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<tr><th>Y 7 Module 2</th><th colspan="2">Title: Mon collège</th></tr>
<tr><td>Why are you teaching it?</td><td>This module introduces essential vocabulary and grammar structures centered around school life. It covers: Shapes and Colors, Telling the Time, School Subjects and Opinions, School Uniform and Clothing, The School Day (Daily Routine), Comparing School Systems, and Describing an Ideal School. This content builds directly upon Module 1 by expanding the students' ability to express opinions, utilize the present tense with new action verbs, and apply adjectival agreement to clothing and colors. It develops foundational skills in listening, reading, speaking, and writing within a highly relatable and authentic context.</td><td><u>Misconceptions</u>
Adjectival Agreement (Colors and Clothing): Students must learn to alter the endings of colors and descriptions based on the gender and number of the clothing item (e.g., un pull noir vs. une jupe noire, des chaussettes vertes). They must also remember that invariable colors like marron and orange do not change.
Time Structures: Grasping that French uses moins for "to" (e.g., cinq heures moins dix) and specific words for half past (et demie) and quarter past/to (et quart / moins le quart) rather than just numbers.
Prepositions with Subjects: Correctly using fort(e) en (good at) rather than translating directly from English "at".
The Partitive Article in Negation: Correctly switching from il y a des... to il n’y a pas de... when expressing what a school does not have, dropping the plural article entirely.</td></tr>
<tr><td>Why are you teaching it now ?
What prior learning do students have ?</td><td colspan="2">This module follows La Rentrée (Module 1) and shifts the students' focus from introducing themselves and their families to describing their broader, immediate daily environment: their school.

Students will bring forward prior knowledge from Module 1, including basic opinion structures (j'aime / je déteste), position phrases (au centre, à gauche), numbers up to 31 (now extended to telling the time and counting pupils), and the foundational concept of masculine vs. feminine nouns.</td></tr>
<tr><td>What are you expecting students to be able to do at the end of the module that they couldn’t do at the start</td><td>E/D Students can identify and list basic school subjects, items of school uniform, and primary colors. They can state the time on the hour (e.g., cinq heures) and express basic, single-word opinions about subjects (e.g., C'est facile).
S Students can ask and respond to questions about their timetable, clothing, and school routine using full sentences (e.g.,</td><td><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u>

Pronunciation of key vocabulary, silent letters (e.g., the 'e' in douze), recognizing cognates (e.g., moderne , intelligent(e)), and learning to distinguish the masculine and feminine forms of adjectives/nouns (e.g., petit/petite , un/une prof)

Reading through texts quickly to get the gist</td></tr>
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	je porte un pantalon, *je quitte la maison à quatre heures*). They can express nuanced time phrases (e.g., *et quart*, *moins vingt*) and give a basic reason for liking or disliking a subject. **M Students** can give a highly detailed description of their school day and environment, including what they do with friends (*je retrouve mes copains*). They can accurately apply adjectival agreement to clothing, describe an ideal school with a variety of facilities (*une piscine, un cinéma en 3D*), use negative structures correctly (*Il n'y a pas de harcèlement*), and justify their preferences using complex reasons (e.g., *le prof est trop sévère*). **Oracy -** Students will be completing oracy activities for a full hour each fortnight with a dedicated teacher. Scaffolded support will be available for students who need it. Teaching styles will include: Choral repetition, choral reading, ghost reading, reading aloud, pair-work, basic role-play conversations, cross-class questioning - teacher>student, student>student and dictations. **Literacy -** all detailed in the Scheme of Work. **SEND -** Teacher folder identification of SEND needs and students planned for accordingly. Use of SEND key success criteria when planning. Differentiated and targeted	Picking out keywords from a text Reading aloud Dictations and French spelling Phonics **<u>Learning outcomes</u>** This second module continues building the foundations of the French language by utilizing the core structure and content of Dynamo 1, Module 2. The overarching theme covers school life, starting with *Point de départ* geometric descriptions and telling the time. It moves through school subjects and opinions (Unit 1), uniform and clothing descriptions (Unit 2), the daily school routine (Unit 3), comparing French school timetables and calendars (Unit 4), and designing an ideal school (Unit 5). It focuses on expanding skills in the Present Tense with -ER verbs (*aimer, détester, porter, quitter, arriver, retrouver, manger, chanter, jouer, recommencer, rentrer, étudier*), introducing the collective *on* (*on porte, on commence, on étudie*), and reinforcing the negative structure *il n'y a pas de...*, crucial for success across Listening, Reading, Speaking, and Writing. **<u>Key Vocabulary and Phrases</u>** **Shapes & Colors:** *un triangle, bleu(e), blanc(he), marron, au centre, à droite* **Time:** *Quelle heure est-il?, cinq heures et quart, midi, minuit, moins le quart*

	questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constant revision and reinforcement learning. Checking understanding before attempting tasks. Teacher engagement when moving around class. Provide good role models by making use of the other students and staff. Chrome Books provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work.	**Subjects & Opinions:** *l'histoire, les maths, l'informatique, j'aime assez, c'est ennuyeux, j'ai trop de devoirs, le prof est trop sévère* **Uniform:** *Qu'est-ce que tu portes?, un pantalon, une jupe, des baskets, confortable, démodé(e)* **School Day:** *je quitte la maison, je retrouve mes copains, on commence les cours, je mange à la cantine, à quatre heures* **Timetable & Comparisons:** *l'emploi du temps, la rentrée, les vacances, mon jour préféré, je suis fort(e) en maths* **Ideal School:** *grand/petit, de taille moyenne, 500 élèves, on étudie la cuisine, une piscine, il n'y a pas de harcèlement, je suis d'accord*
Assessment	End of Unit 2 assessment – Listening, Reading, Speaking or writing. Throughout this module there will be continual assessment. Learning is assessed each lesson using mini-whiteboards, in class activities - peer assessment and Hinge questions.	
What amendments are you going to make to the following evaluation of this module?	Review trends in weaknesses in skill areas. Question Level Analysis (QLA) of types of questions students struggle to gain high marks on (e.g., tracking tracking errors in listening to times or reading adjectival agreements). Checking that the balance of skills covered is appropriate. Gap analysis – review of difficult grammar/vocabulary concepts (such as *il n'y a pas de* or telling the time) and re-visiting them in the following lessons	