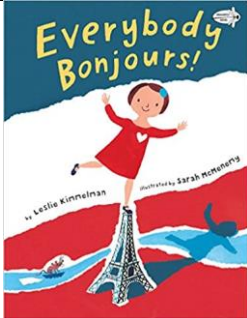


Year Four (Jaune) : French								
Enquiry Question How can I describe myself and others?								
This unit of work teaches children basic vocabulary to be able to describe themselves and others. This unit also provides basic knowledge of French phonics.								
National Curriculum Objectives	'Sticky' Knowledge	'Big Six' Vocabulary						
<ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. 	<ol style="list-style-type: none"> I know how to say 'I am'. I know how to say 'I have'. I know that different words have different genders. I can use a regular adjective agreement. I can adapt ending of words to use the correct spelling pattern 	<table border="1"> <tr> <td>etre</td> <td>regarder</td> <td>ecouter</td> </tr> <tr> <td>penser</td> <td>ecrire</td> <td>parler</td> </tr> </table>	etre	regarder	ecouter	penser	ecrire	parler
etre	regarder	ecouter						
penser	ecrire	parler						
Prior Learning	Key Questions	Future Learning						
In Year 3 Children have learnt a range of nouns and adjectives to begin to describe themselves. Children have been introduced to simple grammar and spelling patterns.	<p>How can you describe yourself?</p> <p>How can you describe your friends?</p> <p>Which sounds are silent?</p>	In Year 5 children will revisit the topic with higher level vocabulary and recap basic French phonics to consolidate learning. Children will also be introduced to using number to show plurals and physical descriptions.						
Key Texts	Assessment Opportunities	Unit Outcome						
	<p>Children can:</p> <ul style="list-style-type: none"> ✓ use appropriate vocabulary to describe themselves ✓ use appropriate vocabulary to describe others ✓ begin to identify spelling patterns in words taught ✓ begin to be able to verbally describe thoughts. 	Children will be able to write simple descriptive sentences about a character.						

Learning Sequence	1	2	3	4	5	6	7	8	9	10
	Les Voyelles	SFC – [t]	SFC – [s]	SFC – [d]	[An]/[En]	[Eu]/SFC – [x]	[Eu]	Etre	Write a character description	Joyeux Noel

Learning sequence	Vocabulary	Grammar	Resources	Activity
1	Les voyelles – the vowels [a] [e] [i] [o] [u] Banana Cheval Midi Moto Univers		J 1 PPT with Audio Print slides 14 and 15 (only French sentences)	Children to use the picture clues to have a go at translating the phrases. Choose children to come and write the English translation into the class floorbook.
2	SFC (silent final consonant - t) Petit Salut/Bonjour Ici/La Etre Present/Absent Masculine/ Feminine (e)	to be - I am, s/he is regular adjectival agreement Je suis Il/elle est	J 2 PPT with Audio Print slide 7 with verb column empty.	As a class complete the verb table and discuss whether it should be suis or est. Choose a child to scribe the suggestions table printed and stick into floorbook.
3	SFC (silent final consonant - s) Mais Ca va? Ca va bien Ca va mal Oui/ Non Au revoir	Raised intonation with Ça va ? Ça va, Je suis ... ? Je suis + name	J 3 PPT with Audio Print slide 14	Children to work in pairs and decide which is the correct form. Children to then translate the sentence. Record in floorbook.
4	[an/en] enfant SFC (Silent Final Consonant 'd') Independent Different Important Prudent Seul Tu es	to be - I am, you are, s/he is regular adjective agreement je suis.. tu es.. il/ elle est ..	J 4 PPT with Audio Print slide 18 without English translation	On whiteboards children to write the English translation. Floorbook – printed copy of the quiz questions, choose a child who has got it correct on their board to write it in book.

5	Jeune Joli Drole difficile	Raised intonation questions il / elle est...? referring to male / female persons or animals. regular adjective agreement (plus adjectives ending in -e, which don't change for fem. sing.)	J 5 PPT with Audio Print slide 12 and 13 without tick marks.	Children to split whiteboard in half with subheadings Masculine and Feminine. Work through each phrase and ask children to copy down the adjective into the correct column. Then write the name of the child they think said it. Record findings in floorbook. Ext – children to write English translation.
6	[eu] deux un peu jeu SFC (Silent Final Consonant 'x') deux lundi mardi mercredi jeudi vendredi samedi dimanche aujourd'hui ce (c')	raised intonation questions c'est lundi? Oui / non, c'est samedi.	J 6 PPT with Audio	Children to join in and sing along with the days of the week song.
7	Revisit days of the week Serieux Heureux Curieux Courageux Incidental cognates: Ambitieux	Adjectives ending in -eux -euse	J 7 PPT with Audio Print slides 18, 19, 20, 21	Children to translate the English into French to complete the sentences. Record in floorbook. Ext – translate the whole phrase into English.



Millbrook Primary School Unit Plan



	Contagieux Joyeux Malheureux Miraculeux Religieux Vigoreux			
8	Re-visit Etre Je suis Tu es Il est Elle est	Adjectives	Floorbook	As a class start a class write describing some characters from your class book. (write in floorbook to reference next week)
9	Write a character description		Floorbook	Children to create simple descriptive sentences on whiteboards to describe a character of their choice. Choose some children to copy into class floorbook.
10	Joyeux Noel <i>Vive le vent, vive le vent, Vive le vent d'hiver, Qui s'en va sifflant, soufflant Dans les grands sapins verts, oh !</i> <i>Vive le temps, vive le temps, Vive le temps d'hiver, Boules de neige et Jour de l'An Et Bonne Année grand- mère !</i>		Jingle Bells lyrics in French. Jingle Bells music backing track.	Video children's performance.