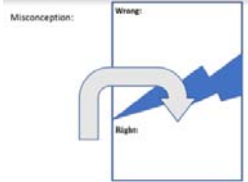


Planning: Year 10 - Cycle 1 - Identity and culture - Unit 1.1:

Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
<div data-bbox="92 431 121 1295" data-label="Text"> <p>Key topic: Me, my family and friends (relationships, marriage and partnership).</p> </div> <p>In this cycle, students will revise and / or learn to:</p> <ul style="list-style-type: none"> - give personal information; - use the present tense of key verbs (full conjugation of -er verbs & the following irregular verbs: avoir, être, aller & faire); -describe their family; -use all possessive adjectives; -use the relative pronouns (qui & que) -discuss how they get on with different members of their family, using the reflexive verbs: s'entendre, se disputer, se fâcher, s'amuser; -make comparisons; -use stressed pronouns; -use direct object pronouns; -give reasons; -give a point of view; -describe their best friend -agree adjectives in gender including adjectives ending in -eur, -eux, -oux and -if & invariable or irregular ones; -describe their plans for the future (marriage, partnership, children) using the future tense or other verbs + infinitive; -use time expressions (à l'avenir, plus tard ...) and clauses introduced by quand, lorsque or si. -use the conditional tense to describe their ideal partner. 	<p>Over the course of KS3, students have learnt to:</p> <ul style="list-style-type: none"> -give personal information and describe members of their family (All about me); -use a range of verbs in the present tense; -use the following possessive adjectives: my, your and his or her; -use the relative pronoun "qui" to add information (e.g. J'ai une sœur qui s'appelle Anna); -use reflexive verbs (Daily routine) ; -compare (Endangered animals / Free time activities / School subjects); -use the stressed pronouns: moi, toi (Home : chez moi, chez toi) ; -use a range of connectives, including : car, parce que, puisque & vu que to give reasons; -agree adjectives in number and gender; -make reference to future events (je vais / je voudrais + infinitive) ; -use the future tense (will) which is similar to the conditional tense (would); -use a range of connectives including quand & si. 	<p>This cycle provides a range of key linguistic objectives and vocabulary, which will be revisited and developed at a later date, such as direct object pronouns in unit 1.3 (Technology in everyday life & Free time), giving and justifying a point of view, agreeing adjectives, the present tense of irregular verbs, the conditional tense (Charity work & Travel and tourism) and more complex connectives (e.g. si, quand, lorsque),</p> <p>Links to other AQA GCSE themes: Unit 3.4 – Jobs, career choices and ambitions.</p>	<p>Reinforce the importance of using the verb avoir with age, e.g. il a 34 ans (not il est 34 ans).</p> <p>Irregular verbs (*full conjugation).</p> <p>Possessive adjectives are determined by the noun that follows (M/F/P) and not who it belongs to.</p> <p>Distinguish when to use the relative pronouns: qui or que.</p> <p>Direct object pronouns go directly in front of the verb.</p> <p>Adjectival agreement.</p>	<p>Literal translation (he has 34 years of age).</p> <p>Lots of practice with mini whiteboards. Verb tables.</p> <p>Modelling / Give concrete examples using props or classroom objects. Song on the tune of Frère Jacques.</p> <p>Diagram / Get students to dissect sentences (Subject, verb, object) to help them decide between qui and que.</p> <p>Use literal translations and mini whiteboard activities (re-order selected words / translate from French to English & English to French).</p> <p>Spot the errors.</p> <p>Discussion & questioning (What do you notice? Why? Any patterns? Can you deduce the rules from the patterns?).</p> <p>Use of graphic representations such as:</p>

					
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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.