



<b>Subject: French</b>	<b>Year Group: 7</b>	<b>Unit 1 Bonjour!</b>
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**Unit objectives:**

Students will gain an overview of how to greet and meet people as well as how to spell names using the French alphabet.

**Context for study:**

At **Key Stage 2** pupils would have learnt how to sing the alphabet in French. Pupils would have learnt basic greetings and how to ask someone how they are. The preparation for this unit is the study of basic greetings at Key Stage 2.

In the **next unit** pupils will continue to **introduce themselves** by giving their **age**.

In **Year 7** pupils revisit them in the context of dialogues and can add different levels of formality: e.g. Comment t'appelles-tu? Comment tu t'appelles? or À plus tard! À plus! The learning from this unit of work will also enable students to ask and answer questions in the Target Language and to get involved in short conversations with their peers. Language can be extended with the use of language that is À plus, etc.

The use of **reflexive verbs** will be seen in **Year 8 in Studio 1 Module 5 Unit 2 Je me prépare.**

Reflexive verbs will also be seen in **Year 9 to discuss friendships and relationships in Studio 2 Module 3 Unit 2: On se dit tout.**

At **KS4** pupils will revisit reflexive verbs in **Year 10** in the **Module 1 about Family and Relationships** to **discuss relationships** using the present tense in **1.1F Ma famille et mes amis** and to talk about future relationships using the **simple future** in the **unit 1.2H Seul ou en couple?**

This will lay the foundation for the **Conversation** during the GCSE Speaking exam. The **alphabet** will be useful at GCSE in the Listening paper where information can be spelt such as surnames or names of cities for instance.

**Sequence of learning:** *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)*

- Retrieval practice: Brainstorming **greetings**
- Know **greetings**
- Know **first person** of the **reflexive verbs** “s’appeler” and “s’écrire”
- Know **verb phrases** and **adjectives**
- Know the French **alphabet**

**Key language:**

- Bonjour!/Salut! Au revoir!/ À plus tard! À plus!
- Comment t'appelles-tu? Comment tu t'appelles? Je m'appelle ... Ça s'écrit comment? Ça s'écrit ...
- Ça va? (Oui), ça va bien, merci. Pas mal, merci. / comme ci comme ça / bof / (Non), ça ne va pas.

**The Warriner School – Year 7 French Curriculum Map - Unit 1: Bonjour! (Accès Studio)**

<p><b>Possible Misconceptions and adaptive responses to these:</b> <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p><b>Common misconceptions:</b></p> <p><b>Vocabulary: Spelling :</b> Je m’apple / Bonjour / Au revoir / omission of accents or cedillas.</p> <p><b>Grammar:</b> verb endings: tu t’appelles / Je m’appelle</p> <p><b>Phonics: Pronunciation:</b> e.g. Ça va? [sa va] not [ka va]</p> <p><b>Pronunciation:</b> saying the silent letter at the end of words: Salut / comment / plus / tu t’appelles / tard</p>	<p><b>Literacy and Oracy development opportunities:</b> <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary listed above, throughout lessons. Use of text. Regular knowledge and metacognitive checks through questioning and low stake testing. Structures in questions and answers.</p>
<p><b>Assessment/Final outcomes:</b> <i>How will students apply their deep learning in a meaningful way that respects the subject’s discipline?</i></p> <p><b>1) Knowledge recall</b></p> <p><b>2) Disciplinary / procedural knowledge:</b></p> <p><b>Assessment 1: Writing assessment:</b></p> <p>Writing task 1 is a reading and writing task involving a translation element which is part of the Paper 3 Reading at GCSE. Writing task 2 is a comic to complete in the target language.</p> <p><b>IAC: Improvement And Correction Time:</b></p> <p><b>French Year 7 Unit 01 IAC</b></p>	<p><b>High 5 Reading Strategy tasks.</b></p>
<p><b>Homework/Independent learning:</b></p> <p><b>Go4School:</b> Tasks saved in <b>Year 7</b> Schemes of Learning called <b>Accès Studio Unit 01 Bonjour!</b></p>	
<p><b>Cultural Capital:</b> Being able to greet someone in or from a French speaking country. <b>Links to careers/ aspirations:</b> Working in a French ski resort/campsite/youth hostel/hotel. Pilot/ air hostess/stewart. Journalist. Businessman/woman. Sports person. <b>Authentic documents:</b> ID card/Passport/News Article about a celebrity/sports person.</p>	