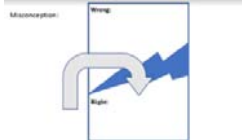


# Planning: Year 9 - Cycle 1

|                               | Main idea/concept/knowledge   | Prior knowledge  | Future knowledge  | Misconceptions  | Representation: image, model, metaphor  |
|-------------------------------|---|--|---|---|---|
| Key topic: HEALTHY LIFESTYLES | <p>In this cycle, students will learn how to:</p> <ul style="list-style-type: none"> <li>-use the imperative form with tu &amp; vous in order to give advice.</li> <li>-agree and disagree (e.g. je suis / je ne suis pas d'accord) with reasons (e.g. c'est bon / mauvais etc pour la santé ; c'est sain / malsain) ;</li> <li>-describe what they do to keep healthy (diet, sport, sleep, drugs such as smoking and alcohol);</li> <li>-use a range of quantifiers : assez de, trop de, plein de, beaucoup de, peu de, plus de, davantage de, moins de ...</li> <li>-use a range of negative words (ne ... pas, ne ... jamais, ne ... plus).</li> <li>-use the verb faire with du, de la, des, de l' correctly;</li> <li>-use the pronoun "en" (some of it) to avoid repetition.</li> <li>-use time expressions (de temps en temps, tous les jours, (...) fois par semaine, le (...) matin, après-midi, soir, depuis).</li> <li>-ask questions (qu'est-ce que, quand, où, avec qui, pourquoi).</li> <li>-use the Imperfect tense of -er verbs &amp; key irregular verbs such as: faire, boire, aller, être &amp; avoir, to describe what they used to do, which made them healthy or unhealthy.</li> <li>-use the modal verbs should &amp; could to describe what they would like to do to improve their health.</li> </ul> | <p>Over the course of Years 7 and 8, students have learnt to:</p> <ul style="list-style-type: none"> <li>-classroom instructions (which makes use of the imperative form);</li> <li>-make a negative statement (ne ... pas &amp; ne ... jamais);</li> <li>-use some time expressions;</li> <li>-express and justify a point of view;</li> <li>-use some quantifiers (peu, trop, beaucoup) and should recognise plus &amp; moins from the comparative form ;</li> <li>-use the verb faire with du &amp; de la ;</li> <li>-use a range of question words.</li> <li>-use au and à la after the verb aller.</li> <li>-position and adjectives correctly ;</li> <li>-use higher numbers ;</li> <li>-write the plural of regular nouns as well as the irregular noun (yeux).</li> <li>-the verb avoir and être;</li> <li>-make references to past and future events (mainly in the first person).</li> </ul> | <p>This cycle provides a range of key linguistic objectives and vocabulary, which will be revisited and developed in KS4. The introduction to this topic will for instance give students a good grounding for the study of the following GCSE topic.</p> <p><b>Links to AQA GCSE: Theme 2 – Unit 2.2: Social issues – Healthy / Unhealthy living.</b></p> | <p>Distinguishing between tu and vous.</p> <p>Not forgetting the verb e.g. car <b>c'est</b> bon pour la santé.</p> <p>Use "de" when quantifiers are followed by a noun e.g. plus <b>de</b> légumes.</p> <p>Word order in negative statements.</p> <p>-Pronunciation (de temps en temps).</p> <p>Faire du / de la / des / de l' ...</p> <p>-Imperfect tense and adding the correct ending to the stem of the verb.</p> | <p>Give lots of examples/situations and ask students what form of address they would use (tu or vous?)</p> <p>Translate your writing back into English to check its accuracy (any words missing?) - Spot check: multiple choice questions.</p> <p>-Use literal translations (plus de = more of).</p> <p>Use the image of the headphones 🎧 to reinforce word order in negative statements.</p> <p>-Don't be a DPSTX. Lots of repetition to practise difficult words / Cross out silent letters on the board and write how to pronounce selected words in brackets e.g. de temps en temps (duh ton zon ton).</p> <p>Map from memory.</p> <p>-Use visual demonstration on whiteboard: Nous mangeons<br/>Remove nous &amp; -ons</p> |

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| <p>-use parts of the body, adjectives and the past and future of common verbs in the 3<sup>rd</sup> person pl to describe an alien (creative writing: un extra-terrestre est venu sur Terre).</p> <p>-describe their symptoms should they feel unwell.</p> |  |  | <p>Modal verbs: je devrais / je pourrais + INFINITIVE<br/>e.g. <b>Wrong</b> : je devrais je mange des légumes / <b>Right</b> : je devrais manger des légumes.</p> | <p>Stem: mange<br/>Add: je + the following verb ending: ais<br/>Result: je mangeais<br/>-Complete mini whiteboards activities to practise finding the stem of a verb and forming the imperfect tense with je.<br/>-Discussion &amp; questioning (What do you notice? Why?)</p> <p>Use the following graphic representation:</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.