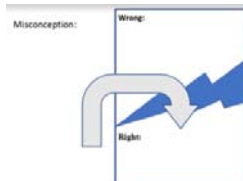


Planning: Year 7 - Cycle 1

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: ALL ABOUT ME	<p>In this cycle, students will learn to introduce themselves & to write and speak about themselves & their family in detail. This cycle includes:</p> <ul style="list-style-type: none"> - Greetings and saying how you feel. The difference between tu & vous. - Introducing yourself & French alphabet. - Describing where you live. Geography of France and references to main cities. - Numbers to 31 and beyond. - Dates and birthdays (days of the week, months and seasons). - Ages & the verb avoir. - Brothers and sisters. - Conjugating -er verbs with a range of pronouns. - Pets & Indefinite articles & asking yes/no questions. - Family & possessive adjectives. - Descriptions (looks & personality); colours; the verb être; using intensifiers eg. très & assez and agreeing adjectives in gender. - Giving simple opinions and reasons, using the simple connective "car". 	<p>Students will have had different experiences of language learning. See responses to students' questionnaire. This cycle is a great opportunity for students to reinforce what they may have learnt at KS2.</p>	<p>This cycle covers a range of key linguistic objectives, which will provide the foundation for future learning and will be revisited several times throughout KS3 and KS4: asking questions, indefinite articles, possessive adjectives, understanding the concept of masculine and feminine, conjugating -er verbs, using the relative pronoun qui, giving opinions and beginning to give simple reasons, and finally agreeing adjectives in gender. In cycle 2, ENDANGERED ANIMALS, students will reinforce and extend the language learnt (e.g. the verbs être & avoir, intensifiers, adjectives and their agreement as well as giving opinions) to refine their description of an endangered animals.</p> <p>Links to AQA GCSE: THEME 1 – Identity and culture – Unit 1.1 – Me, my family and friends.</p>	<p>-Au revoir vs Avoir;</p> <p>-Difference between tu & vous</p> <p>-Using the verb avoir (have) when être (be) is used in English; e.g. j'ai 11 ans, j'ai chaud, froid ...;</p> <p>-Not forgetting to use ans when giving one's age;</p> <p>-Understanding verb conjugation;</p> <p>-Irregular verbs; e.g. avoir (j'ai = I have NOT j'ai avoir)</p> <p>-Using the correct verb endings (-e, -es, -ons, -ent);</p> <p>-Distinguish between je / j' / j'ai / j'aime;</p> <p>-il / elle a vs il /elle est</p> <p>-Pronunciation: silent letters; e.g. h, the last consonant;</p> <p>-deux vs douze; trois vs treize; six vs seize;</p>	<p>-Compare the 2 words.</p> <p>-Give lots of situations for students to decide between tu & vous, e.g. s'il te plaît or s'il vous plaît?</p> <p>-Use literal translations.</p> <p>-Use translation: "J'ai 12" = I have 12 - 12 what? to emphasize the importance of stating "ans" when giving one's age.</p> <p>-Dice game / Verb race using mini-whiteboards.</p> <p>-Transcription Tip: J'aime is to do with likes because when you like sthng you go Yum.</p> <p>-Cross out silent letters in a different colour. Use "Don't be a DPSTX" .</p> <p>Loto.</p>

			<p>-Understanding the concept of masculine, feminine, plural and its impact on articles, possessive adjectives and adjectives;</p> <p>-Irregular adjectives (-eux, -eur, -if) ;</p> <p>-false friends : travailleur (hard-working) & sympa (friendly) ;</p> <p>-Distinguishing cheveux (hair) from chevaux (horses) and marron (brown) from marrant (funny).</p>	<p>Discussion & questioning (What do you notice? Why? Any patterns? Can you deduce the rules from the patterns?).</p> <p>-Listen to the song by Etienne : "mon, ma, mes ..." on Youtube or sing "mon, ma, mes" on the tune of Frère Jacques"</p> <p>-Spot the errors</p> <p>-Use of graphic 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.