

# Year 8 – French

Year 8 – French Term 4: My home (Dynamo 2, module 4) This term's intent is for students to describe where they live in more details and to revise and improve their knowledge of talking about their daily routine feeding back from year 7 term 1 (countries), 3 (daily routine at school) and 6 (talking about your town) and year 8 term 1 (holidays). They will also feed from previous year 8 terms by using a range of tenses. In this term, students will also learn about modal verbs (pouvoir and devoir) which feeds forward to term 5 where they will use on peut + infinitive.

	<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 – Test feedback</b> <b>KG: to review your end of module assessment and identify your strength and weaknesses.</b>	<p>Allows students to be able to identify their writing strengths and weaknesses.</p> <p>Feeds on from Term 3, all lessons.</p> <p>Feeds forward to next assessment where students will need to review their target to know what to focus on.</p> <p>Feeds forward to Year 9 where students will have reading, listening and writing assessments similar to these.</p> <p>Feeds forward to Edexcel GCSE topic on daily life.</p>	<b>Recall</b> : on va manger, j'ai rendu visite à, ne...jamais	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval</li> <li>2.) Correction in purple pen</li> <li>3.) Rewriting of the creative writing</li> <li>4.) Checking if the previous target has been met and creating a new target for each skill.</li> </ol>	5,000 points on Memrise.
<b>2 – Where do you live</b> <b>KG: to revise vocabulary on countries and the weather, to state where you live and what it is like.</b>	<p>Allows students to revise a range of vocabulary and to describe where they live in details.</p>	<b>New:</b> sur une île, à la campagne <b>Recall:</b> j'habite, au bord de la mer	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide</li> <li>2.) Listening: p. 80, ex 1</li> <li>3.) Using the words from the listening teacher will ask</li> </ol>	

	<p>Feeds on from Term 1 Lessons 1 and 2, Year 7 Term 1 lessons 6 and 12, and Term 6, lesson 12.</p> <p>Feeds forward to next lesson where students will use their knowledge of saying where they live to extend their description using <i>pouvoir</i> + infinitive.</p> <p>Feeds forward to Year 9, Term 4 (travelling, being a tourist, talking about French cities and regions).</p> <p>Feeds forward to GCSE topic on my town.</p>		<p>students to guess what her own sentence is. The first one to find it gets a reward (classchart points) – this exercise allows students to speak and practise the vocabulary.</p> <p>4.) Reading: p. 81, ex. 4 (extension: write your own text).</p>	
<p><b>3 – What is your region like?</b></p> <p><b>KG: to describe your region using <i>on peut</i> + infinitive.</b></p>	<p>Allows students to be able to talk about their region and to understand how to use <i>on peut</i> + infinitive.</p> <p>Feeds on from term 4 lesson 2.</p> <p>Feeds forward to next lesson where students will extend their knowledge of <i>pouvoir</i> by learning the full paradigm.</p>	<p><b>New:</b> plein de, peu de</p> <p><b>Recall:</b> la plage, nous habitons</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slide</p> <p>2.) Reading: p. 82 ex. 1 – explaining <i>on peut</i> as we read the text.</p> <p>3.) Listening: p. 82 ex. 2</p> <p>4.) Whole class game to work on the vocabulary</p>	<p>Writing: create a poster about a British county of your choice.</p>

	<p>Feeds forward to Year 9, Term 4 (talking about French cities and regions).</p> <p>Feeds forward to GCSE topic on my town.</p>			
<p><b>4 – Pouvoir</b></p> <p><b>KG: To list the full paradigm of the modal verb <i>pouvoir</i>.</b></p>	<p>Allows students to be able to list the verb <i>pouvoir</i> which is an important irregular verb that they will see and use again in the future.</p> <p>Feeds on from Term 4, Lesson 3.</p> <p>Feeds forward to lesson 6 where students will have an assessment and to Lesson 5 where students will discover another model verb, similar to <i>pouvoir</i> (<i>devoir</i>).</p> <p>Feeds forward to Year 9, Term 6 (using this modal verb to talk about the environment)</p> <p>Feeds forward to Edexcel GCSE grammar expectations.</p>	<p><b>New:</b> je peux, nous pouvons</p> <p><b>Recall:</b> on peut, la campagne</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) Match up the subject and the verb for <i>pouvoir</i></li> <li>3) Reading: p. 83, ex. 4 (find <i>pouvoir</i> in the text and answer the questions)</li> <li>4) Quiz on <i>pouvoir</i>.</li> </ol>	<p>Grammar assessment on <i>pouvoir</i> in two lessons.</p>

<p><b>5 – Home chores</b>  <b>KG: To list home chores in French using <i>je dois</i> + infinitive</b></p>	<p>Allows students to be able to list home chores and to use the modal verb <i>devoir</i> with <i>je</i> and <i>il/elle/on</i> which they can compare to <i>pouvoir</i>.  Feeds on from Term 4, Lesson 4.  Feeds forward to next lesson where students will use their prior knowledge of <i>devoir</i> to learn the full paradigm.  Feeds forward to Year 9, Term 1 (talking about your family).  Feeds forward to Edexcel GCSE topic on daily life.</p>	<p><b>New</b> : faire la lessive, je dois  <b>Recall</b>: on peut, je peux</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2.) Listen to and repeat the vocabulary on house chores and game to embed knowledge</li> <li>3.) Listening: which house chores do they have to do?</li> <li>4.) Speaking: class survey on house chores</li> </ol>	<p>Grammar assessment on <i>pouvoir</i> next lesson.</p>
<p><b>6 – Assessment and devoir</b>  <b>KG: To assess your knowledge of <i>pouvoir</i>, to list <i>devoir</i> in the present tense.</b></p>	<p>Allows students to be assessed on their knowledge of <i>pouvoir</i> (10 minute test) and to learn <i>devoir</i> which they can compare to <i>pouvoir</i>  Feeds on from Term 4, Lessons 4 and 5.  Feeds forward to Lesson 10 where students will revise all from Term 4.</p>	<p><b>New</b> : nous devons, ils doivent  <b>Recall</b>: il peut, je dois</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide and test feedback.</li> <li>2) Assessment (10minutes)</li> <li>3) Peer assessment</li> <li>4) Listing devoir and practise exercises.</li> </ol>	

	<p>Feeds forward to Year 9, Term 6 (using these modal verbs to talk about the environment).</p> <p>Feeds forward to Edexcel GCSE topic on daily life.</p>			
<p><b>7 – My routine</b></p> <p><b>KG: To <b>state</b> what routine is, to <b>identify</b> what a reflexive verb is.</b></p>	<p>Allows students to be able to revise the time (learnt in year 7) and to learn phrases to talk about their daily routine, in particular looking at reflexive verbs (with <i>je</i>) – students can compare it to <i>je m'appelle</i> which they learnt in year 7.</p> <p>Feeds on from Year 7, Term 3 (telling the time) and Term 1, Lesson 2.</p> <p>Feeds forward to next lesson where students will talk more about their routine.</p> <p>Feeds forward to Year 9, Term 1 (reflexive verbs).</p> <p>Feeds forward to Edexcel GCSE topic on daily life.</p>	<p><b>New:</b> je me lève, je me coiffe</p> <p><b>Recall:</b> je quitte la maison, nous devons</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide</li> <li>2) Revision exercise on telling the time</li> <li>3) Listening and repeating the daily routine</li> <li>4) Listening: p. 86, ex. 2</li> </ol>	Worksheet on time and routine

<p><b>8 – My routine</b>  <b>KG: to identify reflexive verbs with <i>il/elle</i> and <i>ils/elles</i>, to identify how to structure a text with connectives and time phrases.</b></p>	<p>Allows students to be able to use reflexive verbs with <i>il/elle</i> and <i>ils/elles</i> (they will learn them more in details in year 9) and to work on a more complex text, focusing on connectives to structure a writing.  Feeds on from Term 4, Lesson 7.  Feeds forward to next lesson by students using their prior knowledge of daily routine to talk about a new routine by discussing moving home.  Feeds forward to Year 9, Term 1 (reflexive verbs).  Feeds forward to the Edexcel GCSE topic on daily life.</p>	<p><b>New</b> : il se lave, elles se couchent  <b>Recall</b>: je me lève, ils doivent</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) Reading: p. 87, ex. 5 (bronze, silver, gold exercises)</li> <li>4) Speak-dating: talking about your routine in pairs (after 1min, changing partner)</li> </ol>	

<p><b>9 – I moved out!</b>  <b>KG: To discuss moving houses, to identify the place of irregular adjectives in French.</b></p>	<p>Allow students to learn new irregular adjectives where they are placed and how they change (according to gender and number) and to talk about moving houses.  Feeds on from Year 7, Term 3.  Feeds forward to next lesson by students using their prior knowledge to revise for the assessment.  Feeds forward to Edexcel GCSE topic on daily life and my town.</p>	<p><b>New :</b> j’ai déménagé, vieux  <b>Recall:</b> il se lave, un salon</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Observing sentences: students must find the adjectives – what do they notice?</li> <li>3.) Explaining the place of adjectives in French (most of the time after the noun, but some irregular ones go before)</li> <li>4.) p. 88 ex. 2 to practise (extension: p. 88 ex. 3)</li> </ol>	<p>End of module assessment in two lessons.</p>
<p><b>10 – Revision</b>  <b>KG: to revise for the end of module assessment.</b></p>	<p>Allows students to be able to be ready for their assessment</p> <p>Allows students to be assessed on their knowledge of term 3.  Feeds on from all Term 4 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</p>	<p><b>Recall:</b> une nouvelle maison, j’ai déménagé, je me couche</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide</li> <li>2. Reading practice: p. 90, ex. 1</li> <li>3. Listening practice: p. 94, ex. 2</li> <li>4. Writing practice: p. 95, ex. 6</li> <li>5. Target setting: looking back at the last end of module assessment, students check what they need to work on for the next test.</li> </ol>	<p>End of module assessment next lesson.</p>

	assessments with listening, reading and writing tasks. Feeds forward to GCSE Edexcel topic on daily life and my town and GCSE writing, reading and listening papers.			
<b>11 – Assessment</b> <b>KG: to assess your knowledge of:</b>	Allows students to revise for the test. Feeds on from all Term 4 lessons. 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 daily life and my town GCSE writing, reading and listening papers.	<b>Recall:</b> je me douche, ranger ma chambre, je dois	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slides.</li> <li>2. Assessment</li> </ol>	Research information on Easter in France.
<b>12 – Easter in France</b> <b>KG: to identify how French people celebrate Easter.</b>	Allows students to develop their knowledge of French culture Feeds on from Term 3. Feeds forward to next lesson where students	<b>New :</b> les cloches, cacher <b>Recall:</b> Pâques, un repas	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Correcting the homework: discussing what students found about <i>Easter</i> in France</li> <li>3. Quiz on Easter in France</li> </ol>	Writing: write about what you did for Easter.



	<p>will share what they did for Easter.</p> <p>Feeds forward to Year 9</p> <p>Feeds forward to GCSE</p> <p>Edexcel topic on celebrations and festivals.</p>		<p>4. Creating an Easter card in French</p>	
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