

French – Year 7, Term 3

This term, students will broaden their French knowledge to talk about school. They will be able to talk about their school subjects, uniform, school day (involves telling the time), a description of their school. They will also learn about French culture by looking at the differences between English and French schools. Students will improve their writing and speaking skills by using opinions and justifications to extend their responses and will also be able to use –er verbs in the present with all subject pronouns.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p>1 – School subjects KG: to list school subjects in French, to state what subject you like/dislike</p>	<p>Allows students to talk about school subjects in French and to use different like/dislike phrases.</p> <p>Feeds on from Term 2, Lessons 5 and 6.</p> <p>Feeds forward to next lesson by students using their knowledge of school subjects to talk about them and give their opinions on them.</p> <p>Feeds forward to Year 8 where students will constantly need to state their likes/dislikes with a range of expressions.</p> <p>Feeds forward to the topic on school in GCSE exam.</p>	<p>New: les maths, l’histoire Recall: français, j’aime</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Listen and repeat the vocabulary, either/or game, team game. 3.) Match up exercise to learn the different opinion phrases 4.) Listening (p.36, ex. 1 can be shortened to 8 instead of 12). 5.) Speaking: survey across the room to ask who likes which subject. 	<p>Draw and write your timetable in French (only one week)</p>
<p>2 – School subjects (with opinions) KG: to justify your opinion by stating why you</p>	<p>Allows students to recap the school subjects and learn some new</p>	<p>New: difficile, facile Recall: c’est génial, j’aime l’anglais</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide and sticking the homework in. 	

<p>like/dislike school subjects.</p>	<p>adjectives, as well as revise some old ones. Feeds on from Term3, Lesson 1. Feeds forward to next lesson, which is still on the topic of school. This feeds forward to year 8 where students will give opinions and will extend it by using the past tense. Feeds forward to the topic on school in GCSE exam.</p>		<ol style="list-style-type: none"> 2.) Listening and repeating the vocabulary. 3.) Short speaking exercise to practice using 'pourquoi' and 'parce que' 4.) Reading (p. 37 ex.3 / extension: ex. 7) 	
<p>3 – School uniform KG: to list clothes in French, to identify how adjectives change when used with a noun.</p>	<p>Allows students to learn items of clothing and to revise colours and how to use them. Allows students to be able to describe their uniform. Feeds on from Term 1, Lesson 9. Feeds forward to next lesson by students using their knowledge of clothes to describe pictures and further their knowledge of the vocabulary. Feeds forward to Year 8, Term 3 (shopping for clothes).</p>	<p>New: un pull, une chemise Recall: vert, noir, rouge</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Listening and repeating the vocabulary and practising games (eg. students vs. teacher, touch the picture, say the phrase, noughts and crosses...) 3.) Reminder on how colour adjective change according to gender and number, worksheet on colours with scaffolded exercises to help students understand and extension work for higher achievers. 4.) Write and describe your ideal uniform. 	<p>Finish the ideal uniform description if not done in class.</p>

	Feeds forward to the topic on school in GCSE exam.			
<p>4 – School uniform</p> <p>KG: To describe a photo in French, to identify the word ‘on’ to say ‘we’.</p>	<p>Allows students to describe what a person is wearing on a photo using their previous knowledge of clothes and colours. To help them understand one of the meanings of ‘on’ and use it to describe their uniform.</p> <p>Feeds on from Term 3, Lesson 3 and Term 2, Lesson 4.</p> <p>Feeds forward to lesson 6 where students will use their prior knowledge of ‘on’ to talk about their school day.</p> <p>Feeds forward to year 8 term 3 (shopping for clothes) and generally when students will need to describe photos.</p> <p>Feeds forward to Edexcel GCSE speaking exam where students will have to describe a photo and will work on the topic of school.</p>	<p>New: on porte, chic</p> <p>Recall: une chemise blanche, sur la photo il y a</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) Reading: p. 39, ex 3 (read it together and do the first items as a class, then let the students work on their own) extension: translate the 2nd text 3) After correcting the extension, use it as an example to show the meaning of <i>on</i>. Get the students to write a short sentence to describe 2 items they wear at school (eg. on porte un pull noir et des chaussures noires.), extension: p. 39, ex. 4. 4) Describing a photo: p. 39, ex. 4, in pairs describe the photo using the blue box for help (those who did the extension can help their peers or describe another photo, using ex. 5) 	

<p>5 – Telling the time KG: To state what the time is in French.</p>	<p>Allows students to revise the numbers and to be able to tell the time in French so that in the next lesson they can describe a school day saying what they do at what time.</p> <p>Feeds on from Term 1, Lessons 5 and 6.</p> <p>Feeds forward to next lesson where students will use their prior knowledge of 'on' to talk about their school day.</p> <p>Feeds forward to Year 8 Term 4, talking about your daily routine using times.</p>	<p>New: il est deux heures Recall: vingt-cinq, c'est pratique</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Revising numbers 1-30 with a lotto game (French bingo) 3.) Listen and repeat + guess the time (first the hours, then adding the minutes) 4.) Practise exercise with mini whiteboards 5.) Listening (p. 35, ex. 7) 	<p>Vocabulary assessment: school subjects, opinions and uniform</p>
<p>6 – My school day KG: To assess your vocabulary knowledge, to describe your school day.</p>	<p>Allows students to be assessed on their prior knowledge and allows students to be able to use their knowledge of telling the time to describe their school day.</p> <p>Feeds on from term 3 lesson 1-5.</p> <p>Feeds forward to next lesson by students using their knowledge of</p>	<p>New: je mange à la cantine Recall: j'aime l'EPS, il est deux heures.</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide and test feedback. 2) Vocabulary assessment (20-30 minutes) 3) Reading together: p. 40 and match up of the English translation with each sentence. Extension: p.40, ex. 1 	

	<p>describing a school day to create their own writing.</p> <p>Feeds forward to year 8 term 4, daily routine.</p> <p>Feeds forward to GCSE topic on school.</p>			
<p>7 – My school day KG: To describe your school day and to list –er verbs in the present tense.</p>	<p>Allows students to be able to describe their school day and to learn the full paradigm of –er verbs in the present – which is useful to use verbs with different subjects and is a GCSE requirement.</p> <p>Feeds on from Term 3, Lessons 5 and 6.</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 Term 4, daily routine.</p> <p>Feeds forward to GCSE topic on school.</p>	<p>New: ils mangent, elle rentre</p> <p>Recall: je rentre, huit heures et demie</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide 2) Using the text p. 40, students write their own school day (they reuse the sentences and change the times, they must also change the activities at break time). They can illustrate after they finished writing. Extension: Read the yellow box p. 52 on <i>aimer, adorer, detester</i> and do ex. 1. 3) Explaining how –er verbs change in English (students should be familiar with verbs paradigm as they learn <i>être</i> and <i>avoir</i> in term 1 and 2) 4) Practise exercise (can be done with mini whiteboards) 	Worksheet on –er verbs.
<p>8 – What is French school like? KG: To identify what a French school is like</p>	<p>Allows students to be able to revise previously learnt vocabulary and to read and understand a detailed document. It</p>	<p>New: ma matière préférée, les vacances</p> <p>Recall: j’ai maths, l’hiver</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) TEST FEEDBACK – in purple pen, students correct their 	

	<p>also allows them to understand French culture more by understanding the life of a French yr 7 student.</p> <p>Feeds on from Term 3, Lessons 1-7, and to Term 1, Lesson 6 (seasons, days, months).</p> <p>Feeds forward to lesson 12 by students using their prior knowledge of school in an assessment.</p> <p>Feeds forward to year 8 where students will work on similar documents that they will read for gist.</p> <p>Feeds forward to the Edexcel GCSE topic on school.</p>		<p>mistakes and set a target, looking back at the previous test to compare their progress.</p> <p>3) Working in pairs p. 42 on the document: we first read it together and quickly discuss the differences with England, then explain each task which are on the board marked as <i>bronze (ex.1)</i>, <i>argent</i> (silver – ex. 1 and 2), or (gold – 1, 2 and 3) exercises to motivate students. Ex. 4 is added as an extension for high achievers.</p>	
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<p>9 – Ideal school description</p> <p>KG: To describe your ideal school using <i>il y a/ il n’y a pas</i>.</p>	<p>Allow students to be able to describe their school using <i>il y a</i> and <i>il n’y a pas de/d’</i>.</p> <p>Feeds on from Lesson Term 2, Lesson 3, Term 2 Lessons 1-4.</p> <p>Feeds forward to next lesson by students using</p>	<p>New : une piscine, le harcèlement</p> <p>Recall: petit, le prof est trop sévère</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Listen and repeat to vocabulary (using the vocabulary p. 44, ex. 1 (1-4, as they already learnt 5) and game to remember (such as teacher vs. students)</p>	<p>Write what your ideal school is like. (<i>Mon college super cool est...</i>)</p>
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	<p>their prior knowledge of describing a school to work on a more detailed text.</p> <p>Feeds forward to Year 8, Term 2, using <i>il y a</i>.</p> <p>Feeds forward to Edexcel GCSE topic on School.</p>		<p>3.) Listening: p. 44, ex 1 and 2 (explain tu es d'accord? je suis/ne suis pas d'accord, before doing ex. 2)</p> <p>4.) Speaking : ex. 3</p>	
<p>10 – Ideal school description KG: to interpret a more complex text, to describe your ideal school.</p>	<p>Allows students to work on a more complex text and revise the vocabulary learnt in the previous lesson.</p> <p>Feeds on from previous lesson and lesson 4.</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 work on more complex texts and to term 2 (using <i>il y a</i>).</p> <p>Feeds forward to GCSE topic on school.</p>	<p>New: les langues, les cours Recall: un terrain de foot, on étudie</p>	<p>1. Vocabulary and prior knowledge daily retrieval slide.</p> <p>2. Some students read out their homework and other students are asked 'tu es d'accord?'</p> <p>3. Reading: p. 45: bronze exercise (ex.6), silver exercise (bronze + ex. 7), gold exercise (bronze + silver + improve your homework by making it a longer text, using ex. 6 as a model) Extension: p. 53, ex. 7 and 8.</p>	<p>test on everything from term 3 in two lesson</p>
<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>Recall: j'ai histoire, il y a une piscine, il est cinq heures et demie</p>	<p>1. Vocabulary and prior knowledge daily retrieval slides.</p>	<p>test on everything from term 3 next lesson</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>		<ol style="list-style-type: none"> 2. Students look back at their last test's target and are reminded to work towards it in their next test. 3. Listening : p. 48, ex. 1 and 2 4. Reading: text on a typical school day. 5. Whole class game in two teams with a mix of vocabulary from term 3 	
<p>12 – Assessment KG: to assess your knowledge of the vocabulary and grammar learnt in class.</p>	<p>Assessing the prior knowledge.</p> <p>Feeds on from all previous lessons in Term 3.</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 different skill tests as it is part of the Edexcel GCSE exam.</p>	<p>Recall:</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Assessment: 	