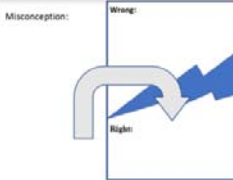


Planning: Year 8 - Cycle 2

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: HOME	<p>In this cycle, students will learn / revise to:</p> <ul style="list-style-type: none"> -describe where they live in more detail than they have previously done (area, type of accommodation, rooms in their house including their bedroom); -use definite and indefinite articles, as well as possessive adjectives; -use the possessive form (... de ...) -conjugate the verb être in the 3rd person singular and plural (est / sont); -ask questions using "comment?" - position and agree adjectives in gender and number, including adjectives ending in -eux (e.g. lumineux, spacieux); -use a range of prepositions to describe where things are; -use a wider range of verbs in the present tense to say what they do at home; -make negative statements with ne ... pas and ne ... jamais and use the word for any correctly; -use and position adverbs of frequency correctly; -express and justify their opinions fully; -form the perfect tense of regular -er verbs and some irregular verbs with je, tu, il, elle, on; -form the future with je (will). <p>This cycle will also give students</p>	<p>Over the course of Year 7 and Year 8 cycle 1, students have learnt to:</p> <ul style="list-style-type: none"> -say where they live (e.g. J'habite à ... près de ... dans le nord-est de l'Angleterre); -give personal opinions with reasons; - -link sentences using an ever increasing range of connectives; -use definite & indefinite articles; -use the possessive adjectives (mon, ma, mes); -agree and position adjectives correctly; -use verbs in the past, present and near future with aller + infinitive. <p>They have already come across some negative statements e.g. je n'ai pas and je n'aime pas.</p> <p>All of which will be revisited, reinforced and/or extended in this cycle.</p>	<p>This cycle introduces new concepts, which will be reinforced and extended in future learning cycles such as:</p> <ul style="list-style-type: none"> - using adverbs to add interest and authenticity to their response; -using prepositions to enhance descriptions; -making references to future events with "will". <p>Links to AQA GCSE: THEME 2 – Local, national, international areas of interest – Unit 2.1 – Home, town, neighbourhood and region.</p>	<ul style="list-style-type: none"> -The sound « gne » is a difficult sound for students (e.g. montagne, campagne). -Use of "de" in negative statements. -The possessive form -Position of adverbs -The negative form: ne ... pas / ne ... jamais -The Perfect tense of avoir verbs - The future (will) 	<ul style="list-style-type: none"> -Compare these words to a word they know well such as lasagne. -De = any – If you don't have any – you cannot have one (un,une) or some (des). -Use literal translations (e.g. the bedroom of Tim; the book of Sam etc.) -Re-order selected words on mini-whiteboards. -Use the image of headphones around the verb Je ne joue pas = I do not play (Ensure students understand that do in this instance has nothing to do with faire!). -Complete recipes Subject + auxiliary verb (avoir) + past participle and mini whiteboard activities. -There is no word for will in French- Add -ai to the infinitive. Listen to the song: "Stingray" to make it stick & to "Que sera" to help students remember "ce sera". -Discussion & questioning (What do you notice? Why? Any patterns? Can you deduce the rules from the patterns?). -Use of graphic

	<p>an opportunity to look at how people live in France (French houses are quite different to houses in England, e.g. use of shutters).</p>				<p>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.