

French – Year 7, Term 2.

This term, students will broaden their French knowledge to talk about themselves and others. They will be able to talk about their brothers and sisters, describe their classroom, say what they like and don't like, describe their personality and other people's personality and use verbs to talk about their lives. They will also learn about French culture by looking at Christmas in France. Furthermore, they will improve their knowledge of French and accuracy in the language by working on grammar points such as the verb *to have* (avoir), adjectives in the feminine and the masculine, understanding what a verb in the infinitive is and the possessive adjective *my* in French.

	Lesson Intent (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.)	Vocabulary – Daily Retrieval/Teach for memory	Activities/Assessment (to including the metacognitive/learning verb	Homework/Literacy Map
1 – Brothers and sisters KG: to state if you have a brother or sister, using avoir with je and tu.	Allows students to ask someone if they have siblings and to answer this question. Thus, learning a variety of vocabulary (big, little, twin, half, only-child, etc.) and using <i>avoir</i> with <i>je</i> and <i>tu</i> . Feeds on from Term 1, Lessons 8 and 16. Feeds forward to next lesson which is on <i>avoir</i> (full paradigm) Feeds forward to the first topic in GCSE exam (talking about myself). Feeds forw Feeds forward to Year 8 where students will need <i>avoir</i> to create the past tense in term 1.	New: un petit frère, une grande soeur Recall: j'ai, je n'ai pas de	1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Listen and repeat the vocabulary and teacher vs. student game 3.) Speaking exercise in pairs 4.) Listening (p. 11) -> also feeds back to numbers, learnt in term 1.	
2 – Avoir	Allows students to learn the verb <i>avoir</i> which is a verb that must be	New: il a deux soeurs, elle a un chien Recall: j'ai onze ans, tu as un frère	1.) Vocabulary and prior knowledge daily retrieval slide	Worksheet on <i>avoir</i> .

<p>KG: to list the full paradigm of avoir (to have)</p>	<p>known by heart in French, as it is used all the time and useful for speaking in the past tense.</p> <p>Feeds on from Term2, Lesson1 and Term 3, Lesson 8.</p> <p>Feeds forward to next lesson which is on describing your classroom using <i>il y a</i>, which is a form of <i>avoir</i>. This feeds forward to Year 8, Term 1, where students will learn the past tense.</p> <p>Feeds forward to the GCSE exam where students are expected to use correct grammar, especially with basic verbs such as <i>avoir</i>.</p>		<ol style="list-style-type: none"> 2.) Introduction to <i>avoir</i>, making a parallel with <i>être</i> (from term 1), Dynamo video (on active learn) 3.) Repeating the verb together and doing games to remember it 4.) Practise exercises 5.) Song to remember the verb. 	
<p>3 – Describing a classroom KG: to list things in your classroom in French, to identify the indefinite article.</p>	<p>Allows students to learn things in the classroom (eg. teacher, board, tables, chairs, windows, etc.) and to understand the difference between un/une/des (indefinite articles).</p> <p>Feeds on from Term 1, Lesson 3.</p>	<p>New: un prof, une chaise Recall: un frère, une soeur, nous avons</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide and song recap. 2.) Homework correction: peer assessment. 3.) Listen and repeat the vocabulary (things in the classroom) using the phrase ‘il y a’, giant noughts and crosses game 	

	<p>Feeds forward to next lesson by students using their knowledge of describing a classroom to describe a photo of a classroom.</p> <p>Feeds forward to Year 8 where students will have to use the phrase <i>il y a</i>.</p> <p>Feeds forward to GCSE theme 3 (school) and GCSE requirement: describing a photo.</p>		<p>4.) Explaining what an indefinite article is and showing the different French versions with a practise exercise</p> <p>5.) Listening exercise p.12 (ex. 3)</p>	
<p>4 – Describing a classroom KG: To describe your classroom in French with prepositions of places, to state your opinion.</p>	<p>Allows students to describe their classroom and a photo, using prepositions of place (left, right, at the back, in the middle) and giving opinions (it's modern, old, etc.)</p> <p>Feeds on from Term 2, Lesson 3.</p> <p>Feeds forward to next lesson where students will use their prior knowledge of the opinions to extend their sentences to talk about what they like/dislike.</p>	<p>New: c'est génial, à droite Recall: un ordinateur, une fenêtre</p>	<p>1) Vocabulary and prior knowledge daily retrieval slide.</p> <p>2) opinion match up (guessing exercise, students can use dictionaries) then repeat the vocabulary together for pronunciation</p> <p>3) Reading: p. 13 match the yellow phrases in the text with the English translation (on the board) Extension work to point out the difference between the indefinite and definite article.</p> <p>4) Writing: write a description of this classroom using</p>	<p>Vocabulary test and grammar test on: avoir, brothers and sisters, describing a classroom in 2 lessons.</p>

	<p>Feeds forward to year 8, where students will describe photos and will revise prepositions of place to give directions in term 5.</p> <p>Feeds forward to Edexcel GCSE speaking exam where students will have to describe a photo.</p>		<p>prepositions of places and opinions.</p>	
<p>5 – Likes and dislikes KG: To state what you like/dislike in French, using –er verbs.</p>	<p>Allows students to say what they like/dislike and to use –er verbs with <i>je, tu, il/elle</i>, to use the definite article after an opinion verb.</p> <p>Feeds on from Term 1 with a range of vocabulary learnt previously (eg. snakes).</p> <p>Feeds forward to next lesson by students using their knowledge of saying what they like/dislike to create longer sentences using connectives and opinions.</p> <p>Feeds forward to Year 8 where students will be expected to give their opinions and justify</p>	<p>New: j’aime, je n’aime pas Recall: une fenêtre, c’est triste</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Introducing <i>aimer</i> with <i>je, tu, il</i> and the negative version as well as different options of what can be liked/disliked (sometimes referring back to vocabulary learnt in term 1) 3.) Reading: p. 14, extension to unable students to use connectives 4.) Speaking: find someone who: a grid is given to students with French phrases asking them to find someone who likes football, doesn’t like snakes, etc. they must go around the class asking questions in French and answering in French to find a different person for each category. 	<p>Vocabulary test and grammar test on: avoir, brothers and sisters, describing a classroom next lesson.</p>

	them, which is also a GCSE requirement.			
<p>6 – Likes and dislikes KG: To identify connectives in more complex sentences.</p>	<p>Allows students to be assessed on their prior knowledge and allows students to be able to indentify connectives to create more complex sentences when saying what they like/dislike.</p> <p>Feeds on from Term 2, Lesson 5 (saying what you like/dislike).</p> <p>Feeds on from Term 2, Lessons: 1, 2, 3, 4 as students have a short assessment on it.</p> <p>Feeds forward to year 8 where students will be expected to use connectives in their sentences.</p>	<p>New: mais, surtout Recall: j’aime le foot, j’ai une soeur</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide and test feedback. 2) Vocabulary and grammar assessment (20-30 minnutes) 3) Reading together: p. 15, ex. 4 and explaining the connectives. Extension: write your own text. <p>Feeds forward to next lesson by students using their knowledge of connectives to make more complex sentences.</p>	
<p>7 – What are you like? KG: To describe what you are like in French using adjectives, to identify the feminine and masculine versions of adjectives.</p>	<p>Allows students to be able to describe what they are like using <i>être</i> with <i>je</i> and to recognise the feminine and the masculine version of adjectives, using qualifiers.</p> <p>Feeds on from Term 1 where students learnt</p>	<p>New: fort, timide Recall: je suis, et</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide 2) Listen and repeat the adjectives with the gesture, charade game, reminding the difference between the feminine and the masculine versions (eg. make all girls repeat the feminine version, 	

	<p><i>être</i> and adjectives in the feminine and the masculine.</p> <p>Feeds forward to next lesson by students using their prior knowledge of saying their personality to revise <i>être</i> and use the negative.</p> <p>Feeds forward to year 8 where students will describe people's personality (term 3). Feeds forward to GCSE topic 1 (daily life).</p>		<p>all boys repeat the masculine version)</p> <p>3) listening exercise: p. 16-> recognize the adjective and the qualifier (explain the qualifier before doing the exercise)</p> <p>4) Speaking: 'speak dating' in pairs, asking and saying what they are like, after 45 seconds, some students move, changing partners, CHALLENGE: use qualifiers</p>	
<p>8 – What are you like? KG: To list être in the present, to identify and use the negative form</p>	<p>Allows students to be able to revise <i>être</i> and to say what they are not.</p> <p>Feeds on from previous lesson and to Term 1, Lesson 15.</p> <p>Feeds forward to next lesson by students using their prior knowledge of <i>être</i> in the phrase 'c'est'.</p> <p>Feeds forward to Year 8 where students will describe people's personality (Term 3). Feeds forward to the Edexcel GCSE topic 1 (daily life).</p>	<p>New: je ne suis pas, il n'est pas Recall: être, bavard</p>	<p>1) Vocabulary and prior knowledge daily retrieval slide.</p> <p>2) TEST FEEDBACK – in purple pen, students correct their mistakes and set a target, looking back at the previous test to compare their progress.</p> <p>3) Revising the être song</p> <p>4) Introduce and explain the negative, practice with mini whiteboards (using the personality sentences)</p>	<p>Worksheet on personality</p>

<p>9 – My life KG: To define what a verb in the infinitive is, to list –er verbs to say what you like to do.</p>	<p>Allows students to be able to understand what an infinitive is both in French and English and to use them to say what they like to do.</p> <p>Feeds back to Lesson 5 (Term 2).</p> <p>Feeds forward to next lesson by students using their prior knowledge of –er verbs to work on more complex texts.</p> <p>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>New : danser, étudier, infinitive (to define in English) Recall: j’aime, je ne suis pas</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Homework feedback: peer assessment. 3.) Listening: song p. 18, then identify the verbs in the song (ex. 2) Extension: what do they have in common? Find the infinitive of other verbs. As we correct it, make students repeat the verbs for pronunciation. 4.) Create your own song with a friend and perform it! 	
<p>10 – My life KG: to interpret a more complex text, to identify the possessive adjective my in French.</p>	<p>Allows students to work on a more complex text and revise the verbs learnt in the previous lesson.</p>	<p>New: mes amis, mon portable Recall: étudier, c’est génial</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Reading: p. 19: bronze exercise (find the words in the text), silver exercise (bronze + ex. 3 p.190 gold 	<p>test on everything from term 2 in two lesson</p>

	<p>Feeds on from previous lesson.</p> <p>Feeds forward to next lesson by students using their prior knowledge to revise for the assessment.</p> <p>Feeds forward to Year 8 where students will be expected to use and recognise infinitives.</p> <p>Feeds forward to Term 3 where students will recap these verbs and new verbs.</p> <p>Feeds forward to Term 5 where students will use possessive adjectives to talk about their family.</p>		<p>exercise (bronze + silver + write your own text)</p> <ol style="list-style-type: none"> 3. Grammar: looking at the different ways to say <i>my</i> 4. Practise exercise with mini whiteboards 	
<p>11 – Revision lesson KG: to assess your knowledge of the vocabulary learnt in class.</p>	<p>Allows students to be ready for the test.</p> <p>Feeds on from all previous lessons from Term 2.</p> <p>Feeds forward to next lesson by students using their prior knowledge in the assessment.</p>	<p>Recall: j’aime le vélo, jouer, je suis bavard(e)</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slides. 2. Students look back at their last test’s target and are reminded to work towards it in their next test. 3. Grammar revision: feminine and masculine of adjectives 4. Listening practise : things in the classroom 5. Reading practice: what I like/what I am like 	<p>test on everything from term 2 next lesson</p>

			6. Whole class game in two teams with a mix of vocabulary from term 2	
<p>12 – Assessment KG: to assess your knowledge of the vocabulary and grammar learnt in class.</p>	<p>Assessing the prior knowledge. Feeds on from previous lessons. Feeds forward to Year 8 where end of module tests will include a listening, a reading and a writing exercise. Feeds forward to being used to listening and writing tests as it is part of the Edexcel GCSE exam.</p>	<p>Recall: rigoler, j’aime les glaces, je ne suis pas amusant</p>	<p>1. Vocabulary and prior knowledge daily retrieval slide. 2. Assessment:</p> <ul style="list-style-type: none"> • Listening: things in the classroom • Grammar: adjectives (put in the feminine) • Reading: personality and things people like • Writing: translation of verbs in the infinitive and writing a short paragraph (siblings, what you are like, what you like and dislike) 	
<p>13 – Assessment feedback KG: to explain mistakes/misconceptions from the last assessment</p>	<p>Allows students to look back at the test and to review their mistakes. Feeds on from the assessment in Lesson 12 on siblings, things in the classroom, likes and dislikes, personality, verbs in the infinitive. Feeds forward to next lesson by students using their prior knowledge of saying what people are</p>	<p>Recall: jouer, j’aime les BD, la porte</p>	<p>1. Vocabulary and prior knowledge daily retrieval slide. 2. Going through each exercise of the test in purple pen 3. Students must correct their mistakes and rewrite the writing in a purple pen 4. Students must say if they reached their last</p>	<p>Find two things about Christmas in France.</p>

	like and what they like to write it in a Christmas card.		target and set a new target for their next test. 5. Discussion on what could be done to improve next time	
14 – Christmas in France KG: To discuss what Christmas is like in France and to write a Christmas card in French.	Allows students to be able to learn about French culture and to use their prior French knowledge in a Christmas card. Feeds on from using adjectives of personality and saying what they like/dislike. Feeds forward to next lesson by students using their prior knowledge of saying what they like/dislike to talk about school subjects. Feeds forward to Year 8 where students will work on French Christmas and new year's with a French text. Feeds forward to GCSE topic on festivals and traditions.	Recall: il est sympa, j'aime New : joyeux Noël	1. Vocabulary and prior knowledge daily retrieval slide. 2. Discuss with your partner what you found about Christmas in France, then whole class discussion. 3. Quiz about French Christmas in teams 4. Writing a French Christmas card	