

Year 8 – French

Year 8 – French Term 2: celebrations and traditions (Dynamo 2, module 2) This term’s intent is for students to be able to learn more about French culture through its celebrations, festivals but also everyday culture such as French markets and French food. Using their previous knowledge of giving an opinion, describing a photo, creating formal dialogues, using the future tense from year 7, students will extend their knowledge and vocabulary. Feeding back to the previous term, student will learn how to form questions in the future tense. This feeds forward to term 3 where students will practice using three tenses.

	<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>
1 – Festivals and celebrations KG: to list names of festivals and celebrations in French and to discuss your opinion on them	Allows students to learn vocabulary related to festivals and celebrations and to revise giving and justifying their opinion. <i>Feeds on from Year 7, Term 2 Lessons 6 and 8, Term 3, Lesson 3.</i> <i>Feeds forward to next lesson where students will use their prior knowledge of festivals and celebrations to describe them.</i> <i>Feeds forward to Year 9, Term 1 where students will give opinions adding a direct object pronoun to make them more complex.</i> <i>Feeds forward to GCSE topic on festivals and celebrations.</i>	New : rendre visite à, Pâques Recall : mon anniversaire, j’aime chanter	1.) Vocabulary and prior knowledge daily retrieval 2.) Match up exercise and explanation of ‘l’Aid’ with pictures or a short video 3.) Reading: p. 32, ex. 3 (extension: ex. 4) 4.) Speaking: giving and justifying their opinion on different celebrations (in pairs, then as a class)	
2 – Festivals and celebrations	Allows students to discover –re and –ir verbs in the present	New: j’attends, j’entends Recall: je rends visite à, je retrouve mes copains	1.) Vocabulary and prior knowledge daily retrieval slide	Make a poster on a celebration or festival that you enjoy celebrating: write what you do

<p>KG: to describe festivals and celebrations.</p>	<p>with <i>je</i>, to describe festivals and celebrations and learn about French festivals (fête de la musique and mardi gras) Feeds on from Term 2, Lesson 2. Feeds forward to next lesson where students will use their knowledge of –re and –ir verbs with <i>je</i> to learn their full paradigm Feeds forward to Year 9, Term 1 where students will revise the present tense. Feeds forward to GCSE topic on festivals and celebrations.</p>		<ol style="list-style-type: none"> 2.) Videos about <i>la fête de la musique</i> and <i>mardi gras</i> to immerse students in French culture 3.) Listening and repeating the vocabulary and little game to embed the knowledge 4.) Listening: p. 34, ex. 3 	<p>on this day and why you like it. Illustrate your poster with drawings or pictures.</p>
<p>3 – -re and –ir verbs KG: to list the full paradigm of –ir and –re verbs in the present tense.</p>	<p>Allows students to learn how –ir and –re verbs work in the present tense, allowing them to broaden the number of verbs they can use in sentences in the present (as they already know –er verbs and irregular <i>être, avoir, faire</i> and <i>aller</i>).</p>	<p>New: nous attendons, vous finissez Recall: j’attends, je choisis</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) In pairs, match up the subjects and the verbs. What are the –re and –ir endings in the present? 3.) Whole class correction and explanation of the rules 4.) –ir and –re verbs practise competition 	<p>Writing assessment in two lessons.</p>

	<p>Feeds on from Year 7 Term 2, Lessons 2 and 10, Term 4, Lessons 1 and 3, and Term 6 Lessons 2-5.</p> <p>Feeds forward to Lesson 5 where students will use their knowledge of these verbs in an assessment.</p> <p>Feeds forward to Year 9, Term 1 where students will revise the present tense.</p> <p>Feeds forward to GCSE grammar expectations.</p>			
<p>4 – The French market KG: To list fruits and vegetables in French adding the quantities needed.</p>	<p>Allows students to be able to list vegetables and fruits in French and learn about the important culture of markets in France. It will also allow them to learn how to give quantities in French and to revise the past tense.</p> <p>Feeds on from Term 1, Lesson 2.</p> <p>Feeds forward to Lesson 6 where students will use their prior knowledge of</p>	<p>New: des haricots verts, des oeufs Recall: j'ai acheté, vous choisissez</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) Listen to and repeat the vocabulary 3) Listening exercise to learn quantities (p. 36, ex. 2) 4) Speaking gam in a group of 3 or 4 (je suis allé au marché et j'ai acheté...) where students must memorise what the previous persons said and add their own word. The first person to make a mistake loses a point. 	<p>Writing assessment next lesson</p>

	<p>fruits and vegetables to make a dialogue at the market.</p> <p>Feeds forward to Year 9, Term 5 (dialogue at the restaurant).</p> <p>Feeds forward to Edexcel GCSE grammar requirements and to the topic of travel and holiday.</p>			
<p>5 – Assessment KG: To assess your vocabulary and grammar knowledge in a writing test.</p>	<p>Allows students to be assessed on their writing skills.</p> <p>Feeds on from Term 2, Lessons 1-3</p> <p>Feeds forward to Lesson 7 where students will correct their tests.</p> <p>Feeds forward to Year 9 where students will have writing assessments similar to these.</p> <p>Feeds forward to Edexcel GCSE topic on festivals and celebrations and GCSE writing expectations.</p>	<p>Recall: rendre visite à, j'attends avec impatience, Pâques</p> <p>Questions to answer in English : explain in your own words what <i>la fête de la musique</i> and <i>mardi gras</i> are.</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Writing assessment on celebrations and festivals (translation and creative writing) 	

<p>6 – At the French market KG: To identify how to buy food in a French market</p>	<p>Allows students to be able to buy fruits and vegetables in a French market and revise the polite expressions and the use of <i>vous</i>. Feeds on from Year 7, Term 6, Lesson 7 and Year 8, Term 2, Lesson 4. Feeds forward to Lesson 8 by students using their knowledge of food to describe famous French dishes. Feeds forward to Year 9, Term 5 (dialogue at the restaurant). Feeds forward to Edexcel GCSE topic culture and travel and tourism and expectations of the speaking paper (role play).</p>	<p>New: Ca fait combien Recall: vous désirez, une tranche de jambon</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide and test feedback. 2) Reading and working on an example dialogue at the market 3) In pairs, students create their own dialogues 4) Students act out their dialogues in front of the class 	<p>Due for lesson 8: Research what these dishes are and write what vegetables/meat/seafood are in them: -bouillabaisse -salade niçoise</p>
<p>7 – Assessment feedback KG: To review your writing test and identify your strength and weaknesses.</p>	<p>Allows students to be able to identify their writing strengths and weaknesses. Feeds on from Term 2, Lessons 1-3.</p>	<p>Recall: j’attends, je rends visite, le jambon</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide 2) Whole class translation correction 3) Rewriting of the creative writing 	<p>Due next lesson: Research what these dishes are and write what vegetables/meat/seafood are in them: -bouillabaisse -salade niçoise</p>

	<p>Feeds forward to next assessment where students will have to look back at their target.</p> <p>Feeds forward to year 9 where students will have writing assessments similar to these.</p> <p>Feeds forward to Edexcel GCSE topic on festivals and celebrations and GCSE writing expectations.</p>		<p>4) Target setting</p>	
<p>8 – French dishes KG: To list different famous French dishes and to describe them.</p>	<p>Allows students to be able to learn about famous French dishes and use their prior food knowledge to describe them.</p> <p>Feeds on from Term 2, Lessons 4 and 6.</p> <p>Feeds forward to next lesson by students using their prior knowledge of describing dishes to further develop it, adding more details and learning about other specialties outside of France.</p>	<p>New: les moules, la pâte Recall: les olives, les pommes de terre</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) Peer assessment: homework correction. Students also asked if they know any other famous French dish. 3) Reading and listening: p. 38, ex. 1 and 2 (extension, choose an English dish and describe it in French) 4) Listening: p. 38, ex. 3 (all students must write the main ingredients, extension write extra information) 	

	<p>Feeds forward to Year 9, Term 5 (dialogue at the restaurant).</p> <p>Feeds forward to the Edexcel GCSE topic on culture.</p>			
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<p>9 – Food specialties KG: To describe food specialties from different places in the world using the present and past tenses.</p>	<p>Allow students to be able to describe a dish in more details using a range of tenses and new opinion words.</p> <p>Feeds on from Term 2, Lessons 4, 6 and 8.</p> <p>Feeds forward to next lesson by students using their prior knowledge of specialties to talk about a school trip in Alsace (France).</p> <p>Feeds forward to Year 9, Term 5 (at the restaurant).</p> <p>Feeds forward to Edexcel GCSE topic on culture.</p>	<p>New : c’est sucré, trop salé</p> <p>Recall: je suis allé, moules-frites</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Reading: p. 39, ex. 4 (coloured exercises, students must do two colours at least) 3.) Write a text about the food specialty of your choice in French using ex. 4 as a model. 4.) Students present their texts to the class. 	<p>Worksheet on food an specialties</p>
<p>10 – School trip</p>	<p>Allows students to be able to revise the near future and discover</p>	<p>New: du pain d’épices, illuminé</p> <p>Recall: je vais choisir, une tarte flambée</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide 	

<p>KG: to revise the near future and describe a school trip in France.</p>	<p>information about the French region of Alsace at Christmas time. <i>Feeds on from Term 2, Lessons 1, 2, 8, 9 and Year 7, Term 6.</i> <i>Feeds forward to next lesson by students using their prior knowledge of the near future to ask questions in the future.</i> <i>Feeds forward to Year 9, Term 5 (discovery of French cities/regions)</i> <i>Feeds forward to Edexcel GCSE topic on travel and tourism.</i></p>		<ol style="list-style-type: none"> 2. Peer assessment: homework correction 3. Reading: p.40 ex. 1 (bronze, argent, or exercises) 4. As we go through the correction, explain the future tense again as a whole class 	
<p>11 – Questions in the future KG: to identify how to ask and answer questions in the future tense in French.</p>	<p>Allows students to be able to form questions in the future and be able to answer them. <i>Feeds back to term 2 lesson 10, term 1 lesson 11 and year 7 term 4, lesson 9.</i> <i>Feeds forward to next lesson by students using their prior knowledge to revise for the test.</i></p>	<p>New: qu'est-ce que tu vas faire Recall: je vais aller à, du pain d'épices</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slides. 2. Reminder of how to form questions – students guess how it could work in the future tense 3. Practise exercises for students to be able to form questions in the future 4. Speaking: write down 3 questions and ask them to your partner who must answer them. 	<p>In two lessons: end of module assessment.</p>

	<p>Feeds forward to Year 9, Term 2 (asking questions in the simple future). Feeds forward to Edexcel GCSE requirements especially in the speaking paper where students will ask and answer questions.</p>			
<p>12 – Revision KG: to revise for the assessment.</p>	<p>Allows students to revise for the test. Feeds on from all Term 2 lessons. Feeds forward to next lesson by students using their prior knowledge in the assessment. Feeds forward to Year 9 where students will have end of module assessments with listening, reading and writing tasks. Feeds forward to GCSE edexcel topic on festivals and celebrations and GCSE writing, reading and listening papers.</p>	<p>Recall: un voyage scolaire, je vais choisir, je rends visite à</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Listening practice: p. 46, ex. 1 3. Reading practice: p. 47, ex. 5 4. Writing translation practice p. 47 ex. 6 5. Looking back at the previous end of module assessment, students must identify their target and what they need to work on for the coming assessment. 	<p>Next lesson: end of module assessment</p>

<p>13 – Assessment KG: To assess your knowledge of: -festivals and celebrations in French -Fruits and vegetable -Ordering food at the market -Describing famous dishes -Describing a school trip using the future tense -Asking questions in the future</p>	<p>Allows students to be assessed on their knowledge from term 2. Feeds on from all Term 2 lessons. Feeds forward to term 3 where students will correct the assessment. Feeds forward to Year 9 where students will have end of module assessments with listening, reading and writing tasks. Feeds forward to GCSE Edexcel topic on festivals and celebrations and GCSE writing, reading and listening papers.</p>	<p>Recall: les moules-frites, j'ai acheté, je vais rendre visite à +</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Assessment (listening, reading with a text and a translation into English, writing with a translation into French and a creative writing) 	
<p>14 – Christmas in France KG: To revise your knowledge of French Christmas.</p>	<p>Allows students to revise what they know about French Christmas and to learn a French song about Christmas. Feeds on from Year 7, Term 2, Lesson 14 and Year 8, Term 2, Lessons 1 and 2. Feeds forward to year 9 where students will talk in more details about Christmas in Term 2.</p>	<p>New : boule de neige, couronne de l'avent Recall: père Noël, les cadeaux</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Quiz on Christmas in teams 3. French Christmas song 	<p>Search what 'la fête des rois' is in France.</p>

	Feeds forward to GCSE Edexcel topic on festivals and traditions.			
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