



Year 7 French – Summer 1 – KNOWLEDGE OVERVIEW

Unit Title: Weekend Plans & Describing Family & Food and Drink		Guideline Time: 14 lessons
Links to prior learning:	Students will continue to build on knowledge from T1-T4 regarding parts of speech, grammar & pronunciation, including: phonemes, gender, word order, plurality, conjugation in the present tense, giving justified opinions, comparative structures, the rule of 2 verbs. More specifically, use of key topic vocabulary from units T1 – description and T3 – Free-time activities will be recalled.	VIPs (Very Important Points): By the end of this unit, students should be able to: Recall the conjugation of aller in the present tense. Form and manipulate the near future tense. Discuss plans that they are making for the weekend using the near future tense & free-time activities. Use 'qui' to introduce a relative clause, to enhance descriptions. Describe my family in the present tense Express food preferences Ordering in a cafe Describe typical mealtimes in France & how these differ to the UK. Describe typical French foods, including regional specialities.
Link across units:	Free-time activities – activities/hobbies Description – physical/personal description, adjectival agreement where I live – aller in the present tense use of the near future tense	
Character/Wider Development:	Students will build on their resilience when questioning & answering each other in discussion activities. They will consider social norms when making plans along with developing awareness of food and drink. Students will consider social norms in the context of ordering food in a café.	
Distance Learning	Students will be provided with live lessons using MS Teams to ensure that the language learning is continuing despite any Covid-19 disruptions.	

OVERVIEW OF TEACHING SEQUENCE

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions
Week 1 12.04.2021 – the near future tense	to form and apply the near future tense	I can... conjugate aller in the present tense identify an infinitive verb use aller & infinitives to make the near future tense	conjugate, infinitive, aller, je vais, tu vas, il/elle va, nous allons, vous allez, ils/ells vont	Students will recall the present tense conjugations of aller & the rule of two verbs to form the near future tense. They will be able to construct sentences in the near future tense using familiar infinitive verbs e.g. jouer, faire, manger, boire, habiter, parler. HAPs should use the full paradigm, LAPS 1 st /3 rd person singular Students will use qu'est-ce que to formulate questions. They will apply the near future tense to free-time activities and will use future time frames when giving justifications.	Mis-translation of aller when conjugated in the present tense as I go instead of I'm going (etc.)
Week 1/2 19.04.2021 – free-time activities in the near future tense Using relative clauses to add detail (qui)	to talk about what you're going to do at the weekend to add extra detail and complexity to sentences by using relative clauses	ask someone what they are going to do at the weekend form the near future tense state what I am going to do at the weekend and give a reason use qui to add more detail to a sentence	Qu'est-ce que ... ?, Je vais, infinitive, ce week-end, le week-end prochaine, ça va être/ ce sera qui, relative pronoun, relative clause, avec	Students will continue to talk about their weekend plans by discussing with whom they will make plans. T1 knowledge of description & adjectival agreement will be recalled. HAPS will be able to insert a relative clause into the middle of a main clause.	Mis-translation of aller when conjugated in the present tense as I go instead of I'm going (etc.) Use of the present tense when giving justifications for future activities. Adjectival agreement – making sure the adjective agrees with the direct object. Word order – noun-adjective

<p>Week 3 26.04.2021 – Members of the family</p>	<p>To identify family members</p>	<p>I will be able to confidently describe my family members</p>	<p>ma mère mon père ma sœur mon frère</p>	<p>Students will develop an ability to describe family. They will be able to recap on descriptions.</p>	
<p>Week 4 3.05.2021 Breakfast</p> <p>manger/boire</p>	<p>Is a typical French breakfast the same as a typical English breakfast?</p> <p>to conjugate the verbs manger & boire in the present tense</p>	<p>I can... identify similarities & differences between French & English breakfasts say what I usually eat for breakfast</p> <p>apply regular er verb rules to the verb manger conjugate boire in the present tense</p>	<p>le petit déjeuner, lait, croissant, pain au chocolat, pain grillé, la confiture, les céréales, beurre, fromage, yaourt</p> <p>conjugate, infinitive, irregular je mange, tu manges, il/elle mange, nous mangeons, vous mangez, ils/elles mangent, je bois, tu bois, il/elle boit, nous buvons, vous buvez, ils/elles boivent</p>	<p>Students will acquire a cultural understanding of what breakfast consists of in France vs. England. They will be able to describe what they usually eat for breakfast and give justified opinions about breakfast food/drink options.</p> <p>All to be introduced to the irregular conjugation of boire in the present tense. HAPS will conjugate the full paradigm of both verbs. MAPS to conjugate 1st & 3rd person singular & plural LAPS to conjugate 1st person singular & plural</p>	<p>French people eat the same as us for breakfast. A traditional cooked English breakfast is eaten around the world. Adjectival agreement should agree with the gender of the object rather than the subject.</p> <p>manger is irregular in the nous form – it keeps the e. Students must remember not to keep the e throughout. boire doesn't follow the er verb rules, but the re rules.</p> <p>Rule of 2 verbs when combining opinions with manger/boire and with the use of je voudrais. Accurate use of adjectival agreement rules.</p>

<p>Week 5 10.05.2021 – food preferences</p> <p>The partitive article</p>	<p>to give details about your food/drink preferences</p> <p>to use the partitive article</p>	<p>give justified opinions about foods & drinks give details about what I usually eat for lunch/tea</p> <p>use the partitive article to say 'some' in French</p>	<p>le déjeuner, le repas, le goûter, le dîner, délicieux, savoureux, dégoûtant</p> <p>du/de la/de l' /des</p>	<p>Students will draw on previous knowledge of word order, giving justified opinions, comparative structures & adjectival agreement to talk about their food/drink preferences with increasing complexity. HAPS may also apply structures in other time frames e.g. je voudrais</p> <p>Students will master the use of the partitive article to improve their accuracy when using manger/boire e.g. Je mange du pain instead of je mange le pain. They will recap gender and plurality rules and apply these when determining which partitive article to use.</p>	<p>Students may base the gender of the partitive article on the subject of the sentence, rather than the object.</p>
<p>Week 6 17.05.2021– Ordering food/ drink in a café</p>	<p>to order food/drink in a café to prepare & perform a role play</p>	<p>ask what food/drink someone would like state what food/drink I would like ask for the bill and say the price</p>	<p>Qu'est-ce que vous voulez comme... ? Ça coûte combien ? je prends, je veux</p>	<p>Students will use transactional language to prepare & perform role play scenarios. They will formulate questions and adapt structures to form their own questions. Students will recap numbers when ordering different quantities of food & giving prices. HAPS may use the third person to also order on behalf of someone else.</p>	<p>Pronunciation – particularly anglicized pronunciation of cognates/near-cognates.</p>

<p>Week 7 24.05.2021 – French meal times & typical foods</p>	<p>to understand differences in how, when and what people eat in France vs. the UK</p>	<p>I can... recognise French mealtimes state what foods French people typically eat give justified opinions about typical French foods & meal times</p>	<p>repas, cuisine, crêpes, escargots, cuisse de grenouille, goûter à 4h</p>	<p>Students will consider nuances in meal times and what is typically served compared to in the UK. They will build on knowledge of a typical French breakfast from the Food unit, to consider what's eaten at lunch and dinner, and at what time. Students will consider stereotypes (both British & French), and express their justified opinions.</p>	<p>Mealtimes are the same as in the UK.</p> <p>Lunch is a small meal.</p> <p>Cultural norms – eating on the go/ eating at the table</p> <p>Meals last the same length of time as in the UK.</p> <p>French people eat the same foods as us all the time.</p> <p>French food is totally different to ours.</p> <p>Students have never tried French food.</p> <p>French people eat the same foods as us all the time.</p> <p>French food is totally different to ours.</p>
<p>Regional foods</p>	<p>to learn about typical French regional dishes</p>	<p>identify typical French regional dishes</p>	<p>tarte flambée, spaetzle, flammekuche, moules, fromage, millefeuille, croque monsieur/madame</p>	<p>Students will discover French regional specialities and through the food, will enhance their knowledge of several regions in France, including geography. Students will consider geographical influences on food e.g. coastal areas, regions bordering other countries.</p>	