Y 9 Module 2	**Title: Projets d'avenir**	
Why are you teaching it?	This module continues the work started in Year 8, using the structure and content of Dynamo Book 3 to prepare students for the demands of the GCSE course. The theme of Projets d'avenir (future plans, jobs, and money) is highly relevant and engaging for Year 9 students. It focuses on developing skills in the Simple Future Tense and integrating justifications and opinions, which are crucial for success in all four language skills (Listening, Reading, Speaking, and Writing) at the next level.	**<u>Misconceptions</u>** Cognates: Lots of the job titles and future predictions are cognates (scientifique, pilote, robot). Students must be taught to pronounce them accurately and check for correct French spelling. False Friends: Students must be aware of common false friends (though fewer in this topic). Simple Future Irregular Stems: The irregular stems for être (ser-), avoir (aur-), and faire (fer-) must be explicitly taught and drilled to avoid errors. Silent Letters: Be aware of silent letters when completing dictations or listening tasks (e.g., the s in enfants when followed by a consonant).
Why are you teaching it now ? What prior learning do students have ?	This module builds on the foundational Present Tense and Perfect Tense skills set in Year 8. It develops complex language knowledge and grammar by introducing the Simple Future tense, which is a major step up. It is an engaging topic as students can relate to career aspirations, earning money, and imagining the future world, making the language immediately useful and motivating.	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	**E/D** to be able to give a limited description of future jobs and simple plans using the simple future tense (J'aurai, Je serai). I can use limited vocabulary related to earning money (e.g., aider à la maison, J'achète. **S** to be able to give a detailed description of my career aspirations, justifying choices using a range of opinion phrases and the simple future tense accurately. I can answer questions about what I will buy with my money and the importance of money. **M** to be able to give an extended, coherent description of my professional and personal	**<u>Vocabulary and literacy focus (Tier 2/Tier 3)</u>** Pronunciation of key vocabulary Reading through texts quickly to get the gist Picking out keywords from a text Reading aloud Dictations and French spelling Phonics **<u>Learning outcomes</u>**

	future, switching confidently between the present (for earning money/studying) and the future tense (for aspirations). I can evaluate the future world and technology using complex structures, justifying opinions on whether it will be utile or effrayant. **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. Interview tasks: Students conduct and respond to interviews about their personal world, including their likes and dislikes, after-school activities, and past birthday celebrations. Descriptive tasks: Learner's practice describing people and pictures, focusing on physical appearance and personality traits. A key example is the GCSE-style photo card task. Past event narratives: Students orally describe what happened during a recent celebration or special occasion, using the perfect tense.	Students will be able to talk about the future in a limited way, using key vocabulary and examples of the Simple Future tense (like J'aurai and Je serai). They will be able to discuss methods of earning money and items they buy. They will develop the ability to give a more detailed description of their aspirations and future plans, answering questions using vocabulary, time phrases, and tenses accurately (Present, Past, and Simple Future). They will use opinion phrases to justify their career choices in detail. Ultimately, students will be able to give an extended, coherent, and imaginative description of their professional and personal future, switching confidently between the tenses and evaluating predictions for the future world using complex structures and a wider range of vocabulary. **Key Vocabulary and Phrases** **Earning Money & Spending** Pour gagner de l'argent, je dois... (In order to earn money, I must...) travailler dans le jardin / faire du baby-sitting / aider les voisins trouver un petit boulot (to find a part-time job) J'achète... (I buy...) / Je fais des économies pour... (I am saving up to buy...) du maquillage / des jeux vidéo / des vêtements **Job Titles & Opinions** scientifique / pilote / ingénieur(e) / vétérinaire / mécanicien/mécanicienne car c'est créatif / dangereux / fatigant / utile / passionnant / varié une bonne idée / ennuyeux **Simple Future Tense** Irregulars: J'aurai... (I will have), Je serai... (I will be), J'irai... (I will go), Je ferai... (I will do/make), Je gagnerai... (I will earn). J'habiterai... (I will live...) / Je travaillerai... (I will work...) / J'achèterai... (I will buy...)

	Future plans discussion: Learners discuss their upcoming plans, particularly what they are going to wear to a future event, using the near future tense. **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 questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constantly revision and reinforcement learning. Checking of 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.	**Future Predictions & Time Phrases** Il y aura... (There will be...) On mangera des insectes (We will eat insects) On voyagera en voiture sans conducteur (We will travel by driverless car) Ce sera très différent / effrayant / utile Le week-end prochain (next weekend) / dans dix ans (in ten years) / à l'avenir (in the future) / plus tard (later) **Other Useful Words and Expressions** et (and) / mais (but) / aussi (also) parce que / car (because) donc (therefore) / finalement (finally)
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 following evaluation of this module?	Review trends in weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate. Gap analysis – review of difficult questions and re-visit in the following lessons.