



Subject: French	Year Group: 7	Unit 13: La météo (Accès Studio)
Unit objectives: Students will learn how to say what the weather is like in different places and at different times.		
Context for study: At Key Stage 2, pupils may have learnt weather. They may have learnt the phrase “Il y a”. The preparation for this unit at Key Stage 3 covering “Il y a” in Unit 4. In this unit of work, students learn lots of different weather phrases with different sentence starters. They will learn different time phrases, eg seasons. More able students will learn how to add places into their sentences and use connectives such as “donc” to make assumptions about what weather might be like. Weather is used again in Unit 8 of the AQA GCSE course.		

Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i> <ul style="list-style-type: none"> ● Know 10 weather phrases: Il fait chaud, il fait froid, il y a du soleil, il y a du vent, il y a du brouillard, il y a des nuages, il y a de l'orage, il pleut, il neige, il gele. ● Know what il y a and il fait mean literally. ● Know how to say “in” when talking about a city – “à”. ● Know time phrases: aujourd’hui, le matin, l’après midi, normalement, souvent, le soir, de temps en temps. ● Know seasons: au printemps, en été, en automne, en hiver.
--

Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i> Common misconceptions: Pronunciation of final consonants Confusion between il fait and il y a weathers Using the wrong word for « in ». Getting the genders wrong on the seasons. Spelling of difficult weather phrases, eg soleil.	Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i> 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.
Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject’s discipline? Full Access Studio Assessments: Reading, writing, listening, speaking and grammar assessments (Unit 1-13)	