



Subject: French	Year Group:	Unit 5: Dans ma classe
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Unit objectives:

Students will gain an overview of how to describe their classroom, listing objects both in the singular and plural forms.

Context for study:

At **Key Stage 2**, some students may have learnt numbers, which features in this topic.

At **Key Stage 3**, in the previous unit, students learnt pencil case and school bag vocabulary. They will have also learnt grammar such as gender and number of nouns.

The grammatical knowledge from the previous unit can be applied in this unit.

In this unit the notions of **gender (masculine/feminine)** and **number (singular/plural)** will be extended to the **definite articles** “le”, “la”, “l’” and “les” to talk about the school equipment pupils have in their bag or in their pencil case. Verbs used to give classroom **commands** will be used in the **imperative** tense in the **plural / formal** form with verbs ending in **-ez**; e.g “regardez!” (look!). The **reflexive verb** “s’appeler” will be used in the **3rd person singular** with “s’appelle” (is called).

The learning from this unit of work will also enable students to extend their sentences by using connectives. The knowledge of genders: being able to identify them and learn them with each noun is a crucial skill for **KS4** when they must know the genders of the nouns, in order to produce more coherent and grammatically accurate sentences.

At **KS4** pupils will consolidate some of that tier 2 and tier 3 vocabulary in **Year 11** in **Module 9** about **School Studies** and in **Module 10** about **School Life**.

This will be useful for the **Photo card description** during the **GCSE** Speaking exam where pupils have to describe who they see on a picture and what they do.

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 on **gender (masculine/ feminine)** and on **number (singular/plural)**
- Retrieval practice on **numbers 1-31**, on “il y a” (there is/are) + **(indefinite/partitive) articles** and **school equipment**.
- Know **definite articles (gender/number) + noun**
- Know **accents** (E with acute accent é, grave accent è and circumflex accent ê) and their **pronunciation**.
- Know **plurals** (ending with S or X)
- Know classroom **commands** in the **imperative** tense in the **plural / formal** form with verbs ending in **-ez**; e.g “regardez!” (look!).

Key language:

- dans ma salle de classe
- il y a
- le, l’, la & les (the)
- la chaise, la fenêtre, la porte, la table, la salle de classe, le bureau, le professeur, le tableau (interactif), l’ordinateur
- les chaises, les portes, les livres, les élèves, les tableaux, le bureaux
- s’appelle
- ouvrez, écoutez, regardez, fermez, asseyez-vous

The Warriner School – Year 7 French Curriculum Map - Unit 5: Dans ma classe (Accès Studio)

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Common misconceptions:</p> <p>Vocabulary: Spelling: “ilya” – spelling it together rather than separate “il y a” “livers” – as opposed to “livres” Forgetting accents on some letters.</p> <p>Grammar: dans ma salle de classe il y a deux la chaise – students sometimes forget to remove the article after a number has been placed to create plurality. forgetting to put the plural ‘s’ or ‘x’ at the end of the word, if it is in the plural form.</p> <p>Phonics: pronunciation – the difference between ‘le’ vs. ‘les’ / pronouncing the ‘s’ if it’s followed by a vowel pronunciation of the letter E depending on whether it has an accent or not.</p>	<p>Literacy and Oracy development opportunities: <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 to support independent authentic writing and discussion as the unit progresses. Writing modelling using paragraph structure. Expanded success criteria used to support final assessment.</p> <p>High 5 Reading Strategy tasks.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject’s discipline?</i></p> <p>1) Knowledge recall</p> <p>2) Disciplinary / procedural knowledge:</p> <p>Assessment 5: Translation assessment:</p> <p>Students will need to translate sentences into both French and English. The assessment features vocabulary and grammar from units 1 to 5. Interleaving.</p> <p>IACT: Improvement And Correction Time: French Year 7 Unit 05 IACT</p>	
<p>Homework/Independent learning: Go4School: Tasks saved in Year 7 Schemes of Learning called Accès Studio Unit 05 Dans ma classe</p>	
<p>Cultural Capital: Being able to write / speak to a penfriend and to talk about your school in a few sentences. Links to careers / aspirations: Working in translation. Journalism. Businessman/woman. Sports person. Authentic documents: School website/ School prospectus. (school) furniture Catalogue / Online retailer. Maths Across the Curriculum: Using numbers to count how many pieces of furniture a room has.</p>	