

Year 8 – French

Year 8 – French Term 5: Sport (Dynamo 2, module 5) This term’s intent is for students to be able to talk about sport and health, to create dialogues (asking for directions and at the doctor’s) and give advice using il faut. This feeds from year 7 where students practised dialogues and using the formal vous. This also feeds from year 8 term 4 as students will use a range of adjectives and learn how to make comparatives and will revise places in town. This feeds forward to term 6 where students will talk about a sports person and will revise everything from this term.

	<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 – Test feedback KG: to review your end of module assessment and identify your strength and weaknesses.	<p>Allows students to be able to identify their writing strengths and weaknesses.</p> <p>Feeds on from Term 4, 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 and my town.</p>	<p>Recall : je me coiffe, trop de, à la campagne</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval 2.) Homework correction: students share what they did for Easter. 3.) Correction in purple pen 4.) Rewriting of the creative writing 5.) Checking if the previous target has been met and creating a new target for each skill. 	<p>5,000 points on Memrise.</p>
2 – Sport KG: to revise types of sport in French, to identify when to use on peut + infinitive.	<p>Allows students to revise a vocabulary linked to sport and to learn the phrase <i>on peut</i> + infinitive, learning the other meaning of <i>on</i>.</p>	<p>New: on peut, courir</p> <p>Recall: faire de l’équitation, jouer au tennis</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) Listening and repeating the vocabulary (using on peut jouer à and on peut faire de) 	

	<p>Feeds on from Year 7, Term 4.</p> <p>Feeds forward to next lesson where students will use their knowledge of sport to add their opinion and use comparatives.</p> <p>Feeds forward to Year 9, module 1 (talking about activities you do with your friends).</p> <p>Feeds forward to GCSE topic on daily life.</p>		<p>and game to embed knowledge</p> <p>3.) Reading: p. 104, ex. 1 (with coloured exercises – students must do at least 2 colours)</p>	
<p>3 – Sport</p> <p>KG: to state what you think of sports using adjectives and comparatives.</p>	<p>Allows students to be able to talk about sport and to revise adjective agreements and learn how to use comparatives in French.</p> <p>Feeds on from Term 4, Lessons 3 and 4; Term 5, Lesson 2, and Year 7, Term 4.</p> <p>Feeds forward to next lesson where students will learn places in town related to sport.</p> <p>Feeds forward to Year 9, module 1 (comparing people)</p>	<p>New: plus facile que, moins</p> <p>Recall: on peut, faire de l'équitation</p>	<p>1.) Vocabulary and prior knowledge daily retrieval slide</p> <p>2.) Observing sentences using the comparative, discussion in pairs to guess the rule then whole class discussion</p> <p>3.) Mini whiteboards practise exercise</p> <p>4.) Speaking: in pairs, 30 seconds per slide, students must compare what is on the board.</p>	<p>Worksheet on the comparative</p>

	Feeds forward to GCSE topic on daily life and GCSE grammar expectations.			
<p>4 – Places in the Olympic village KG: To list and revise places in town, using <i>il y a</i> and <i>il n’y a pas</i>.</p>	<p>Allows students to be able to list places in town, some that they know and others that are new and to revise how to use <i>il y a</i> and <i>il n’y a pas</i>.</p> <p>Feeds on from Year 7, Term 6, Lessons 2 and 3.</p> <p>Feeds forward to next lesson where students will use their prior knowledge of places in town to ask for directions.</p> <p>Feeds forward to Year 9, module 4 (asking for directions – using places in town).</p> <p>Feeds forward to Edexcel GCSE topic on my town.</p>	<p>New: le vélodrome Recall: les magasins, plus ... que/ moins... que</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) Homework correction: peer assessment. 3) Listening and repeating to the vocabulary and whole class game to embed knowledge 4) Explanation of <i>il y a/ il n’y a pas de</i> and exercises to practise 5) Speaking : in teams, first person to say the sentence gets a point for their team. 	<p>Assessment in two lessons on: sport, adjectives and comparatives.</p>

<p>5 – Asking and giving directions KG: To identify how to ask for and give directions in French.</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>.</p> <p>Feeds on from Year 7, Term 6, Lessons 2 and 3 and Year 8, Term 5, Lesson 4.</p> <p>Feeds forward to next lesson where students will use their prior knowledge in a test.</p> <p>Feeds forward to Year 9, Term 4 (revising how to ask for directions).</p> <p>Feeds forward to Edexcel GCSE topic on daily life.</p>	<p>New : allez tout droit Recall: le centre aquatique, moins...que</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Listening and repeating to how to ask and give directions 3.) Listening: p. 109 ex. 3 4.) In pairs, using a map and dice, ask for and give directions. 	<p>Assessment next lesson.</p>
<p>6 – Assessment KG: To assess your knowledge of sports and comparatives.</p>	<p>Allows students to be assessed on their knowledge of sports and comparatives in a reading and writing test.</p> <p>Feeds on from Term 4, Lessons 2-4.</p> <p>Feeds forward to next lesson where students</p>	<p>Recall: plus... que/moins...que, faire de l'équitation, fair du vélo</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide and test feedback. 2) Assessment 3) Peer assessment 	

	<p>will use their knowledge of sport to talk about being healthy. Feeds forward to Year 9, where students will have writing and reading assessments. Feeds forward to Edexcel GCSE topic on daily life.</p>			
<p>7 – How to be healthy KG: To state what you must do to be healthy using <i>il faut</i>.</p>	<p>Allows students to be able to learn the phrase <i>il faut</i> + infinitive and to learn sport and health related vocabulary. Feeds on from Term 5, Lessons 2-6. Feeds forward to next lesson where students will talk more about being healthy. Feeds forward to Year 9, Term 3 (resolutions) Feeds forward to Edexcel GCSE topic on daily life.</p>	<p>New: il faut manger équilibré Recall: la salle de fitness, à gauche</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide 2) Listening and repeating the vocabulary (using the phrase <i>il faut</i> and <i>il ne faut pas</i>) 3) Listening p. 110 ex. 1 4) Reading: p. 110 ex. 3 (extension: write a text about a famous sportsperson of your choice) 	<p>Memrise: 5,000 points</p>
<p>8 – How to be healthy KG: to revise how to use <i>il faut/il ne faut pas</i> and to</p>	<p>Allows students to be able to practise using <i>il faut</i> and <i>il ne faut pas</i></p>	<p>New : une course, un maillot Recall: il faut, à droite</p>	<ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 	

<p>identify the meaning of words in context.</p>	<p>and to work on texts with new words identifying cognates and words in context.</p> <p>Feeds on from Term 5, Lesson 7.</p> <p>Feeds forward to next lesson by students using their prior knowledge of health to learn body parts.</p> <p>Feeds forward to Year 9, Term 3(New Year's resolutions).</p> <p>Feeds forward to the Edexcel GCSE topic on daily life.</p>		<ol style="list-style-type: none"> 2) Listening: p. 111, ex 4 3) Reading: p. 111 ex. 5 (with coloured exercises – students must do at least 2 colours) 4) Whole class game to revise the vocabulary 	
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<p>9 – Body parts KG: To list body parts in French and to state where you are hurt using <i>j'ai mal à</i>.</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.</p> <p>Feeds on from Term 5, Lesson 8.</p> <p>Feeds forward to next lesson by students using their prior knowledge of body parts and saying</p>	<p>New : j'ai mal à la tête Recall: un maillot, il ne faut pas</p>	<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Listening and repeating the vocabulary on body parts and listening to the song <i>Jean Petit qui danse</i> 3.) Listening: p. 112, ex. 1 4.) Speaking: in pairs say where you are hurt according to what appears on the board, first one to say it gets a point. 	
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	<p>you are hurt in a dialogue at the doctor's. Feeds forward to Year 9, Term 3 (talking about yourself as a child – body parts to talk about what you looked like but also where you used to hurt yourself as a child). Feeds forward to Edexcel GCSE topic on daily life.</p>			
<p>10 – At the doctor's KG: to discuss at the doctor's in France.</p>	<p>Allows students to revise the vocabulary on body parts and being hurt in a dialogue at the doctor's. Feeds on from Term 5, Lesson 9. Feeds forward to next lesson by students using their prior knowledge to revise for the assessment. Feeds forward to Year 9, Terms 3 and 4 (dialogues, using <i>vous</i> and polite expressions). Feeds forward to GCSE Edexcel topic on daily life.</p>	<p>New : je me suis blessé Recall: j'ai mal au pied, il ne faut pas fumer</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide 2. Reading a example dialogue at the doctor's 3. Writing your own dialogue in pairs 4. Acting in front of the class ad marking another group. 	<p>End of module assessment in two lessons.</p>

<p>11 – Revision KG: to revise for the end of module assessment.</p>	<p>Allows students to be able to be ready for their assessment Feeds on from all Term 5 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 GCSE writing, reading and listening papers.</p>	<p>Recall: j'ai mal au dos, il ne faut pas fumer, où est le stade</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slides. 2. Listening practise: p. 118, ex. 2 3. Reading practise: p. 119, ex. 7 4. Writing practise: p. 119 ex. 6 5. Looking at their previous end of module assessment target to know what they need to work on. 	<p>End of module assessment next lesson.</p>
<p>12 – Assessment KG: to assess your knowledge of:</p>	<p>Allows students to be assessed on their knowledge of term . Feeds on from all Term 5 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 and GCSE writing, reading and listening papers.</p>	<p>Recall: j'ai mal au ventre, tournez à gauche, trop fatigant</p>	<ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Assessment <p>Feeds forward to next lesson where students will correct the test.</p>	

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