

Y 9 Module 2	Title: <i>Bien dans sa peau</i> (GCSE theme: Identity and Culture; Local, national international and global areas of interest)	
Why are you teaching it?	A natural progression of language moving on from lifestyle and more sedentary choices and ways of life to more active and healthy living.	<b>Misconceptions</b> Gender - linked to nouns not whose leg/arm etc it is Lots of pronunciation needed as many cognates are used in this module esp with foods and sports Clarity that there are synonyms - sain = bon pour la santé etc
Why are you teaching it now? What prior learning do students have?	Parts of the body is a completely new topic to all students so a fresh introduction to new vocab. In terms of healthy lifetysle and lifestyle choices, this language and these structures are building on previously acquired language in KS3.	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p><b>E/D</b> To be able to give a healthy lifestyle and lifestyle choices. To be able to give basic responses agreeing and disagreeing with limited vocabulary and grammar using the first person confidently. To be able to use resources as support competently and understand how the future works. To understand how to form manger and boire.</p> <p><b>S</b> To be able to give a more detailed description of a healthy lifestyle and lifestyle choices. To be able to answer questions using vocabulary, time phrases and tenses accurately. To be able to conjugate the future tense with limited support.</p> <p><b>M</b> To be able to give an extended description of a healthy lifestyle and lifestyle choices answering questions in full sentences with the addition of accurate opinion phrases, time phrases, quantifiers and adjectives. To be able to attempt some independent tasks with little or no resources as support. Students will be able to switch between tenses and use all 3 tenses with confidence.</p>	<b>Vocabulary and literacy focus (Tier 2/Tier 3)</b>  Pronunciation of key vocabulary  mal au/à la/aux/a l' Il faut Depuis + present tense Negatives - ne..pas and ne... jamais  Future tense verb endings  Adjective agreement High-level opinions & Opinions in the past tense  Present/past/future in a piece of continuous prose  More complexity - Alors au moins, c'est-à-dire, ce qui veut dire, chaque, d'abord, de bonne heure, deux fois par semaine donc, ensuite, finalement, où, peut-être, pour le futur, quand, tous les jours, Voilà !

	<p><b>Oracy</b> - Students will be able to describe a photo. In line with GCSE success criteria. Teaching styles will include: Choral repetition, choral reading, ghost reading, Pairwork, basic role play conversations, cross-class questioning - teacher&gt;student, student &gt;student</p> <p><b>Literacy</b> - all detailed in the Scheme of Work.</p> <p><b>SEND</b> - Teacher folder identification of SEND needs and students planned for accordingly. Use of PCS ten for SEND when planning. SEND students can record their oral presentations if they wish.</p> <p><b>Questioning is key!</b>. Differentiated and targeted questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constantly revision and reinforcement learning. Checking of understanding before attempting tasks. Teacher engagement when moving around class. Provide good role models by making use of the other students and staff. Chrome Book provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	
Assessment	<p>End of Unit 2 assessment – Listening , Reading, Speaking and Writing and translation tasks. Throughout this module there will be continual assessment. Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions.</p>	<p>Assessment pack End of module 2 – all four skills tested – Listening, Reading, Speaking, Writing, Translations both ways and Transcriptions/dictations. Mid-term written assessment.</p>
What amendments are you going to make following evaluation of this module?	<p>Review trends in weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate.</p>	

