



Subject: French	Year Group: 8	Unit 6: J'ai cours! (Studio 1 Module 2 Unit 3)
Unit objectives: Students will understand how to tell the time in French		
Context for study: In Year 7 pupils learnt numbers up to 21 in Unit 2 and up to 31 in Unit 3 to say how old they are and say when their birthday is. In this unit pupils will need to learn numbers up to 60 and they will learn to tell the time in French. Extension: Learning 24 o'clock time. Numbers will be revisited in unit 3 in Year 9 when buying food and drinks in a café. Numbers will be used regularly at KS4 in a wide range of topics, e.g. number of people, phone number, number of days/nights spent on holiday, number of lessons... At GCSE pupils might have to understand or talk about a school timetable.		

<p>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></p> <ul style="list-style-type: none"> ● Recap numbers to 30 ● Revise days of the week ● Learn half past / quarter past / quarter to ● Learn how to say “it is ___ o'clock” and “at ___ o'clock” ● Understand how to form sentences to describe their timetable, using “j'ai” ● Learn that in France the 24 hour clock is the most common way of saying the time <p>Key language:</p> <ul style="list-style-type: none"> ● Quelle heure est-il? ● Il est ... ● neuf heures/neuf heures cinq/dix/vingt/vingt-cinq/neuf heures et quart/et demie ● dix heures moins vingt-cinq/vingt/dix/cinq/dix heures moins le quart ● midi/minuit/midi/minuit et demi ● lundi, mardi, mercredi, jeudi, vendredi ● l'emploi du temps/À (neuf heures), j'ai (sciences). /tous les jours/le matin/l'après-midi ● la récréation/la récré/le déjeuner
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The Warriner School – Year 8 French Curriculum Map - Unit 6: J'ai cours! (Studio 1 Module 2 Unit 3)

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Common misconceptions: Omission of accents. Vocabulary: Spelling: e.g. neuf/heures/quart/vingt</p> <p>Grammar: Omission of word : e.g. Il est neuf et quart</p> <p>Phonics: Mispronunciation of neuf/heures/ quart/vingt/moins</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: Listening task 1 page 32 (Studio 1)</p> <p>IACT: Improvement And Correction Time: IACT use.</p> <p>End of Module assessment: Writing assessment:</p> <p>Write about your school. Include information about your school subjects, your opinions about school subjects and what you eat in school. (Levels 3-4)</p> <p>1) Tu étudies quelles matières ? What subjects do you study? 2) Tu aimes quelles matières ? What subjects do you like? 3) Tu n'aimes pas quelles matières ? What subjects don't you like? 4) Qu'est-ce que tu manges à l'école ? What do you eat at school?</p>	