

Planning: Year 9 - Cycle 1

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: DAILY ROUTINE	<p>In this cycle, students will revise / learn to:</p> <ul style="list-style-type: none"> -give the time (à ... & vers ...); -use reflexive verbs with 1st, 2nd, 3rd persons sg (je, tu, il, * nous) in the present tense to describe their daily routine; -to use the possessive adjectives (son, sa, ses) to describe the routine of a celebrity; -transfer a text from the first person to the third person sg; - identify and explain the differences between common and reflexive verbs ending in -er; -use a variety of tenses (past, present and future) to describe daily routine activities; -to link sentences using a range of connectives and sequencing words or time expressions (d'habitude; d'abord; le matin; avant/après le collège; puis, ensuite; le soir; enfin; hier; le week-end dernier); -ask yes/no questions containing reflexive verbs (est-ce que ...). 	<p>Over the course of Years 7, 8 and 9, students have learnt:</p> <ul style="list-style-type: none"> -the reflexive verb "je m'appelle" -to give the time; -to use the third person (il/elle); -to use possessive adjectives; -to make references to past, present and future events, using the first & third person; -to use an increasing number of connectives to make complex sentences. 	<p>This cycle provides a range of key linguistic objectives and vocabulary, which will be revisited and developed in future cycles of learning:</p> <ul style="list-style-type: none"> -using a range of reflexive verbs in the past, present and future; -building a bank of connectives, including sequencing words which will help with being able to narrate events. <p>Links to AQA GCSE: THEME 1 - Identity and culture - Unit 1.3 - Free time & Unit 1.4 - Customs and festivals + THEME 3 - Current and future studies and employment - Unit 3.2 - Life at school and college.</p>	<ul style="list-style-type: none"> -The hours come BEFORE the minutes e.g. une heure dix (one hour ten). - Reflexive verbs vs non-reflexive verbs. -Conjugating reflexive verbs in the present tense. -Using an extra pronoun with non-reflexive verbs. -Conjugating reflexive verbs in the perfect tense 	<ul style="list-style-type: none"> - Watch cartoon on YouTube (Telling the time). -Card sort activity. -Mime & listening bingo. -Follow a model. -Use of graphic representations showing translation of errors, e.g. je me mange (I eat myself) -Alain le Lait - Song - Le verbe être. -Discussion & questioning (What do you notice? Why? Any patterns? Can you deduce the rules from the patterns?).

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.