

Planning: Year 7 - Cycle 3

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: FREE TIME ACTIVITIES	<p>In this cycle, students will learn to:</p> <ul style="list-style-type: none"> -discuss which leisure activities they like / dislike and which their favourite ones are (mon, ma, mes ... préféré(e)s est / sont ...); -justify opinions, using a range of adjectives and the comparative form; -find out what leisure activities people enjoy doing in the target language country; -say where they go or like going (places in town) -say what they do at the weekend, using a range of new verbs in the first person sg and pl; -conjugate the irregular verbs aller and faire in the present tense; -using au & à la (+ exception: en ville) correctly after the verb aller; -asking questions (Est-ce que ... / Qu'est-ce que ... Où ... ?) ; -use time expressions ; -write more complex sentences, using more complex connectives (e.g. Quand je vais au centre sportif, je fais du trampoline) ; -form the perfect tense of regular -er verbs and the common irregular verbs aller and faire in the first person (je); -give opinions in the past tense (c'était ... J'ai trouvé ça ...). 	<p>In cycle 1 & 2, students have learnt to:</p> <ul style="list-style-type: none"> -use definite articles; -use possessive adjectives (mon, ma, mes) -agree adjectives in number and gender ; -express and justify opinions (using a range of verbs: j'adore, j'aime beaucoup, un peu, je n'aime pas, je déteste, je préfère) ; -use the present tense of -er verbs; -ask the questions: « Est-ce que ...? & Où ? » -extend their sentences using an increasing range of connectives; -make comparisons (plus / moins / aussi / mieux que); 	<p>This cycle covers a range of key linguistic objectives and vocabulary, which they will need for their future learning:</p> <ul style="list-style-type: none"> -expressing and justifying opinions; -building their bank of verbs; -using different personal pronouns such as on or *nous; -building their bank of connectives; -asking questions; -using the perfect tense to make reference to past events. <p>Links to AQA GCSE: THEME 1 - Unit 1.3 - Free time.</p>	<ul style="list-style-type: none"> -Word order (Mon passe-temps préféré est ...) -au vs à la -Not forgetting the verb, e.g. j'adore la natation car <u>c'est</u> or je trouve ça amusant. -Conjugating the irregular verbs aller & faire accurately. -Asking yes/no questions -Complex sentences using quand. -Remembering the auxiliary verb when using the perfect tense. -Accute accent over the past participle of -er verbs (e.g. j'ai joué). 	<ul style="list-style-type: none"> -Literal translation and mini whiteboard activities -Use image / "little story" à + la 🤪 as opposed to à + le 🤪 who have a « fight » and come out as au. -Translate your writing back to English to check its accuracy (any words missing ?). -Listen to and watch the songs by Alain le Lait on You Tube & Dominoes. -Battleship games (allowing a lot of repetitions); Modelling, using pictures to prompt students; -Count to check - There should be 3 parts to the verb. Compare verbs to the present tense (what do you notice? What's similar? What's different?). -Mime (arm goes up to represent the past participle of -er verbs: é).

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.