



<b>Subject: French</b>	<b>Year Group: 7</b>	<b>Mon kit de survie (Studio 1 Module 1 Unit 2)</b>
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**Unit objectives:**

Students will learn how to talk about everyday objects they have in their backpack.

**Context for study:**

The preparation for this unit is Unit 4 seen in Year 7 about what there is and there isn't in their school bag. They learnt how to use indefinite articles (gender/number) and partitive articles such as "des" + noun. They also used "j'ai" (I have) in unit 8 when talking about animals and in unit 9 when talking about family members.

In this unit they will use the singular forms of the verb "avoir" (to have) in the present tense to talk about everyday objects they or other people have in their backpack. They will also practise asking and answering questions about the equipment listed. Extended questions will involve opinions.

The vocabulary and grammar is relevant to the GCSE course, especially when talking about School Life. They will also need to use and understand questions in the target language for all 4 GCSE skills (Listening, Speaking, Reading and Writing), in particular for Speaking where they will have to ask a wide range of questions to their examiner.

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: **verb** "avoir" (to have) in the **present tense**; e.g. "j'ai" (I have)
- Retrieval practice: **indefinite articles (gender/number)** and **partitive articles** such as "des" + noun
- Asking and Answering **Questions**: Qu'est-ce que tu aimes? Qu'est-ce que tu as dans ton kit de survie?
- Presentation of language: **Nouns**.

**Key language:**

- un portemonnaie, un bâton de colle, un paquet de mouchoirs, un miroir, un magazine,
- une barre de céréales, une trousse,
- des chips, une gourde, des Kleenex, des clés, des surligneurs fluo, des lunettes de soleil.

**The Warriner School – Year 7 French Curriculum Map - Unit 15: Mon kit de survie (Studio 1 Module 1 Unit 2)**

<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> Omission of accents.</p> <p><b>Vocabulary: Spelling:</b> e.g. je aime / un miroir / un apparel photo / un portmoney</p> <p><b>Grammar:</b> <b>Omission of articles :</b> e.g. j'ai clés Wrong Gender used Inaccurate p</p> <p><b>Phonics:</b> pronouncing final consonants. <b>Mispronunciation of</b> appareil / photo / miroir</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 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><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> <b>Assessment:</b> Vocabulary recall / vocab test /10.</p> <p><b>IAC: Improvement And Correction Time: IACT use.</b></p> <p><b>End of Module assessment: Reading Assessment</b></p>	<p><b>High 5 Reading Strategy tasks.</b></p>