words.
	Y8
Spring Term 1	Spring Term 2
WATCH- video - Mes vacances d'été_ Tilda and you can open the transcript to read what is said and to help you understand. Then, Complete the activities on the word document Y8 2 - Activities.	READ- About Exploring the Islamic influence on French culture and language and answer the questions on page 10 and complete the comprehension activities page 11-13.
	Y9
Spring Term 1	Spring Term 2
READ- About Celebrating LGBT+ history and inclusivity in languages and complete the activities through the article.	READ- About Description and friendships - Open Y9 2 Magazine and listening. Listen and read about the character of a French canadian

	series and answer the questions: who said what? WATCH - - https://www.youtube.com/watch?v=EaNqp4FXh-s and describe the relationship and personality of the characters in French.
	Y10
Spring Term 1	Spring Term 2
WATCH- Watch the video and read the transcript about Tilda's routine. You could then write about your routine and also record yourself saying it or even making a video.	READ- Mary Magazine and listen and learn about 3 festivals. Find in the activity which Festival they are talking about. And you could also research another festival or even describe in French a local festival. Or Go to https://www.nicecarnaval.com/pro-groupes and create a leaflet with Questions and answers in French about next year's festival.
	Y11
Spring Term 1	Spring Term 2
RESEARCH- Go to https://www.un.org/fr/climatechange/cop26 find a topic you are interested in in English, and then change the page to French. Create a Poster of your findings in French and English.	READ- Read the articles on environment, transport, social media and relationship and listening to the recording. Then answer the questions and give your opinion. WATCH – any Extra French episod - https://www.youtube.com/watch?v=EaNqp4FXh-s and describe the relationship and personality of the characters in French.
	Y7
Summer Term 1	Summer Term 2
WATCH- Watch the video Y7 3-Video Le tour de ma Maison and you can have the transcript open to help you understand. After you watched it can you create a video of you showing your house or you could make a story board.	RESEARCH- Go on Google Maps and Research a French town or city make a fact file, podcast or video about it showing the different shops and business and what are they called in French.
	Y8
Summer Term 1	Summer Term 2
WATCH- Watch the video Y8 4 - Tourism in France, on holidays preference in France and answer the question on document Y8 4 - worksheet	WATCH- Watch the video Sienna et le sport to watch the video and you can open the transcript to read it too. Create a poster or a video like Sienna's. Answering the questions: Quels sports aimes-tu? Est-ce que ta famille est sportive? Quels sont tes sportifs préférés?
	Y9
Summer Term 1	Summer Term 2

<p>READ-Magazine and listen and learn about women who found for women's rights. Then find out more about a person you admire and write a description in French of the person and what he/she has done.</p>	<p>WATCH- watch and read about Tilda's hobbies and then you can create your own text or video about your hobbies. READ- Magazine and listening. Listen and read about the character of a French Canadian series and answer the questions: who said what?</p>
	Y10
Summer Term 1	Summer Term 2
<p>RESEARCH- Go on Google Maps and Research a French town or city make a fact file, podcast or video about it showing the different things there are in the town/city, what you can do there, what is there for young people and tourist.</p>	<p>WATCH: Watch and read about Sienna's Holidays and then answer the questions on the activity sheet. Create your own text or video about your holidays and what you'd pack.</p>
	Y11
Summer Term 1	Summer Term 2
N/A	N/A