

# Year 7 – French

## Term 1: culture and bridging lessons

	<b><u>Lesson Intent</u></b> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.)	<b><u>Vocabulary – Daily Retrieval/Teach for memory</u></b>	<b><u>Activities/Assessment (to including the metacognitive/learning verb</u></b>	<b><u>Homework/Literacy Map</u></b>
<b>1 – France and languages</b> <b>KG: to explain the importance of languages and the French culture.</b>	Getting students to understand the importance of languages and parts of the French culture to motivate them and keep them engaged in lessons. <i>Feeds forward to next lesson, which is on 'introductions'.</i> <i>Feeds forward to the topic in the GCSE exams on "the importance of language". It will also feed forward to this unit's work on building vocabulary so that students can be immersed in this new language.</i>	<b>New:</b> Bonjour, Madame, Au revoir <b>Discussion on:</b> culture, languages	<ol style="list-style-type: none"> <li>1.) <b>Classroom routines (bonjour Madame/ au revoir Madame)</b></li> <li>2.) Assessment to check prior knowledge (saying if they know this, think they know or don't know it)</li> <li>3.) Discussing the importance of languages</li> <li>4.) Quiz about France</li> </ol>	Decorate the front cover of your book with 'French' pictures.
<b>2 – Greetings</b> <b>KG: to describe yourself in French and list some basic vocabulary</b>	Basics that will be used every lesson (saying hello, good bye, how are you, saying your name and age). <i>Feeds forward to next lesson, which is on spelling their names.</i> <i>Feeds forward to the basics that will be revisited throughout term one.</i>	<b>New:</b> ça va, je m'appelle <b>Recall:</b> Bonjour, au revoir + knowledge of French culture	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide</li> <li>2.) Video-song on introductions</li> <li>3.) Listen and repeat</li> <li>4.) Practise exercises</li> <li>5.) Song</li> </ol>	
<b>3 – Class instructions</b> <b>KG: to explain in English the class instructions said in French and identify some useful phrases</b>	Getting students used to hearing and understanding French and to interact in French spontaneously.	<b>New:</b> Levez la main, Silence, Translate <b>Recall:</b> Je m'appelle, ça va (this time ask them to translate from English to French)	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide and song recap.</li> </ol>	Draw the instructions

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	<p>Feeds forward to next lesson by students using their knowledge of class instructions to do what the teacher asks in French.</p> <p>Feeds forward to the rest of the year and year 8, 9, 10, 11 where instructions will be given in French.</p> <p>Feeds forward to listening and speaking Edexcel GCSE exams on topic 3 (school).</p>		<ol style="list-style-type: none"> <li>2.) Listen and repeat the instructions</li> <li>3.) 'Jacques a dit' game (Simon says)</li> <li>4.) Practice exercises</li> </ol>	
<p><b>4 – The alphabet</b>  <b>KG: To state the French alphabet, spelling your name in French</b></p>	<p>Allows students to be able to spell their name in French and ask how things to spell a word. Encourages spontaneous interactions in the TL.          Feeds on from lesson 2: saying your name.</p> <p>Feeds forward to next lesson where students will use their prior knowledge of the alphabet to spell number.</p> <p>Feeds forward to Edexcel GCSE topic on travel where students can be asked to spell their name while booking a hotel for example.</p>	<p><b>New:</b> French alphabet  <b>Recall:</b> ça va bien, ouvrez le livre, levez la main</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) Listen and repeat the alphabet</li> <li>3) Song on the alphabet</li> <li>4) Listening: people spelling their name</li> <li>5) Speaking in pairs: introducing yourself and spelling your name</li> </ol>	<p>Multiple choice test on culture and greetings.</p>
<p><b>5 – Numbers (10-20)</b>  <b>KG: To list numbers in French (10-20), identifying how to ask and say how old you are.</b></p>	<p>Allows students to be able to count in French.          Feeds on from lessons 1 and 2 with the multiple choice test.</p>	<p><b>New:</b> un, deux, trois  <b>Recall:</b> je m'appelle, et toi</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2.) Short multiple-choice test.</li> </ol>	

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	<p>Feeds forward to next lesson by students using their knowledge of 1-20 numbers to count 20-30 (and over for high achieving students).</p> <p>Numbers are used all the time at every level in MFL, they can be found when telling an age or date which are often referred to in the Edexcel GCSE topic 1 (daily life).</p>		<ol style="list-style-type: none"> <li>3.) Listen and repeat the numbers</li> <li>4.) Teacher vs. Students</li> <li>5.) Practise exercises.</li> <li>6.) Saying your age</li> </ol>	
<p><b>6 – Numbers and days</b>  <b>KG: To list numbers in French (20-30) and state days of the week.</b></p>	<p>Allows students to be able to count with higher numbers and to know the days of the week.</p> <p>Feeds on from lesson 5 as students need to know numbers 1-10 to count further up.</p> <p>Feeds forward to next lesson by students using their knowledge of numbers and days to give a date.</p> <p>Numbers and days are used all the time at every level in MFL when telling a date for example which is often referred to in the Edexcel GCSE topic 1 (daily life).</p>	<p><b>New:</b> vingt-trois  <b>Recall:</b> comment t'appelles-tu ?  treize</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide and test feedback.</li> <li>2) Observing and understanding how higher numbers work</li> <li>3) Loto game (<b>listening</b>)</li> <li>4) Repeating the days of the week</li> <li>5) Song.</li> </ol>	Worksheet on numbers and days.
<p><b>7 – Months and seasons</b>  <b>KG: To list months in French, and state the date and day of the week</b></p>	<p>Allows students to be able to say and ask for the date and telling your birthday.</p> <p>Feeds on from lessons 5 and 6 as students need to know numbers and days to give a date.</p>	<p><b>New:</b> avril, mon anniversaire  <b>Recall:</b> quatorze, vingt-neuf, mardi</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide</li> <li>2) Peer assessment: homework feedback.</li> </ol>	

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	<p>Feeds forward to next lesson by students using their prior knowledge to tell the date.</p> <p>Months and seasons are basic knowledge used at every level in MFL which is often referred to in the Edexcel GCSE topic 1 (daily life) but also topic 5 (travels). Feeds forward to year 8 term 1 on holidays where they will revise seasons and months.</p>		<ol style="list-style-type: none"> <li>3) Listen and repeat to the months and seasons.</li> <li>4) Practise exercises</li> <li>5) Giving a date (whiteboard exercise) - <b>Writing</b></li> <li>6) Saying when your birthday is - <b>Speaking</b></li> </ol>	
<p><b>8 – Animals</b> <b>KG: To explain the differences between the feminine and the masculine when discussing pets (using ‘j’ai’ / ‘je n’ai pas’)</b></p>	<p>Allows students to be able to say and ask someone if they have pets. Introduction to <i>avoir</i> with <i>je</i> and <i>tu</i>, introduction to the negative. The feminine and the masculine with <i>un</i> and <i>une</i>.</p> <p>Feeds forward to next lesson by students using their prior knowledge of animals and the new knowledge of colours to use a noun and an adjective together.</p> <p>Feeds forward to term 2, where students will need to use the verb <i>avoir</i>.</p> <p>Feeds forward to the Edexcel GCSE topic 1 (daily life).</p>	<p><b>New:</b> un chat, masculine, feminine, <b>Recall:</b> mon anniversaire, ma couleur préférée</p>	<ol style="list-style-type: none"> <li>1) Merit question: quelle est la date aujourd’hui?</li> <li>2) Vocabulary and prior knowledge daily retrieval slide.</li> <li>3) Listen and repeat with the gesture, listen and do the gesture, look at the gesture and say the word</li> <li>4) <b>Explain</b> the difference between <i>un</i> and <i>une</i></li> <li>5) <b>Listening</b> exercise (what animals do they have)</li> <li>6) <b>Speaking</b> in pairs</li> </ol>	<p>Worksheet on animals</p>

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<p><b>9 – Colours</b>  <b>KG: To state French colours, explaining how the masculine noun relates to colour.</b>  <b>Challenge: use a feminine noun with a colour</b></p>	<p>Allow students to be able to use the French colours and to use a noun with an adjective: learning the place of the adjective in French (after the noun), for some students: using adjective agreements.</p> <p>Feeds forward to next lesson by students using their prior knowledge to prepare for the test.          Feeds forward to term 3 where students will describe their uniforms and home outfits using colours.</p> <p>Feeds forward to Edexcel GCSE topic on School and on Daily life where students will have to describe outfits/uniforms with colours.</p>	<p><b>New</b> : rose, un chat gris  <b>Recall</b>: mercredi, une tortue, masculine</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Peer assessment: correcting the homework</li> <li>3.) Listen and repeat, either/or, what is missing</li> <li>4.) Saying what their favourite colour is (repeat, copy and complete the phrase)</li> <li>5.) <b>Listening</b> exercise</li> <li>6.) Using masculine animals and colours: <b>reading</b></li> </ol>	<p>Test on alphabet, numbers, months, seasons, days, animals and colours in two lessons.</p>
<p><b>10 – Revision lesson</b>  <b>KG: to revise key words for the assessment: -introductions</b></p>	<p>Allows students to be ready for the test.          Feeds on from all previous lessons.</p>	<p><b>New</b>: N/A  <b>Recall</b>: ça va mal, douze, un lapin</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide and revision of the greetings song.</li> </ol>	<p>test on everything next lesson</p>

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<ul style="list-style-type: none"> <li>-alphabet</li> <li>-numbers</li> <li>-days, months, seasons</li> <li>-animals</li> <li>-colours</li> </ul>			<ol style="list-style-type: none"> <li>2. Revision of the alphabet (song) and listening exercise</li> <li>3. Series of exercises to revise the vocabulary</li> <li>4. Whole class game: puissance 4.</li> </ol> <p>Feeds forward to next lesson by students using their prior knowledge in the assessment.</p>	
<p><b>11 – Assessment</b>  <b>KG: to assess your knowledge of the vocabulary learnt in class.</b></p>	<p>Assessing the prior knowledge.</p> <p>Feeds on from all previous lessons.</p> <p>Feeds forward to year 8 where end of module tests will include a listening, a reading and a writing exercise.</p> <p>Feeds forward to being used to listening and writing tests as it is part of the Edexcel GCSE exam.</p>	<p><b>Recall:</b> mardi, j'ai onze ans, mars</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slides.</li> <li>2. Assessment :             <ol style="list-style-type: none"> <li>a) listening exercise (spelling names)</li> <li>b) writing numbers and your age</li> <li>c) recognising animals and colours</li> <li>d) matching up months and seasons</li> <li>e) writing when your birthday is</li> <li>f) completing a dialogue on introductions</li> </ol> </li> </ol>	
<p><b>12 – Countries</b>  <b>KG: To list some European Countries in French, to state where you live.</b></p>	<p>Allows students to be able to say where they live and to be able to recognise countries in French, using <i>j'habite en/au</i>. Crossover with</p>	<p><b>Recall:</b> jeudi, un chien noir  <b>New :</b> Angleterre</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Quiz: guess which is which country</li> </ol>	

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	<p>Geography as countries are represented by flags and maps.</p> <p>Feeds on from the concept of feminine and masculine in French studied in lessons 8/9.</p> <p>Feeds forward to next lesson by students using their prior knowledge of countries to talk about nationalities and languages.</p> <p>Feeds forward to GCSE themes: talking about yourself and travels. Feeds forward to Year 8: (module 1 unit 3) talking about where you went on holiday.</p>		<ol style="list-style-type: none"> <li>3. Listen and repeat, pointing team game</li> <li>4. <b>Grammar:</b> difference between <i>j'habite en</i> and <i>j'habite au</i></li> <li>5. Practice exercise</li> <li>6. <b>Speaking</b> exercise</li> </ol>	
<p><b>13 – Assessment feedback</b> <b>KG: to explain mistakes/misconceptions from the last assessment</b></p>	<p>Allows students to look back at the test and to review their mistakes.</p> <p>Feeds on from the assessment in lesson 11 on introductions, alphabet, numbers, days, months, seasons, animals, colours.</p> <p>Feeds forward to next lesson by students using</p>	<p><b>Recall:</b> un serpent vert, le printemps, j'habite en Angleterre</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Going through each exercise of the test in purple pen</li> <li>3. Students must correct their mistakes and set a target for their next test.</li> <li>4. Discussion on what could be done to improve next time</li> </ol>	<p>Reading worksheet exercise on countries</p>

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	<p>their prior knowledge of countries to talk about nationalities and languages.</p>		<p>5. Revision of countries with games (giant noughts and crosses)</p>	
<p><b>14 – Nationalities</b>  <b>KG: To list some European Nationalities in French using <i>je suis</i>, to explain the adjectival agreement in the feminine and the masculine.</b>  <b>Challenge: using <i>je parle</i> + language</b></p>	<p>Allows students to be able to say what nationality they are, introducing them to <i>être</i> with <i>je</i>. Some students will be able to say <i>je parle</i>. Learning the adjective agreement.</p> <p>Feeds from the use of adjectives and how they change (for those who did the challenge with colours) in lesson 9.</p> <p>Feeds forward to next lesson by students using their prior knowledge of <i>être</i> with <i>je</i> to learn the full paradigm.</p> <p>Feeds forward to term 3 on school where students will compare schools from different countries and reuse nationalities (anglais, français, etc.)</p>	<p><b>Recall:</b> j’habite, Allemagne  <b>New :</b> anglais</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Correcting the homework (peer assessment)</li> <li>3. Match up the nationality to the country (students should recognize words from the same root)</li> <li>4. Listen to and repeat the nationalities</li> <li>5. <b>Grammar:</b> difference between feminine and masculine (tier 2 vocabulary: adjective agreement)</li> <li>6. Practice exercise  <b>Challenge/extension:</b> adding the languages, highlighting they don’t change as the language is always masculine</li> <li>7. Speaking exercise (name, age, country, nationality, challenge: language)</li> </ol>	

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	<p>Feeds forward to GCSE topic 1, 5 and 6: daily life, travels and subtopic the ‘importance of languages’.</p>			
<p><b>15 – être</b>  <b>KG: to list the full paradigm of être in the present, to define what conjugating a verb is.</b></p>	<p>Allows students to be able to conjugate the verb <i>être</i> and learn the different subject pronouns in French.          Feeds forward to next lesson by students where students will revise <i>être</i>.</p> <p>Feeds forward to GCSE expectations: using verbs with different subject pronouns accurately. <i>Être</i> is also used to create the past tense in French and is crucial to know by heart.</p> <p>Feeds forward to next term where students will say what they are like and will revise and use <i>être</i> again.</p> <p>Feeds forward to year 8 where they will revise <i>être</i> and learn how to use it to form the past tense.</p>	<p><b>Recall:</b> je suis, espagnol, Pays de Galle  <b>New :</b> tu es, conjugating,</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) Correcting the homework (peer assessment)</li> <li>3) Grammar: explaining what a verb is, showing <i>be</i> in English and adding <i>être</i> in French next to it, explaining the different <i>you</i> (simplify by saying <i>tu</i> is singular and <i>vous</i> is plural)</li> <li>4) Repeating the verb together and learning it in a song</li> <li>5) Mini whiteboard practice exercise</li> </ol>	<p><b>Worksheet on être</b></p>

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<p><b>16 – Memrise – IT lesson</b>  <b>KG: identifying the effective use of Memrise to revise and learn vocabulary, stating if you have brothers and sisters.</b></p>	<p>Allows students to be introduced to Memrise and use it as a mean of revision and learning. Learning how to say if you have a brother/sister.</p> <p>Feeds on from lessons 15, 12, 8 (être, avoir with je and tu, nationalities)</p> <p>Feeds forward to next lesson by students using their prior knowledge of avoir and some words for brothers and sisters to learn how to talk about their siblings.</p> <p>Feeds forward to next assessment as it will help them revise for it.          Feeds forward to term 2 where they will learn about brothers and sisters.</p>	<p><b>Recall:</b> il est, j'ai  <b>New :</b> un frère, une sœur</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) Peer assessment: homework correction</li> <li>3) Students create an account on 'Memrise' and join the class group.</li> <li>4) Students work on the last learnt vocabulary</li> <li>5) Students work on new vocabulary introducing them to the next lesson (brothers and sisters)</li> </ol>	
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