



Subject: French	Year Group:	Unit 14: Mon autoportrait (Studio 1 Module 1 Unit 1)
<b>Unit objectives:</b> Students will gain an overview of how to express and justify their opinion about a range of topics.		
<b>Context for study:</b> At Key Stage 3, pupils have learnt simple opinion phrases and some adjectives in order to express their likes and dislikes in Unit 6 of Accès Studio.  The learning from this unit of work will also enable students to extend their sentences by using connectives as well as intensifiers when appropriate. More able students can even be encouraged to use sequencers to elevate their sentences.  This will lay the foundation for the topic of Leisure at Key Stage 4 within the French GCSE.		

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 <b>bold</b>)</i> <ul style="list-style-type: none"> <li>● Know markers of <b>opinion</b>.</li> <li>● Know <b>adjectives</b>.</li> <li>● Know school subjects.</li> <li>● Know <b>articles (gender/number)</b></li> <li>● Know <b>connectives</b>.</li> <li>● Know <b>intensifiers</b>.</li> <li>● Some pupils could learn and use <b>sequencers; premièrement/d’abord</b>.</li> <li>● Some pupils might start to use two verbs in one sentence to give extended opinions about school subjects</li> </ul>
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<p><b>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></b></p> <p><b>Common misconceptions:</b>                  je aime                  je amie                  j’ déteste                  je détest                  je adore                  bein                  aussie                  confusion between je n’aime pas and j’aime</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><b>Explicit teaching of Tier 2/3 vocabulary listed above, throughout lessons.</b>                  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.</p>
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**The Warriner School – Year 7 French Curriculum Map - Unit 14: Mon autoportrait (Studio 1 Module 1 Unit 1)**

<p>Omission of articles : e.g. J'aime maths. Use of capital letters for subjects when not accurate: l'Anglais Use of informal negatives: e.g. <i>j'aime pas</i> instead of <i>je n'aime pas</i> Marrant and marron (funny and brown) Sympa (means nice but looks like sympathetic) Missing apostrophe in c'est Mis-spelling of ennuyeux</p>	<p>Expanded success criteria used to support final assessment.</p>
<p><b>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></b></p> <p><b>1) Knowledge recall</b></p> <p><b>2) Disciplinary / procedural knowledge:</b> Dictation using the texts of task 6 of page 9 of the Studio 1 textbook.</p> <p><b>End of Module assessment: Reading Assessment</b></p>	