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|  **Pentecost 1****Subject: French Year:4 Medium Term Planning****En Classe**  |
| **National Curriculum Objectives**● Listen attentively to spoken language and show understanding by joining in and responding● Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words● Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help● Speak in sentences, using familiar vocabulary, phrases and basic language structures● Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases● Read carefully and show understanding of words, phrases and simple writing● Appreciate stories, songs, poems and rhymes in the language● Describe people, places, things and actions orally and in writing |
|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention for each lesson:** | I know how to name seven class items in French.  | I know how to name another five class items in French | I know how to say ‘In my pencil case “I have…’ in French and name items**.**  |  I know how to use ‘my’ in French before adding a class item you own. | I know how to say “I do not have…” a class item in French | Assessment |
| **Recall and retrieval** | Building on prior knowledge: Recall items from the cafe | Know how to name seven class items in French.  | Know how to name another five class items in French. | Know how to say ‘In my pencil case “I have…’ in French and name items**.** | Know how to use ‘my’ in French before adding a class item you own. | Know how to say “I do not have…” a class item in French |
| **Sequence of knowledge throughout the lesson** | Know how to name seven class items in French.Communicate with others with improved confidence and accuracy. Understand more of what we hear by picking out key words covered in the current unit.  | Know how to name another five class items in FrenchRead aloud short pieces of text…understand most of what we read in the foreign language when it is based on a familiar language.  | Know how to say ‘In my pencil case “I have…’ in French and name items**.** Communicate with others with improved confidence and accuracy. Understand more of what we hear by picking out key words covered in the current unit. | Know how to say ‘my’ in French before adding a class item you own.Better understand the concept of gender and which articles to use for meaning e.g. 'my” and possessive adjectives.'In my pencil case I have…' Write some short phrases based on familiar topics. | Know how to say “I do not have…” a class item in FrenchUnderstand most of what we read inthe foreign language when it is based on afamiliar language. | Assessment of key skills and knowledge from the topic “En classe”All 4 skills of reading, writing, speaking and listening are covered. |
| **Task type** | Playing oral snap- partner read word and partner find matching picture, switch round and then match up in French book. SPEAKING & LISTENING | Read what character has in her bag and transcribe it into English. READING | Slide 19 listens and identifies the item that the character says has in their pencil case. Then draw 3 items they could have in own pencil case and tell a partner SPEAKING & LISTENING | Slide 41 challenge- Use given sentences in English to write into French with correct determiner use for myWRITING/GRAMMAR  | Slide 40 challenge- colour each box a different colour and then underline the sentence to match the answer in same colour READING  | Skills Assessment TaskALL SKILLS |
| **Scaffolding** | Work with TA who says a word and children all have pictures to play against one another as a group to listen. Picture vocab sheet as support to check.  | Use the picture support sheet to help find what each word character says means. Underline and match to the picture on the sheet.  | Use the picture support sheet to help find items to draw in their pencil case and have TA support in saying sentence copying back.  | Grammar write sheet mon/ma/mes- Sort words into correct “my” heading and draw pictures to match.  | TA to have words from oral snap and say sentence “I do not have…” and hold one card up, children work out which is by reading the card and working out what it is in English.  |  |
| **Challenge** | Mixed ability pairs- lead/support partner.  | More challenging sheet to complete**.**  | When speaking about what is in their pencil case- children have 5 items and speak in full sentences.  | Mixed ability pairs- lead/support partner.  | Writing task too on Slide 40 challenge- read and write out the line in French that matches the box.  |  |
| **Key Vocabulary** | En classe, un livre, un cahier, un stylo, un taille-crayon un crayon, un bâton de colle, une règle une trousse une, gomme une calculatrice, un sac à dos, des ciseaux | Salut, Je m’appelle, Dans mon sac à dos, une trousse, une gomme, un livre, un cahier, une calculatrice, une règle, des ciseaux, un crayon, un stylo et un bâton de colle | J’ai, dans ma trousse, une trousse, une gomme, un livre, un cahier, une calculatrice, une règle, des ciseaux, un crayon, un stylo et un bâton de colle | un, une, des, J’ai, dans ma trousse, mon, ma, mes, trousse, gomme, livre, cahier, calculatrice, règle, ciseaux, crayon, stylo et un bâton de colle | J’ai, dans ma trousse, je n’ai pas de…, mo, ma, mes, un, une, des, une trousse, une gomme, un livre, un cahier, une calculatrice, une règle, des ciseaux, un crayon, un stylo et un bâton de colle | J’ai, dans ma trousse, je n’ai pas de…, mo, ma, mes, un, une, des, une trousse, une gomme, un livre, un cahier, une calculatrice, une règle, des ciseaux, un crayon, un stylo et un bâton de colle |