Year: 7
Subject: French
Topic/Unit: Module 2: *En classe* (School Life)
When: Autumn 2 – Spring 1

Huntington School
Learn and succeed

Overview: Following the basic introduction in "La rentrée", students now deepen their ability to describe the school setting. Mastering vocabulary for school subjects, schedules, and clothing items (to describe uniform), alongside increasing grammatical awareness, provides students with practical, high-frequency language.

Building on...building to: The unit builds on the basic foundations of **Module 1**, specifically the singular forms of the verbs *avoir* and *être* and initial phonics. It acts as a bridge to **Module 3** (sports and leisure), where students will reuse the full paradigm of regular *-er* verbs and complex opinion structures established here.

Sequence summary:

- **Week 1:** Introduction to **colours** and telling the **time** (including quarter/half hours and minutes).
- **Week 2:** Identifying **school subjects** and expressing **opinions** with justifications using *parce que*.
- **Week 3:** Describing **school uniform** and clothing, with a focus on **adjective agreement** (gender and number) and position.
- **Week 4: Cultural knowledge – French Christmas traditions**
- **Week 5:** Detailing the **school routine** using the full paradigm of **regular *-er* verbs**.
- **Week 6:** Cultural comparison of **French schools** (holidays and timetables) and using *il y a / il n'y a pas de* to describe an ideal school.
- **Week 7:** Classroom language for communication, e.g. instructions, pencil-case items, questions, apologies

Key Vocabulary:

- *School subjects, clothing, routine, opinion adjectives, time.*

Assessments:

- **Formative:** Weekly low-stakes vocabulary tests in the back of exercise books.
- **Summative writing task:** written task describing their school and school life.
- **Summative Reading/Listening:** A formal assessment covering all Module 2 topics

Able and interested:

Learners are challenged to use **negative structures** (*je ne suis pas d'accord, il n'y a pas de...*), incorporate **qualifiers** (*très, trop, vraiment*), and translate complex texts to demonstrate a higher level of linguistic flair.

Inclusion, Personal Development and Wider Skills:

- **Cultural Awareness:** comparing the UK school system with French traditions, such as the longer lunch break and more traditional meal choices, and varying holiday dates.
- **Literacy:** Focus on cognates to aid decoding skills, explicit teaching of sound-spelling links.
- **Character:** Emphasis on presentation, pride in work, resilience in learning from mistakes and working with peers.

Homework and Independent Learning: Homework is set weekly on Class Charts, focusing on vocabulary memorization using "foldy" self-testing sheets and audio files for pronunciation practice. Independent learning is supported through introducing students to a range of learning and revision strategies for directed revision.