

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning Year 7 – Term 2 / Unit 2: Mon monde perso

Intent – Rationale

To build confidence in speaking, writing, reading and listening on the topic of us & describing ourselves and others. This unit will increase students' ability to use extended passages of language (spoken & written) with confidence. The scheme also aims to build cultural awareness about different family types

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Y7 Term 1 “Tout sur moi” (sound patterns; adjectives; high frequency verbs)	- Y7 term 3 – Chez moi! - Y7 term 5 – Mon quartier - Y7 term 6 – Mon look - Y10 term 1 – 1.1 Ma famille et mes amis
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
- PSHE (Transition work; friends & family) - German (Similar themes)	- SP2, Sp3, Sp4 - SO1 - C1, C2, c4
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
Mini readers on Kerboodle- Unit 2	- Numbers can be reinforced through family members - Use of statistics/graphs for presenting results of surveys

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?		
<u>Know</u> • Understand key French vocabulary for family members and animals • What a cognate is & how it can help us to understand new and unfamiliar language • Key adjectives to describe ourselves & others <u>Apply</u> • To be able describe our personality • To be able to describe family members • To be able to describe our friends and how long we have known them • To be able to talk about pets we have; have had or would like to have <u>Extend</u> • Feel confident to describe other people using a range of verb forms (not just 1st person singular) • To bring in prior learning to add depth to our descriptions		
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?	
Grammar: • High frequency adjectives of character • Using simple quantifiers • The present tense of <i>être</i> • Using possessive adjectives correctly • Using simple direct object pronouns (le; la; les) • Following the rules of adjectival agreement (masculine; feminine; plural) • Simple tense recognition (<i>je voudrais...; j'avais...</i>) Vocabulary:	• Weekly vocabulary tests • Self and peer assessment in lesson • Formative assessment based on retrieval at start of each lesson • Summative assessment: Knowledge-based (speaking assessment)	

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2.1 Tu es comment? Je suis/Tu es quelqu'un de/d'... Je suis/Je ne suis pas ...

actif (-ive), adorable, amusant(e), bavard(e), courageux (-euse), créatif (-ive), généreux (-euse), gentil(le), intelligent(e), paresseux (-euse), sociable, sportif (-ive), timide, travailleur (-euse)

très, un peu, assez

Merci (bien/beaucoup). Je t'en prie. Pas de quoi. De rien.

2.2 mes grands-parents: mon grand-père, ma grand-mère

mes parents: mon père, mon beau-père, ma mère, ma belle-mère, mon papa, ma maman

mon frère, mon demi-frère, ma sœur, ma demi-sœur

J'habite avec ... Ma mère s'appelle ... J'ai un frère/deux sœurs qui s'appelle(nt) ... Je n'ai pas de frères ou de sœurs. Je suis fils/fille unique. Je n'ai plus de père/mère. Mes parents sont séparés/divorcés.

C'est difficile, ça. Ah bon? D'accord. Moi aussi. C'est intéressant.

2.4 Mon/Ma meilleur(e) ami(e) s'appelle ... Il/Elle s'appelle ...

Mes meilleur(e)s ami(e)s s'appellent ... Ils/Elles s'appellent ...

J'ai une bande de copains. Je le/la/les connais depuis ... ans.

depuis que je suis bébé/petit(e), depuis toujours, depuis l'école primaire

Un(e) bon(ne) ami(e) est/n'est pas ... changeant(e), fidèle, méchant(e), moqueur (-euse), sincère, sympathique

3.3 As-tu un animal? J'ai ... qui s'appelle(nt) ... Je n'ai pas de/d'...

un chat, un cheval, un chien, un cochon d'Inde, un hamster, un lapin, un lézard, un oiseau, un phasme, un poisson, une tortue

blanc (blanche), bleu(e), gris(e), jaune, marron, noir(e), orange, rose, rouge, vert(e), violet(te)

un/deux tiers, un quart, les trois quarts, la moitié, pour cent

Je voudrais avoir ... Quand j'étais petit(e), j'avais ... mais il/elle est mort(e).

3.5 l'âne, le canard, le chat, le cheval (les chevaux), le chien, le cochon, le mouton, la vache

hi-han, coin coin, miaou, hiiiiii, ouah ouah, groin-groin, bêêh, meuh

amusant(e), beau (beaux, belle(s)), féroce, gentil(le), intéressant(e), magnifique, mignon(ne), super cool, sympa

Quel est ton animal préféré? Mon animal préféré, c'est ... J'aime/J'adore/Je préfère/Je n'aime pas/Je déteste ... parce qu'ils/elles sont ...

mais, par contre

- Weekly homework set on www.languagenut.com
Vocab trainer / My Content / Year 7 French D / 2. Mon monde perso... and Vocab trainer / My Content / Year & French D / 3. Autour de moi...

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
L1 Qui est dans ta famille ?	To know vocabulary for family members	To describe the family of other people using 3rd person verb forms	Kerboodle Allez 1 p24 HW: Family
L2 Ma famille	To know how to say how many siblings you have + use 'qui s'appelle'	To use prior learning to add detail (e.g. hair & eye colour) to descriptions	Kerboodle Allez 1 p24-25
L3 Le verbe "avoir"	To know how to conjugate the verb avoir		HW: avoir
L4 Tu as un animal ?	To describe what animals you have at home	To use prior learning to add detail about the animals (e.g. character ; colour etc)	Kerboodle Allez 1 p44
L5 Quel est l'animal de tes rêves ?	To be able to describe what animal you would like to have in the future	To answer the question from the perspective of others using the 3rd person verb forms	Kerboodle Allez 1 p45 HW: Pets
L6 Quel est ton animal préféré ?	To describe what your favourite animal is and why	To use a range of connectives to improve the complexity of our work	Kerboodle Allez 1 p48
L7 Tu es comment ?	To use être to describe ourselves	To use suitable intensifiers to improve our work	Kerboodle Allez 1 p22 HW: Describing personality
L8 C'est qui ?	To use appropriate adjectives to describe others	To use prior learning to add detail (e.g. hair & eye colour) to descriptions	Kerboodle Allez 1 p22-23
L9 Assessment	To complete summative assessment to full potential		