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| **Unit Overview:** | | | | | | | | | |
| **Half- Term:** | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | **No of Lessons:** | **12** |
| **Key Focus for Unit:**  *What is the key knowledge being delivered?*  *What is the intent of this unit?* | | | | | | | | | |
| Introducing yourself, meeting and greeting people  Classroom instructions, how are you  Numbers & age, birthdays  Classroom objects/colours/numbers  My family and pets  Revision of how to give personal information | | | | | | | | | |
| **Key Knowledge and Big Ideas:**  *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?*  *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are the being closed?* | | | | | | | | | |
| The key idea is Identity & culture. Students will learn to introduce themselves, ask other students how they are, understand basic classroom instructions, use numbers and colours. Students will be introduced to the present tense and to negatives to describe themselves.  Progression from previous learning: introduction of present tense, some connectives, adjectival agreement  Gaps in knowledge: Many students will be studying French for the first time, while others may still struggle with th concept of grammatical gender. | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| 1. Initial baseline assessment at the beginning of the unit 2. Formative assessment in lesson through:  * Retrieval practice quizzing (Do Now) * Questioning * Marking in books (extended writing tasks)  1. Summative (End of unit) assessment at the end of the half term  * **Multiple choice quiz**   + - * 1. Students will be assessed on vocabulary on the topic of Introducing oneself.         2. They will also be assessed on key Grammar concepts (adjective agreement, word order, singular/plural, giving opinions, present tense)   **Assessment Criteria:**   * Recall at least 8 hobbies/activities * Recall at least 8 daily routine activities * Recall at least 8 adjectives | | | | | | | | | |
| **Key Skills Explored** | | | **Vocabulary Selected for DVI** | | | | **Links to Previous Unit** | | |
| * How to write 50-90 words describing themselves, their appearance, their family and their pets * Using the present tense and negatives * How to translate into English and into TL * How to read and listen for gist * How to use cognates and context * How to form and answer questions. | | | **Tier 1:**   * Comment tu t’appelles?/¿Cómo te llamas? * Comment ça s’écrit?/¿Cómo se deletrea? * levez la main/levantad la mano * parlez/hablad * levez-vous/levantaos * asseyez-vous/sentaos * ouvrez les livres/abrid los cuadernos * fermez les livres/cerrad los cuadernos * Ça va/Cómo estás * ça va bien/bien * comme ci, comme ça/regular * mal/fatal * numbers in both languages (un, deux, trois/uno dos, tres) until 21; * j’ai \_\_\_ans/ tengo \_\_\_\_\_ años * Quel âge as-tu?/¿Cuántos años tienes? * C’est quand ton anniversaire?/¿Cuando es tu cumpleaños? * months of the year (janvier, février, mars, avril…; enero, febrero, marzo, abril…) * j’ai/tengo * je n’ai pas de/no tengo * un stylo/un bolígrafo * un crayon/un lápiz * Tu as des frères ou des soeurs?/¿Tienes hermanos? * j’ai un frère/tengo un hermano * une soeur/una hermana * Tu as des animaux?/¿Tienes mascotas? * un hamster * un chien/un perro * un chat/un gato * un lapin/un conejo   **Tier 2:** normalement/normalmente; toujours/siempre; souvent/a menudo; quelquefois/a veces; rarement/raramente; además/en plus; je trouve ca/me parece; néanmoins/no obstante  **Tier 3: adjective, adjectival agreement, noun** | | | | **KS2 Curriculum:**  Students may have studied French at primary school, in which case they may be familiar with classroom instructions, colours, pets, describing themselves and how to agree adjectives for gender. | | |
| **Links to Careers/Employability** | | | **How does this unit prepare students for the next unit?** | | | | | | |
| * Communication skills * Public speaking * Literacy skills * Translation * Cultural capital | | | 1. The next Y7 unit focuses on describing where you live and what your home/town is like. 2. Students will be prepared to continue to practise giving justified opinions and using accurate adjective agreement. 3. Students will also be able to use their knowledge of numbers, adjectives and the present tense to describe what activities they and others do in their home/area. | | | | | | |