

French – Year 7, Term 4

This term, students will broaden their French knowledge to talk about free time. They will be able to talk about what sport they play, what activities they do, what sports are famous in France and some French speaking countries, what they like doing and ask questions in French. They will also learn about French culture by learning about other French speaking countries. Furthermore, they will improve their knowledge of French and accuracy in the language by working on grammar points such as the verb *faire* (to do/make) in the present, the use of *jouer à* and *faire de*, frequency words and using two verbs together to create more complex sentences.

	<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 – Test feedback KG: to identify your strengths and weaknesses</p>	<p>Allows students to look back at the last end of module test and to understand and correct their mistakes.</p> <p>Feeds forward to next lesson by students using their knowledge of –er verbs to talk about what sport they play.</p> <p>Feeds forward to next test where students will have to look back at the targets they will have set this lesson.</p> <p>Feeds back to Term 3, all lessons.</p> <p>Feeds forward to the topic on school in GCSE exam.</p> <p>Feeds forward to year 8 and 9 where students will then be used to using targets and correcting tests.</p>	<p>Recall: je déteste la technologie, il est cinq heures, je rentre à la maison</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Correctin each exercise together in purple pen 3.) Rewriting the creative writing task 4.) Looking back at the last targets to see if they are reached and setting new targets 	

<p>2 – What sport do you like? KG: to discuss what sport you play, to identify how to use jouer à.</p>	<p>Allows students to recap the –er verbs seen in term 3, to talk about different sports/activities and to use <i>jouer à</i>. Feeds on from Term3, Lesson 7. Feeds forward to next lesson where students will use their prior knowledge of sport to talk about more activities, this time using <i>faire de</i>. Feeds forward to Year 8 where students will talk about sport/activities but in the past tense (Term 1) Feeds forward to the topic on daily life in GCSE exam.</p>	<p>New: le basket, les echecs Recall: je joue, sportif/sportive</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) Listening exercise: p. 60, ex. 1, then repeat the words together for pronunciation 3.) Explaining <i>jouer à</i> and practising with a short exercise where students see different forms of <i>jouer</i> as well (not just <i>je</i>). 4.) Class survey: find someone who, going around the class asking what sport people play in French. 	<p>Reading task (p. 61, ex. 6)</p>
<p>3 – What do you do? KG: to discuss what activities you do.</p>	<p>Allows students to learn more vocabulary on activities and to discover the verb <i>faire</i>.. Feeds on from Term 4, Lesson 2. Feeds forward to next lesson by students using</p>	<p>New: je fais du théâtre Recall: vélo, je joue aux cartes</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Peer assessment: homework correction 3.) Listen and repeat the new vocabulary (also teaching <i>qu'est-ce que tu fais</i> and <i>je fais</i>) and charade game (or 	

	<p>their knowledge of <i>faire</i> to learn the full paradigm.</p> <p>This feeds forward to year 8 where students will talk about sport/activities but in the past tense (Term 1).</p> <p>Feeds forward to the topic on daily life in GCSE exam.</p>		<p>other game to retain the vocabulary)</p> <p>4.) Reading: p. 62, ex. 1 (extension: write your own text)</p>	
<p>4 – Faire KG: To list faire in the present tense.</p>	<p>Allows students to learn and use the verb <i>faire</i> in the present.</p> <p>Feeds on from Term 4, Lesson 3.</p> <p>Feeds forward to next lesson where students will use their previous knowledge of sport and activities to talk about them in different French speaking countries.</p> <p>This feeds forward to year 8 where students will talk about sport/activities but in the past tense (Term 1).</p> <p>Feeds forward to Edexcel GCSE grammar expectations and topic on daily life.</p>	<p>New: nous faisons, il fait</p> <p>Recall: je joue au basket, je fais de la natation</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) In pairs, looking at a short text using <i>faire</i> in different forms: identify the verbs in the text, what subject pronoun is missing? 3) Listing the whole verb and giving a short practise exercise 4) Reading: p. 63, ex. 5 (add a first exercise to find frequency words in the text, then answer the questions in the book) 	<p>Worksheet on <i>faire</i></p>

<p>5 – Sport in French speaking countries KG: to identify words in context and cognates, to discuss sport in French speaking countries.</p>	<p>Allows students to learn about French-speaking countries, to learn to recognise cognates and words in context. Feeds on from Term 1, Lessons 7 and 12 and Term 3, Lessons 2, 3, 4. Feeds forward to next lesson where students will use their prior knowledge in a small test. This feeds forward to Year 8 where students will talk about sport/activities and travels in the past tense (Term 1). Feeds forward to GCSE topic 1 (daily life).</p>	<p>New: les sports d’hiver question: what French speaking countries do you know? Recall: la Suisse, je fais du patin à glace</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. -> Refer to p. 56 to show students different French speaking countries 2.) Listening: p. 64, ex. 2 then get the students to repeat the words from the listening and explain what a cognate is. 3.) Reading: p. 65, ex. 4 explain how to identify words in context first and do the first one together (extension: 5 p.65, give <i>neige</i>=snow) 	<p>Vocabulary/grammar assessment: <i>faire de, jouer à</i> and sport/activities.</p>
<p>6 – Assessment KG: To assess your vocabulary and grammar knowledge, to describe sports in your town/region.</p>	<p>Allows students to be assessed on their prior knowledge and allows students to be able to use their knowledge of sports/activities to describe what they do in their town. Feeds on from Term 4, Lessons 2-5. Feeds forward to lesson 8 where students will</p>	<p>New: quelque chose Recall: je joue au rugby, on fait du ski</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide and test feedback. 2) Vocabulary/grammar assessment (20-30 minutes) 3) Writing in pairs: using textbook p. 65 as a model (+ model on the board), describe what sport you do in your town/region according to seasons. 	

	<p>look back at the assessment.</p> <p>Feeds forward to Year 8 where students will talk about sport/activities in the past tense (Term 1).</p> <p>Feeds forward to GCSE topic on daily life.</p>			
<p>7 – What you like to do KG: To discuss what you like to do using verbs in the infinitive.</p>	<p>Allows students to be able to say what they like to do using two verbs together.</p> <p>Feeds on from Term 2, Lessons 9 and 5.</p> <p>Feeds forward to next lesson by students using their prior knowledge of saying what they like doing to work on a longer text and on a speaking task.</p> <p>Feeds forward to Year 8 where students will use two verbs together to say what they like/dislike (Term 2).</p> <p>Feeds forward to GCSE topic on daily life.</p>	<p>New: prendre des selfies Recall: je n’aime pas, bloguer</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide 2) Listen and repeat to the vocabulary (use vocab. from p. 66) and game to embed the knowledge 3) Writing: ex. 2 p.66, students need to use the knowledge from the new vocabulary to translate short phrases (extension: write what you like to do on your phone – give ‘sur mon portable’ as a sentence starter) 4) Listening: 3 p. 66 	<p>Writing task (ex. 4p.67)</p>
<p>8 – What you like to do KG: To discuss what you like/dislike doing and interpret a longer text in French.</p>	<p>Allows students to be use their previous knowledge in a conversation and to</p>	<p>New: Qu’est-ce que tu aimes faire Recall: faire du patin à glace, regarder la télé</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>understand and detailed text.</p> <p>Feeds on from Term 4, Lessons 2, 3, 4, 5, 7.</p> <p>Feeds forward to next lesson where students will broaden their knowledge of asking questions.</p> <p>Feeds forward to Year 8 where students will use two verbs together to say what they like/dislike (Term 2).</p> <p>Feeds forward to the Edexcel GCSE topic on daily life.</p>		<p>mistakes and set a target, looking back at the previous test to compare their progress.</p> <p>3) Speaking: short 'speak dating' activity to ask what they like/dislike doing (get them to repeat the questions first and leave model on the board)</p> <p>4) Reading: p. 67 ex. 7 (extension: translate the 1st paragraph in English)</p>	
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<p>9 – Asking questions</p> <p>KG: To identify how to ask questions in French using <i>est-ce que</i> and <i>qu'est-ce que</i>.</p>	<p>Allow students to be able to ask questions in French and to create their own 'interview'.</p> <p>Feeds on from Term 4, Lesson 8.</p> <p>Feeds forward to next lesson by students using their prior knowledge to prepare for an assessment.</p> <p>Feeds forward to year 8 where students will, in each term, be expected</p>	<p>New : une piscine, le harcèlement</p> <p>Recall: Qu'est-ce que tu aimes faire, jouer au tennis</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slides.</p> <p>2.) Showing an example of 'qu'est-ce que' and another of 'est-ce que' questions and explaining the difference together (get them to write it down in their books)</p> <p>3.) Reading/vocabulary : match up the question to its answer (5-10 minutes) p. 68, ex. 2 (extension: answer the questions about yourself)</p> <p>4.) Writing/speaking:</p>	<p>Test on everything from term 4 in two lessons.</p>
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	<p>to ask and answer questions.</p> <p>Feeds forward to Edexcel GCSE expectations: asking questions (especially in the speaking paper).</p>		<p>-give three minutes to students to write down 4 questions in French that they want to ask their peers</p> <p>-give them 3-5 minutes to ask each other these questions and answer them in French (pair work)</p> <p>-then ask some students for their questions and get others to answer them (whole class)</p>	
<p>10 – Revision</p> <p>KG: to revise everything on ‘free time’ for the assessment.</p>	<p>Allows students to be ready for the test and to identify what they need to work on.</p> <p>Feeds on from Term 4, Lessons 2-9.</p> <p>Feeds forward to GCSE topic on daily life.</p>	<p>Recall: qu’est-ce que, est-ce que, je fais du sport</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Students look back at their last test’s target and are reminded to work towards it in their next test. 3. Grammar revision: faire or jouer (extension : translate sentences into French) 4. Reading practise: p. 73, ex. 4 (extension: write your own text) 5. listening practice: p. 72, ex. 1 <p>You can choose which practise is more relevant to the level of the class (if they tend to struggle with listening, then start with listening and so on, as there might not be enough time to do all activities)</p>	<p>assessment on everything from term 4 next lesson.</p>

			Feeds forward to next lesson by students using their prior knowledge in the assessment.	
<p>11 – Assessment KG: : to assess your knowledge of the vocabulary and grammar learnt in class.</p>	<p>Assessing the prior knowledge. Feeds on from all previous lessons in Term 4. 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 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 slides. 2. Assessment 	
<p>12 – the Weather KG: to describe the weather in French.</p>	<p>Allows students to be able to tell the weather in French. Feeds on from Term 1, Lesson 7. Feeds forward to Year 8, Term 1: talking about holidays and travel saying how the weather <u>was</u>. Feeds forward to GCSE topic on holiday and travels.</p>	<p>New : il fait beau Recall: l’hiver, le printemps</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Listen and repeat to the vocabulary and game to embed knowledge 3. Listening: ex. 6 p. 59 (challenge: add the extra details) 4. Speaking: presenting the weather as if on TV (give them time to practice with their partner, then get students to come to the board and present the weather to the class) 	Worksheet on the weather

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