

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | <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 – Holidays and French culture KG: to describe your holiday, to assess your knowledge of French culture. | Allows students to remember what they learnt last year by writing about their holiday in the past tense and by answering a quiz about culture according to what has been learnt during the previous year. <i>Feeds on from Year 8, Term 1 (holidays), all terms (culture).</i> <i>Feeds forward to GCSE topics on travel and tourism and celebrations.</i> | Recall: je suis allé au bord de la mer, j'ai visité, en avion | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval and classroom expectation reminder 2.) Writing a presentation about your holiday: <ul style="list-style-type: none"> -where you went -how you went there -who you went with -what you did (at least 2 activities) -how it was (give and justify your opinion) 3.) Getting some students to read out their presentation. 4.) Quiz about French culture (in particular aspects learnt throughout year 8) | Memorise 6,000 points (on family and describing people) |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|---|--|---|---|--|
| <p>2 – Describing people KG: to revise members of your family and how to describe people's character and look.</p> | <p>Allows students to revise how to describe people (hair, eyes, height, and character) and the vocabulary on family which they will extend.</p> <p>This lesson prepares students for the next units this term, this is to remind them of the basics they had already learnt on family/friends.</p> <p>Feeds on from year 7 terms 1 and 5.</p> <p>Feeds forward to next lesson where students will use their prior knowledge of describing people to talk about what makes a good friend.</p> <p>Feeds forward to year 10 term 1, where students will talk about their family.</p> | <p>New: la femme Recall: ma sœur, elle a les cheveux bruns</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) In pairs, working on vocabulary (Studio higher) p. 6 ex. 1 and 2 – extension: describe what two members of your family are like (character). 3.) Revision on how to describe people with a listening (which picture is it about?) 4.) Speaking: in pairs, guess who game. | |
|---|--|---|---|--|

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|---|---|---|--|---|
| | Feeds forward to GCSE topic on daily life. | | | |
| <p>3 – What makes a good friend KG: to state what makes a good friend using a range of adjectives.</p> | <p>Allows students to revise and learn new adjectives and revise how they change according to gender and number and to improve their descriptions of people's character with extended sentences.</p> <p>Feeds on from Year 7, Term 2 and Term 4, and Year 8 Term 3.</p> <p>Feeds forward to next lesson by students using their knowledge of adjectives to talk about members of their family.</p> <p>Feeds forward to year 10 term 1 (revising what makes a good</p> | <p>New: fidèle Recall: gentil(le), le mari</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide 2.) Reading (studio foundation): p. 11, ex.4 - extension: in French write who you agree with and why and who you disagree with and why 3.) Listening: p. 11 ex. 5 4.) Speaking: class survey (who thinks that a good friend is...) | <p>Writing: write about your friends:</p> <ul style="list-style-type: none"> -describe your best friend (look and personality) -say what is important for you in a friend using a range of adjectives -say what you like to do with your friends |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|---|--|--|---|---|
| | friend with more complex texts). Feeds forward to GCSE topic on daily life. | | | |
| <p>4 – Who do you get on with? KG: To describe your relationships in your family and identify reflexive verbs.</p> | <p>Allows students to be able to understand a text using reflexive verbs to talk about their relationship with their family. This allows students to revise reflexive verbs with <i>je</i> which they will work on next lesson.</p> <p>Feeds on from year 8 term 4, lesson 7 and 8. Feeds forward to next lesson where students will use their prior knowledge of reflexive verbs to learn their full paradigm.</p> | <p>New: je m'entends bien Recall: fidèle, mon beau-père</p> | <ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) Reading (studio foundation) p. 12, ex. 1 an 2 – extension: translate Michel's text. When we correct ex. 1: explain these are reflexive verbs and ask what other verbs students remember are reflexive (je m'appelle, je me lève...) 3) Listening (studio foundation) p. 12, ex. 3 4) Writing: write on a post it note, who you get on with and who you argue with at home. | <p>Watch this video about reflexive verbs and take notes.</p> |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|---|---|---|--|--|
| | <p>Feeds forward to term 1, lesson 15 (reflexive verbs in the past tense)</p> <p>Feeds forward to Edexcel GCSE topic on daily life.</p> | | | |
| <p>5 – Reflexive verbs</p> <p>KG: To list reflexive verbs in the present tense.</p> | <p>Allows students to learn how reflexive verbs work and to be able to list the full paradigm of –er and –re reflexive verbs in the present.</p> <p>Feeds on from Year 8 Term 4, Lessons 7 and 8.</p> <p>Feeds forward to next lesson where students will use their prior knowledge of reflexive verbs to talk about the person they admire (using some reflexive verbs with <i>il/elle</i>).</p> | <p>New: nous nous entendons bien</p> <p>Recall: je me dispute, fidèle</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slide. 2.) Homework correction: discussing what the students learnt with the video they had to watch for homework and reminder of the reflexive pronouns and the verbs we saw yesterday using it. 3.) Reminder of –er and –re verbs endings. 4.) Mini whiteboard practise exercise on reflexive verbs. | |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|---|--|---|---|---------------------------------------|
| | <p>Feeds forward to term 1, lesson 15 (reflexive verbs in the past tense)</p> <p>Feeds forward to Edexcel GCSE grammar expectations.</p> | | | |
| <p>6 – The person I admire KG: To describe the person you admire using g justified opinions.</p> | <p>Allows students to be able to describe, narrate and justify in a writing about who they admire which they will first study as a reading task.</p> <p>Feeds on from Term 1, Lessons 2, 3, 4.</p> <p>Feeds forward to next lesson by students using their knowledge of talking about the person they admire to improve their writing using a direct object pronoun.</p> | <p>New: la personne que j'admire Recall: elle s'appelle, jeune</p> | <ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide and test feedback. 2) Reading: (studio foundation) p. 18, ex. 2 and 3 (extension ex. 4) 3) Listening: p. 19 ex. 6 (before doing the listening, give the 5 questions to students) 4) Speaking: ask each other the 5 questions from the previous exercise. | <p>Assessment on reflexive verbs.</p> |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|---|---|--|---|--|
| | <p>Feeds forward to year 10 where students will improve their writing on who they admire.</p> <p>Feeds forward to Edexcel GCSE topic on daily life.</p> | | | |
| <p>7 – How do you find him? KG: To assess your knowledge of reflexive verbs and to identify how to use a direct object pronoun in an opinion phrase.</p> | <p>Allows students to be assessed on reflexive verbs in a short grammar test and to be introduced to direct object pronouns (only le, la ,l') to improve their writing about the person they admire.</p> <p>Feeds on from Term 1, Lessons 5 and 6.</p> <p>Feeds forward to next lesson by students using their prior knowledge of direct object pronouns with <i>il/elle</i> to learn how</p> | <p>New: je le trouve super Recall: suivre l'exemple, vous vous disputez</p> | <ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide 2) Grammar assessment (10-15 minutes) 3) Peer assessment 4) Sentences on the board using DOP (je le trouve, je la trouve, je l'admire) discussion on what they mean and how it works, practice exercise. | |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|--|--|--|---|---|
| | <p>to use it with other persons. Feeds forward to year 10 where students will improve their writing about the person they admire. Feeds forward to Edexcel GCSE topic on daily life and grammar expectations.</p> | | | |
| <p>8 – The direct object pronoun (DOP) KG: To identify how to use the direct object pronoun in a range of tenses and with a range of persons.</p> | <p>Allows students to be able to understand how to use the direct object pronoun, not only in the present tense but also in the past and near future tenses. Feeds on from Term 1, Lesson 7. Feeds forward to next lesson by students using their prior knowledge of the direct object</p> | <p>New: je les adore Recall: je le trouve super, la personne que j'admire</p> | <ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. 2) New sentences with DOP in a range of tenses and with new DOPS, students must discuss in pairs and come up with a rule, then whole class discussion. 3) Mini whiteboard practice exercise/quiz on DOP. 4) Whole class team game on DOP. | <p>Writing: Create a poster on the person you admire: -who they are (name, job) -what they look like -their personality -why you admire them (use at least one DOP)</p> |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|--|---|--|--|--|
| | <p>pronoun to use it in a writing in the past tense.</p> <p>Feeds forward to the Edexcel GCSE grammar expectations.</p> <p>Feeds forward to Year 10, Term 2 where students will use DOPs.</p> | | | |
|--|---|--|--|--|

| | | | | |
|---|---|---|---|--|
| <p>9 – A day out KG: To describe a day out, to revise the perfect tense.</p> | <p>Allow students to be able to narrate in the past tense and to revise how to form the perfect tense and how to use the present and the past tenses.</p> <p>Feeds on from Year 8, Term 1.</p> <p>Feeds forward to next lesson by students using their prior knowledge of narrating a past event to</p> | <p>New : j'ai raté le bus Recall: j'ai retrouvé une copine, je l'ai vu</p> | <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Listening and repeating the vocabulary 3.) Listening task (Studio foundation) p. 16, ex. 1 4.) Writing (Studio foundation) p. 16, ex. 2 – where students revise the present and the past tenses. Extension: write sentences in the past using the pictures in ex. 7 p. 17 | |
|---|---|---|---|--|

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|--|---|---|--|--|
| | <p>identify it in a detailed text. Feeds forward to Year 10 where students will work on a day out in more details. Feeds forward to Edexcel GCSE topic on daily life.</p> | | | |
| <p>10 – A day out KG: to identify the main meaning of a text and a listening identify time phrases in a text.</p> | <p>Allows students to be able to understand a text about a day out and recognise how it is structured using time phrases. Students will also work on a listening on the same topic. Feeds on from Term 1, Lessons 9. Feeds forward to next lesson by students using their prior knowledge of the past tense to learn all the verbs using <i>être</i> in the past.</p> | <p>New: j'ai passé une bonne journée Recall: j'ai raté le bus, je les aime</p> | <ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide 2. Reading (studio foundation) p. 17, ex. 3 and 4 – extension: p. 17, ex. 6. 3. Listening: p. 17, ex. 5 (all students: write if it is positive, negative or both, challenge: add the reason) 4. Whole class game to revise the vocabulary | <p>Worksheet on the past tense (with <i>avoir</i> and the few <i>être</i> verbs already learnt such as <i>aller</i>)</p> |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|---|--|---|--|--|
| | <p>Feeds forward to year 10 where students will work on a day out with a more complex text.</p> <p>Feeds forward to Edexcel GCSE topic on daily life.</p> | | | |
| <p>11 – être verbs in the past tense KG: to list which verbs use être in the past tense.</p> | <p>Allows students to be able to identify which verbs use <i>être</i> in the past tense using the <i>MRS and Dr P VANDERTRAMP</i> and the <i>house of être</i> methods. They already know some verbs (aller, rester, sortir, partir, naître, tomber)</p> <p>Feeds on from Year 8, Term 1; Year 9, Term 1, Lessons 1, 9 and 10.</p> <p>Feeds forward to next lesson by students using</p> | <p>New: je suis monté Recall: je suis allé, j'ai passé une bonne journée</p> | <ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slides. 2. Homework correction: peer assessment and highlighting that some verbs in the homework use <i>être</i> (<i>je suis</i>) instead of <i>avoir</i> (<i>j'ai</i>) 3. Explaining to the students that there is a specific list of verbs that will use <i>être</i> in the past and that there are two ways to remember them: showing the students a video about MRS and DR P VANDERTRAMP and about the <i>house of être</i>. | |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|---|--|---|--|---|
| | <p>their prior knowledge of <i>être</i> verbs in a text using these verbs.</p> <p>Feeds forward to Edexcel GCSE grammar expectations.</p> | | <ol style="list-style-type: none"> 4. Exercises (fill in the house of <i>être</i> and fill in with <i>être</i> or <i>avoir</i>) 5. Game: miming game in teams, a student must mime the action and the first person to say the sentence (eg. je suis mort – I died/am dead) first gets a point for their team. | |
| <p>12 – A disastrous night out</p> <p>KG: To identify <i>être</i> verbs in a text, to describe a night out.</p> | <p>Allows students to be able to identify <i>être</i> verbs used in a text and to understand how to describe a disastrous night out in order to be able to narrate events which is a GCSE requirement.</p> <p>Feeds on from Term 1, Lesson 11.</p> <p>Feeds forward to next lesson by students using their prior knowledge to revise for the assessment.</p> | <p>New : quelle soirée !</p> <p>Recall: il est parti, je suis tombé</p> | <ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Reading: text about a couple that went on their first date which was a disaster using a range of <i>être</i> verbs – students have coloured exercises and must do at least two colours 3. Writing and speaking: in pairs, students imagine an interview about a night out that went badly one person interviews, the other one answers the questions. They | <p>In two lessons: end of module assessment</p> |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|---|--|--|---|---|
| | <p>Feeds forward to year 10 where students will work on a terrible night out.</p> <p>Feeds forward to GCSE topic on daily life.</p> | | <p>must use at least 3 <i>être</i> verbs and ask at least 4 questions.</p> <p>4. Students act out their interviews in front of the class.</p> | |
| <p>13 – Revision KG: to revise for the assessment.</p> | <p>Allows students to revise for the test.</p> <p>Feeds on from all Term 1 lessons.</p> <p>Feeds forward to next lesson by students using their prior knowledge in the assessment.</p> <p>Feeds forward to GCSE edexcel topic on daily life.</p> | <p>Recall: la personne que j'admire, nous nous disputons, je le trouve cool</p> | <ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Reading practise (studio, foundation): p. 20, ex. 1 – extension ex. 2 3. Listening practise: p. 21, ex. 1 4. Writing practise: sentences to translate – extension: write about what you usually do but what you did yesterday that was different, add your opinion. 5. Revision planning: students write what topics of the module they feel confident in and which ones they | <p>End of module assessment next lesson</p> |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|--|---|--|---|--|
| | | | struggle with, identify a mistake they made during revisions that they must remember for the assessment. | |
| 14 – Assessment KG: To assess your knowledge of: -describing people -what makes a good friend -describing your family relationships using reflexive verbs -talking about the person you admire using a DOP -talking about a day/night out using the past tense | Allows students to be assessed on their knowledge from this term. <i>Feeds on from all Term 1 lessons.</i> <i>Feeds forward to lesson 16 where students will review their assessment.</i> <i>Feeds forward to GCSE edexcel topic on daily life and GCSE writing, reading and listening papers.</i> | Recall: je la trouve intéressante, ils s'entendent bien, je suis sorti(e) | <ol style="list-style-type: none"> 1. Vocabulary and prior knowledge daily retrieval slide. 2. Assessment | |
| 15 – Yesterday KG: to describe what you did yesterday using | Allows students to revise reflexive verbs from year 8 (routine) and use them in the past tense. | New : je me suis levé(e) Recall: je me lève, je me douche | <ol style="list-style-type: none"> 1) Vocabulary and prior knowledge daily retrieval slide. | Writing: write about your routine from yesterday using at least 3 reflexive verbs in the past tense. |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|--|--|---|---|--|
| <p>reflexive verbs in the past.</p> | <p>Feeds on from Year 8, Term 4, Lessons 7 and 8. Feeds forward to GCSE topic on daily life.</p> | | <p>2) Reading: text about what a person did the previous day using vocabulary about daily routine in the past – students must identify the reflexive verbs used and match them to their translation – extension: true or false exercise</p> <p>3) Listening: put the pictures in order of what the person said they did</p> <p>4) Speaking: in pairs, students must say the sentence first to get a point according to the picture that appears on the board.</p> | |
| <p>16 – Assessment feedback KG: to review your assessment and assess your strength and weaknesses.</p> | <p>Allows students to identify their mistakes and correct them, to rewrite a perfect piece of writing and understand what they need to work on to improve but also identify what they do well.</p> | <p>Recall: nous sommes descendus, fidèle, je me suis douché(e)</p> | <p>1) Vocabulary and prior knowledge daily retrieval slide.</p> <p>2) In purple pen, students take the correction of their test</p> <p>3) Students must rewrite their creative writing in purple pen (model is provided)</p> <p>4) Students must write what they did well and what they must work</p> | |

Year 9 – French

Term 1: Me, my friends and my family

This term's intent is for students to be able to talk themselves, their friends and their family and to use the reflexive verbs in the present and learn the *être* verbs in the past. Feeding from their knowledge on family, describing people (character and look) from year 7, reflexive verbs and the past tense from year 8 students will talk about what their family life is like, what they do with their friends, describe what they did revising the past tense and learn which verbs use *être* in the past tense. They will also talk about the person they admire and identify how to use the direct object pronoun, feeding forward to GCSE grammar expectations. This term feeds forward to term 3 where students will learn the imperfect tense and how to distinguish it from the perfect tense.

| | | | | |
|--|--|--|---|--|
| | <p>Feeds on from all Term 1 lessons.</p> <p>Feeds forward to next assessment where students will have to look back at their target to know what to revise.</p> <p>Feeds forward to year 9 where students will do feedback lessons.</p> | | <p>on for each skill (listening, reading and writing)</p> | |
|--|--|--|---|--|