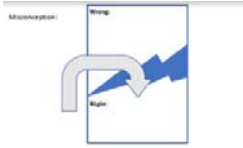


Planning: Year 11 - Cycle 3 – Current and future study and employment - Unit 3:

	Main idea/concept/knowledge	Prior knowledge	Future knowledge	Misconceptions	Representation: image, model, metaphor
Key topic: My studies; life at school & college; education post 16; Jobs, career choices & ambitions	<p>In this cycle, students will learn and/or revise to:</p> <ul style="list-style-type: none"> -express and justify opinions about their school subjects (*including the subjects they chose or did not choose for options and/or they used to study); -describe their uniform and discuss whether they are for or against uniforms with justification; -describe the rules in their school, using a range of modal verbs and "si" to outline consequences of action. -express whether they agree or disagree with the rules in their school and why; -describe what their school day was like yesterday, using the past of reflexive verbs and sequencing words including more complex ones such as avant de + infinitive & après avoir or être + past participle; -give an account of a school visit they took part in. -describe their plans for the future (post 16) using more complex verb structures such as avoir l'intention de ... & avoir envie de ...) & find out more about French education post 16; -describe their future career plans (in terms of part time, full-time jobs and ambitions) and give 	<p>In KS3, students learnt:</p> <ul style="list-style-type: none"> -to express and justify opinions about school subjects (Year 8); -to recognise some school rules (Year 8); -to describe their uniform, positioning and agreeing adjectives correctly (Year 8); <p>In Year 9 and Year 10, they learnt:</p> <ul style="list-style-type: none"> -to agree / disagree (je suis d'accord / pour / contre / je ne suis pas d'accord) ; -to give accounts (their routine, their holiday), using the perfect tense including reflexive verbs and a range of sequencing words/time expressions (d'habitude; d'abord; le matin; avant/après le collège; puis, ensuite; le soir; enfin; hier; le week-end dernier); <p>Across KS3 & KS4, students also learnt to make reference to future events and to use a range of connectives, including "si" to convey consequences and possibilities.</p>	<p>This cycle provides a range of key linguistic objectives and vocabulary, which students will be revisiting and will continue developing over the next stage of their learning.</p>	<p>Position and agreement of adjectives (une chemise blanche) – Recap.</p> <p>Modal verbs + infinitive – recap. Memorising / practising new vocabulary.</p> <p>No article in front of jobs. Right: J'ai envie de devenir professeur – Wrong : J'ai envie de devenir un professeur.</p> <p>Future – Don't mix up Right : Je voudrais étudier or J'étudierai – Wrong : Je voudrais étudierai</p>	<p>Mini whiteboard activities / Translation.</p> <p>Paired translator game.</p> <p>Use literal translations.</p> <p>Graphic representation.</p>  <p>Discussion & questioning (What do you notice? Why?) Highlight the verb endings.</p>

	reasons for their choices; -discuss the advantages and disadvantages of different jobs/careers.				
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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.