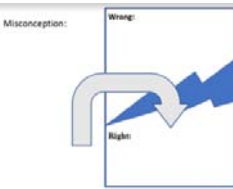


### Planning: Year 8 - Cycle 1

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: SCHOOL	<p>In this cycle, students will</p> <ul style="list-style-type: none"> <li>-find out the differences and similarities between French and English schools by comparing their timetable to that of Y8 French class (classe de 5ème).</li> <li>They will be taught to</li> <li>-use the target language with more confidence to ask classroom related questions;</li> <li>-name common school subjects, using the correct definite articles;</li> <li>-give personal opinions using an increasing range of vocabulary to give reasons;</li> <li>-use intensifiers (très, assez + trop);</li> <li>-link sentences using an increasing number of connectives in order to make more complex sentences (et, ainsi que, en plus, aussi, mais, cependant, en revanche, bien que, tandis que, car, parce que, puisque, vu que, à cause de) ;</li> <li>-tell the time with accuracy and understand that this skill can be applied to other contexts (e.g. making appointments);</li> <li>-describe their timetable, using again longer &amp; more complex sentences;</li> <li>-describe their uniform, using a range of adjectives (*researched independently);</li> <li>-agree and position adjectives correctly;</li> </ul>	<p>Over the course of Year 7, students have learnt to use definite articles, to express and justify their personal opinions using a range of verb, connectives and adjectives. They have learnt numbers to 31 and days of the week, which they will need to give the time (12 hour clock) and describe their timetable. They have learnt intensifiers and to position and agree adjectives correctly. They have learnt how to make reference to past events (e.g. last weekend) by forming the perfect tense of mainly avoir, in the 1<sup>st</sup> person singular. They have learnt the verb aller (past &amp; present), which they will need to form the near future.</p>	<p>This cycle provides a range of key linguistic objectives and vocabulary, which will be reinforced and extended in future learning cycles:</p> <ul style="list-style-type: none"> <li>-asking for something / asking permission to do sthng (je peux + infinitive);</li> <li>-school subjects;</li> <li>-items of uniform;</li> <li>-definite articles;</li> <li>-the time (Daily routine);</li> <li>-expressing and justifying opinions using an increasing range of vocabulary (verbs and adjectives);</li> <li>-using an increasing range of connectives &amp; building a bank of connectives;</li> <li>-making references to past, present and future events;</li> <li>-dictionary skills;</li> <li>-looking for cognates or near cognates and watching out for "false friends".</li> </ul> <p><b>Links to AQA GCSE: THEME 3 – Current and future study</b></p> <ul style="list-style-type: none"> <li>- unit 3.1 – My studies &amp; 3.2 – Life at school.</li> </ul>	<ul style="list-style-type: none"> <li>-Au revoir / Avoir.</li> <li>-Using the correct articles.</li> <li>-Not forgetting the verb, e.g. j'adore le français car <b>c'est</b> intéressant.</li> <li>-The hours come BEFORE the minutes e.g. une heure dix (one hour ten).</li> <li>-Colours always go after the noun.</li> <li>-Adjectives agree in number and gender.</li> <li>-Using the <b>infinitive</b> after je vais or je ne vais pas to make reference to the near future.</li> <li>-Accute accent over the past participle of -er verbs (e.g. j'ai</li> </ul>	<ul style="list-style-type: none"> <li>-Alain le Lait – Song – Le verbe avoir (You Tube).</li> <li>-Highlight the ending of nouns to help decide whether they are masculine, feminine or plural. Words ending in -e are more likely to be feminine. Words ending in -age, -ette, -tion are feminine.</li> <li>-Translate your writing back to English to check its accuracy (any words missing ?)</li> <li>-Use mini clocks for practice.</li> <li>-Use colour codes to show adjectival agreement (red for feminine, green for plural).</li> <li>-Explain what the infinitive of a verb is in English first; give lots of example; compare infinitives in French and English use a bilingual dictionary to find examples of infinitive.</li> <li>-Mime (arm goes up to represent the past participle</li> </ul>

<ul style="list-style-type: none"> <li>-make reference to the near future, using aller + infinitive;</li> <li>-use cognates / near cognates and recognise some common false friends.</li> <li>-compare verbs in past, present and future and recognise patterns of conjugation;</li> <li>-make references to past, present <b>and</b> future with increasing accuracy.</li> </ul>			<p>étudié)</p> <ul style="list-style-type: none"> <li>-False friends (faire, ville, collège, santé, magasins).</li> <li>-Being aware of "game changers" such as contrasting connectives (e.g. mais), negatives (pas) or words like trop (too).</li> </ul>	<p>of -er verbs: é)</p> <ul style="list-style-type: none"> <li>-Use of graphic representations such as:</li> </ul> 
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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.