

Planning: Year 9 - Cycle 3

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: HOLIDAYS	<p>In this cycle, students will revise and /or learn to:</p> <ul style="list-style-type: none"> -give an account of a holiday, including where they went (en, au, aux + countries), how they got there (transport and the pronoun "y") and who with; -give opinions using a range of adjectives (c'était ... J'ai trouvé ça ...); - describe what they did on their holiday, using the perfect tense of avoir & être verbs in the first person sg and pl; -use sequencing words and time expressions to narrate events; -describe what the weather was like (using the imperfect tense); - describe what they take on holiday (clothes, adjectives and other words to refine their descriptions such as patterns); -make complex sentences beginning with si, quand or au cas où (e.g. Je prends un chapeau au cas où il fait soleil). -discuss their holiday plans, using a verb + the infinitive (e.g. aller, espérer, vouloir ...). 	<p>Over the course of KS3, students have learnt:</p> <ul style="list-style-type: none"> -to use the perfect tense and imperfect tense; -to express and justify opinions across each cycle; -to use sequencing words and time expression (Free time & daily routine); -to describe the weather in the present tense (Endangered animals); -to position and agree adjectives; -to describe what they wear (School uniform); -to position and agree adjectives correctly; <p>They have built up a bank of connectives to make more complex sentences, including quand and si.</p>	<p>This cycle covers a range of key linguistic knowledge, which they will revisit in their future learning, including:</p> <ul style="list-style-type: none"> -making references to past and future events; -using an increasing range of connectives, sequencing words and time expression; -using the pronoun "y" to avoid repetitions (e.g. j'y suis allé ... j'y habite ...). <p>Links to AQA GCSE: THEME 2 – Unit 2.4 – Travel and tourism.</p>	<p>"To + destination "can be tricky in French as it all depends on the destination: en + nf, au + nm, aux + nm, à + towns/cities.</p> <p>Although the pronoun "y" will add fluency to students' response, the word order has to be right.</p> <p>Forgetting the auxiliary verb when using the perfect tense: e.g on a visité, on est allés</p>	<p>Highlight at the ending of nouns (countries ending in -e are always feminine with the exception of Mexique). Use the following colour code: red for feminine, blue for masculine and green for plural.</p> <p>Compare word order in French and English and use literal translations: J'y suis allé : I there went</p> <p>Check by counting how many parts the verb contains. There should be three. Number each one, e.g. On est allés 1 2 3 Mini whiteboard practice.</p> <p>Discussion & questioning (What do you notice? Why? Any patterns? Can you deduce the rules from the patterns?).</p>

Definitions:

Main idea/concept/knowledge – This is the knowledge you want the students to learn.

Prior knowledge – This is the prior knowledge students need to know to make sense of the main idea. This information should make up part of the recap questions.

Future knowledge – This is what the main idea is going to lead to in the future (this can be months and years rather than next lesson).

Misconceptions – What wrong ideas might the students have?

Representation: image, model, metaphor – These are the variety of representations we can use to explain an idea: the images, the stories, the examples and metaphors which will help clarify complicated concepts for students.