

Y 7 Module 2	Title: <i>Mon collègue</i> (GCSE theme: Current and future study and employment)	
Why are you teaching it?	Following on from key structures and introductory language in module 1, students now have the basics of language including regular er verbs to start to create more sentences independently. Now that students can express likes and dislikes and describe people, they can apply this knowledge and understanding to school life and teachers. They have enough interest in the topic and enough language now to be able to use it productively and be able to confidently celebrate their progress.	<p>Misconceptions</p> <p>Gender not linked to the person - linked to the noun</p> <p>Possessive adjectives linked to the gender of the noun</p>
Why are you teaching it now? What prior learning do students have?	<p>This is an engaging and informative module which relates to students' experiences at school and engages them well. It is also a good cultural introduction to school life. Putting learning into context.</p> <p>Students are now in their third term of learning French. The prior learning lends itself to the teaching and understanding in this module.</p>	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p>E/D To be able to give a limited description of their school life. To be able to give basic responses to questions with limited vocabulary and grammar using the first person confidently and start to use the third person. To be able to use resources as support competently.</p> <p>S To be able to give a more detailed description of their school life. To be able to answer questions using vocabulary and grammar accurately, using the first and third person confidently. To have limited access to support resources</p> <p>M To be able to give an extended description of their school life, answering questions in full sentences with the addition of accurate opinion phrases and adjectives. To be able to attempt some independent tasks with little or no resources as support</p>	<p>Vocabulary and literacy focus (Tier 2/Tier 3)</p> <p>Pronunciation of key vocabulary</p> <p>Adjectives to describe school subjects</p> <p>Adjectives to describe food</p> <p>Present tense of manger and boire - first and second person</p> <p>The third person of être and avoir</p> <p>Negatives: ne ... pas</p> <p>Question phrase - Qu'est-ce que? Est-ce que?</p> <p>Opinion phrases - je pense que/ à mon avis/selon moi</p> <p>The definite article (le, la, les)</p> <p>The indefinite article (un, une, des)</p> <p>Adjectives and qualifiers (adjective agreements)</p> <p>The partitive article - du/de la /des/de l'</p>

	<p>Oracy - Choral repetition, choral reading, ghost reading, Pairwork, basic role play conversations, cross-class questioning - teacher>student, student >student</p> <p>Literacy - all detailed in the Scheme of Work.</p> <p>SEND - Ensure all powerpoint slides are accessible to all students in line with housestyle. Teacher folder identification of SEND needs and students planned for accordingly. Use of PCS ten for SEND when planning. Questioning is key! Differentiated and targetted 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 Book provided if required.End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	<p><i>le français, le théâtre, la géographie/la géo, la musique, la technologie, Tu aimes/Est-ce que tu aimes ...? J'aime ...J'aime beaucoup ...J'aime assez ...J'adore ... Je n'aime pas ...Je déteste ...C'est ma matière préféré C'est ...difficile, nul, marrant, On a beaucoup de devoirs. Le/La prof est sympa, parce que Quelle heure est-il? Il est ...neuf heures, neuf heures cinq/dix/vingt, neuf heures et quart/et demie midi, minuit, l'emploi du temps, lundi, mardi, mercredi À (neuf heures), j'ai (sciences), tous les jours, le matin l'après-midi, la récré, On a cours (le lundi, ...).On commence les cours à ...On a (quatre) cours le matin/l'après-midi.On étudie (neuf) matières. À la récré, on bavarde et on rigole. Je mange ... du fromage, du poulet, du steak haché, de la glace à la fraise, de la mousse au chocolat, de la tarte au citron avec ...des frites, des haricots verts, Bon appétit!</i></p>
Assessment	<p>End of Unit 2 assessment – Listening , Reading, Speaking and Writing and translation tasks. Throughout this module there will be continual assessment. Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions.</p>	<p>Assessment pack End of module 2 – all four skills tested – Listening, Reading, Speaking, Writing, Translations both ways and Transcriptions/dictations. Mid-term written assessment.</p>
What amendments are you going to make following evaluation of this module?	<p>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.</p>	