

# Year 9 – French

## Term 3: Once upon a time

This term's intent is for students to learn the imperfect tense and to talk about what they used to do when they were younger, to read an authentic literary text and to compare the present and the past. Feeding on from their knowledge on the future (Term 2), students will describe their New Year's resolutions, on moving home and media (types of books). Feeding on from Year 8, students will compare the present and the past saying how a town changed, how they moved house and what they used to read and what they read now. Feeding on from Year 7 and Year 9 (Term 1), students will describe themselves when they were little using the imperfect tense. They will also work on a literary text feeding forward to the GCSE reading paper. This term feeds forward to the GCSE grammar expectation (using the present, the perfect and the imperfect tenses) and the topics on daily life and my town.

	<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>
<b>1 – Test Feedback</b> <b>KG: to review your end of module assessment and identify your strengths and weaknesses.</b>	Allows students to understand their mistakes, rewrite their writing and set a new target. Feeds from term 2 all lessons. Feeds forward to next lesson by students using their knowledge of the simple future to say what their New Year's resolutions are. Feeds forward to GCSE topics on jobs and ambitions.	<b>Recall:</b> je serai maçon, j'aimerais faire une année sabbatique, je tonds la pelouse	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide</li> <li>2.) Test correction in purple pen</li> <li>3.) Rewriting the creative writing with a model on the board</li> <li>4.) Looking back at the previous end of module assessment: is the target met? Write a new target.</li> </ol>	listen to the song: <a href="https://www.youtube.com/watch?v=x0eqDt418Us">https://www.youtube.com/watch?v=x0eqDt418Us</a> and complete the gaps in the lyrics.

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<p><b>2 – New year's resolutions</b>  <b>KG: to state what your new year's resolutions are.</b></p>	<p>Allows students to revise the simple future and write what their new year's resolutions are.</p> <p>Feeds on from term 2 lessons 3 and 4.</p> <p>Feeds forward to next lesson by students using their knowledge of the future to learn a new tense.</p> <p>Feeds forward to GCSE topic on celebrations.</p>	<p><b>New:</b> les bonnes résolutions  <b>Recall:</b> je mangerai, je ferai</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide</li> <li>2.) Reading: people saying what their resolutions are – range of exercises on the text</li> <li>3.) Writing: students must write their own resolutions (they can decorate their writing) using the simple future</li> <li>4.) Students present their resolutions</li> </ol>	
<p><b>3 – When I was younger</b>  <b>KG: to state what you used to be like when you were younger.</b></p>	<p>Allows students to talk about themselves when they were younger (what they were like and what they</p>	<p><b>New:</b> je jouais  <b>Recall:</b> c'était, les bonnes résolutions</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide</li> <li>2.) Reading: (studio higher) p. 18, ex. 1 – extension: translate into English</li> </ol>	<p>Writing: using the phrases learnt in class write a description of yourself as a child with a photo/drawing to illustrate it.</p>

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	<p>used to do) revising previously learnt vocabulary but using it with the imperfect tense.</p> <p>Feeds on from Term 1, Lesson 1.</p> <p>Feeds forward to next lesson by students using their knowledge of the imperfect with <i>je</i> to learn it with all subject pronouns.</p> <p>Feeds forward to Year 10 (revising the imperfect and talking about yourself when you were younger).</p> <p>Feeds forward to GCSE topic on daily life.</p>		<p>3.) Listening: p. 18 ex. 3</p> <p>4.) Speaking: in pairs state what you were like as a child</p>	
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<p><b>4 – The imperfect tense</b>  <b>KG: To identify how to conjugate verbs in the imperfect.</b></p>	<p>Allows students to be able to conjugate verbs in the imperfect which is a required tense in the GCSE program.          Feeds on from Term 3, Lesson 3.          Feeds forward to next lesson where students will use their prior knowledge of the imperfect to talk about French historical people.          Feeds forward to Edexcel GCSE grammar expectations.</p>	<p><b>New:</b> nous étions  <b>Recall:</b> j'aimais, je jouais</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) Sentences in the imperfect on the board, discussing in pairs – how could it work?</li> <li>3) Explanation of the rule</li> <li>4) Mini white board practise activity</li> <li>5) Whole class game</li> </ol>	<p>In two lessons: assessment on the imperfect tense and talking about when you were little.</p>
<p><b>5 – Historical people</b>  <b>KG: to identify and use the imperfect</b></p>	<p>Feeds from Term 3, Lessons 4 and 5.</p>	<p><b>New:</b> les batailles de boules de neige  <b>Recall:</b> il habitait, je faisais</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slide.</li> </ol>	<p>Assessment on the imperfect and talking about yourself when you were younger.</p>

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<p><b>tense to describe French historical people.</b></p>	<p>Feeds forward to next lesson where students will use their prior knowledge in an assessment. Feeds forward to Edexcel GCSE topic on daily life.</p>		<p>2.) Reading: (Studio higher) p. 19, ex. 5 with questions about the text (extension: translate into English) 3.) Writing: p. 19 ex. 6 4.) Quiz on famous French historical people</p>	
<p><b>6 – Assessment</b> <b>KG: To assess your knowledge of the imperfect tense and talking about when you were little.</b></p>	<p>Allows students to be assessed on their previous knowledge in a listening and writing test. Feeds from Term 3, Lessons 3 and 4. Feeds forward to next lesson by students using their knowledge of the imperfect text to read a literary text.</p>	<p><b>Recall:</b> nous étions, quand j'étais petit, elle aimait</p>	<p>1) Vocabulary and prior knowledge daily retrieval slide and test feedback. 2) Assessment 3) Peer assessment</p>	

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	Feeds forward to Edexcel GCSE topic on daily life.			
<b>7 – Literary text</b> <b>KG: To identify key information in a literary and distinguish the perfect from the imperfect tense.</b>	<p>Allows students to work on a literary text which is something they will have in the GCSE reading paper and to identify when to use the perfect and the imperfect tenses.</p> <p style="color: purple;">Feeds from term 3 lessons 3, 4, 5.</p> <p style="color: green;">Feeds forward to next lesson by students using their prior knowledge of the perfect to compare the past and now.</p> <p style="color: green;">Feeds forward to Edexcel GCSE reading exam</p>	<p><b>New:</b> j'étais étourdi</p> <p><b>Recall:</b> il faisait, quand j'étais petite</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide</li> <li>2) Carousel lesson (students in groups) will alternate between two tasks: <ul style="list-style-type: none"> <li>-extract from <i>l'étranger</i> with a range of exercises</li> <li>-extract from <i>No et moi</i></li> <li>-writing your own literary text</li> </ul> </li> </ol>	Worksheet on the perfect and the imperfect tenses

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	where students will have some literary texts.			
<p><b>8 – Comparing before and now</b>  <b>KG: To identify how to use the present and the imperfect tenses in order to compare an old and a new situation.</b></p>	<p>Allows students to be able to use both the present and the imperfect in a text to compare the past and the present.</p> <p>Feeds on from and Term 3, Lessons 2-7.</p> <p>Feeds forward to next lesson by students using their prior knowledge of using the present and the imperfect to add the perfect tense.</p> <p>Feeds forward to the Edexcel GCSE topic on daily life and my town.</p>	<p><b>New:</b> des déchets par terre  <b>Recall:</b> avant, il y avait</p>	<ol style="list-style-type: none"> <li>1) Vocabulary and prior knowledge daily retrieval slide.</li> <li>2) Homework correction: peer assessment</li> <li>3) Reading (Studio foundation) p. 83, ex. 5 in pairs, students can use a dictionary – extension: p. 83, ex. 7</li> <li>4) Listening: p. 83, ex. 6</li> <li>5) Speaking: in pairs say a sentence to compare the before and after photos on the board.</li> </ol>	

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<p><b>9 – Comparing before and now</b>  <b>KG: To compare a change in situation using the imperfect, the perfect (to highlight the change) and the present.</b></p>	<p>Allow students to be able to use the present, the perfect and the imperfect tenses together.  <i>Feeds from term 3 lesson 8.</i>  <i>Feeds forward to next lesson by students using their prior knowledge to revise for the assessment.</i>  <i>Feeds forward to Edexcel GCSE topic on daily life and my town.</i></p>	<p><b>New :</b> nous avons fait les cartons  <b>Recall:</b> j'ai déménagé, il y avait</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Reading: text using the three tenses about someone who moved out – discussion in pairs to understand when we use each tense</li> <li>3.) Writing: in pairs, imagine you moved out write a text using the three tenses.</li> <li>4.) Presenting their text to the class.</li> </ol>	<p>End of module assessment in two lessons.</p>
<p><b>10 – Revision</b>  <b>KG: to revise for the assessment.</b></p>	<p>Allows students to revise for the test.  <i>Feeds from all Term 3 lessons.</i>  <i>Feeds forward to next lesson by students using</i></p>	<p><b>Recall:</b> quand j'étais petit, avant, des déchets par terre</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Listening practise</li> </ol>	<p>End of module assessment next lesson</p>

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	<p>their prior knowledge in the assessment. Feeds forward to GCSE edexcel topic on daily life and my town.</p>		<ol style="list-style-type: none"> <li>3. Reading practise (with translation into English as an extension)</li> <li>4. Writing practice: translation into French.</li> <li>5. Looking back at the previous end of module assessment target to know what they need to work on.</li> </ol>	
<p><b>11 – Assessment</b> <b>KG: To assess your knowledge of:</b> -describe yourself when you were younger -talking about historical people -understanding the main meaning of a literary text -comparing before and after -using the present, the perfect and the imperfect tenses</p>	<p>Allows students to be assessed on their knowledge from this term. Feeds from all Term 3 lessons. Feeds forward to next term where students will correct their tests. Feeds forward to GCSE Edexcel topic on daily life and my town.</p>	<p><b>Recall:</b> avant je jouais à cache-cache, nous avions, j'ai déménagé</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Assessment</li> </ol>	

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<p><b>12 – Reading habits</b>  <b>KG: to list types of books, to compare what you used to read and what you read now.</b></p>	<p>Allows students to learn the vocabulary for types of books and to use the imperfect and the present tenses.  <i>Feeds from Term 3, Lessons 3-11, and Year 8, Term 2.</i>  <i>Feeds forward to next lesson where students will use their prior knowledge of using the imperfect and the present tenses to rewrite their end of module assessment writing.</i>  <i>Feeds forward to GCSE Edexcel topic on daily life.</i></p>	<p><b>New :</b> je lisais  <b>Recall:</b> une BD, j'adorais</p>	<ol style="list-style-type: none"> <li>1. Vocabulary and prior knowledge daily retrieval slide.</li> <li>2. Listening and repeating the vocabulary of types of books using the phrases (je lisais and je lis)</li> <li>3. Listening: what type of book did they use to read, what do they read now</li> <li>4. Speaking: survey in the classroom</li> </ol>	
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