

ADVENT TERM**FRENCH – Year 4 - Medium Term Planning – Portraits (Describing in French)****LESSON 1****LEARNING INTENTION:**

To know that adjectives change if they describe a feminine noun.

Skills:

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Aim:

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

LESSON 2**LEARNING INTENTION:**

To know that adjectives change if they describe a plural noun.

Skills:

Describe people, places, things and actions orally and in writing.

Aim:

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

LESSON 3**LEARNING INTENTION:**

To know that adjectives of colour come after the noun.

Skills:

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Aim:

Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Elle she • Il he • heureux (masc.) heureuse (fem.) happy • sérieux (masc.) sérieuse (fem.) serious • le Musée du Louvre the Louvre museum • l'entrée the entrance • un tableau a painting • une statue a statue 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • il a he has • elle a she has • les cheveux (m. pl.) the hair • les cheveux châtain brown hair • les cheveux blonds blond hair • les cheveux noirs black hair • les cheveux roux ginger hair • les yeux (m. pl.) the eyes • les yeux bleus blue eyes • les yeux marron brown eyes 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • verts (masc. pl.) green • rouges (masc. pl.) red • jaunes (masc. pl.) yellow • verts (masc. pl.) green • blancs (masc. pl.) white • roses (masc. pl.) pink • violets (masc. pl.) purple • orange (masc. pl.) orange
<p>Recap & retrieval: N/A</p>	<p>Recall & retrieval: Adjectives change if they describe a feminine noun.</p>	<p>Recall & retrieval: Adjectives change if they describe a feminine noun. Adjectives change if they describe a plural noun.</p>
<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> • Adjectives change if they describe a feminine noun. Eg. Heureux = heureuse. <p>Teacher: As above.</p>	<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> • Adjectives change if they describe a plural noun. Eg. Blond, blonds. <p>Teacher: As above.</p>	<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> • Adjectives of colour come after the noun. <p>Teacher:</p> <ul style="list-style-type: none"> • When you are describing a noun with two or more adjectives and they both apply at the same time (eg. Describing a flower that has blue and white petals), the adjective doesn't need to agree.

<p>Scaffolding: Could focus on listening to the teacher and/or their peers using the correct adjectival agreement and the change in pronunciation; could then repeat each sentence until confident to respond independently.</p>	<p>Scaffolding: Could identify the correct portrait through the use of actions by the teacher (for example, pointing to hair for les cheveux or the colour black for noirs).</p>	<p>Scaffolding: Could work in small adult-supported groups with a reduced amount of vocabulary, describing hair or eyes (not both) or using fewer colours. They focus on describing verbally before writing when more confident.</p>
<p>Learning Task: See Kapow. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/portraits/lesson-1-portraits-getting-french-adjectives-to-agree/</p>	<p>Learning Task: See Kapow. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/portraits/lesson-2-simple-descriptions-in-french/</p>	<p>Learning Task: See Kapow. https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/portraits/lesson-3-describing-people-in-french/</p>
<p>Extension: Could be challenged to ‘be the teacher’ by using il/elle est heureux/heureuse/sérieux/sérieuse – he/she is happy/serious and challenging their partner to state whether they are correct or incorrect by using vrai or faux (true or false). They then can verify their partner’s response.</p>	<p>Extension: Could be challenged to describe a picture independently, ensuring that they use the correct adjectival agreement, for example, les yeux bleus – blue eyes.</p>	<p>Extension: Once they have constructed their sentence with the word cards, challenge them to write sentences using multiple colours from memory, ensuring the adjectives agree.</p>

ADVENT TERM

FRENCH – Year 4 - Medium Term Planning – Clothes (Getting dressed in French)

LESSON 4

LEARNING INTENTION:

To know that 'le'/'un' are masculine and 'la'/'une' are feminine.

Skills

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Aim:

Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

LESSON 5

LEARNING INTENTION:

To know that 'j'aime' means I like and 'je n'aime pas' means I don't like.

Skills:

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Aim:

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

LESSON 6

LEARNING INTENTION:

To know that 'il' is masculine and 'elle' is feminine.

Skills:

Describe people, places, things and actions orally and in writing.

Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

Aim:

Understand and respond to spoken and written language from a variety of authentic sources.

<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • un T-shirt a T-shirt • un short shorts • un chapeau a hat • un maillot de bain a swimsuit • un pantalon trousers • une culotte pants • une chemise a shirt • une veste a jacket • des bottes (f) boots • des chaussettes (f) socks • des lunettes (f) glasses • des baskets (f) trainers • mon (masc. sing.) my • ma (fem. sing.) my • mes (plural) my • je porte I am wearing 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • un T-shirt a T-shirt • un short shorts • un pantalon trousers • un chapeau a hat • un maillot de bain a swimsuit • une culotte pants • une chemise a shirt • une veste a jacket • des chaussettes (f) socks • des bottes (f) boots • des lunettes (f) glasses • des baskets (f) trainers • un pull a jumper or pullover • une jupe a skirt • une robe a dress • un manteau a coat • des chaussures shoes • je porte I'm wearing • il porte he is wearing • elle porte she is wearing 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • petit little • brilliant sparkly • à pois spotty • à carreaux checked • à rayures striped • il porte he wears • elle porte she wears
<p>Recall & retrieval:</p> <p>Adjectives change if they describe a feminine noun.</p> <p>Adjectives change if they describe a plural noun.</p> <p>Adjectives of colour come after the noun.</p>	<p>Recall & retrieval:</p> <p>Adjectives change if they describe a feminine noun.</p> <p>Adjectives change if they describe a plural noun.</p> <p>Adjectives of colour come after the noun.</p> <p>'Le' and 'un' are masculine.</p> <p>'La' and 'une' are feminine.</p>	<p>Recall & retrieval:</p> <p>Adjectives change if they describe a feminine noun.</p> <p>Adjectives change if they describe a plural noun.</p> <p>Adjectives of colour come after the noun.</p> <p>'Le' and 'un' are masculine.</p> <p>'La' and 'une' are feminine.</p> <p>'J'aime' means I like.</p> <p>'Je n'aime pas' means I don't like.</p>

<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> • 'Le' and 'un' are masculine. • 'La' and 'une' are feminine. • Le/la means the. • Un/une means a/one. <p>Teacher: As above.</p>	<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> • 'J'aime' means I like. • 'Je n'aime pas' means I don't like. • 'J'adore' means I love. • 'Je deteste' means I hate. <p>Teacher: As above.</p>	<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> • 'il' is masculine. • 'elle' is feminine. <p>Teacher: As above.</p>
<p>Scaffolding: Could work with an adult to reinforce the idea of gender and the possessive adjective (my) and sort the nouns accordingly. Could use the worksheet or write the words on sticky notes and sort them into piles for mon, ma and mes.</p>	<p>Scaffolding: Can work in small groups, using only the words for size and colour from this unit, along with <i>Les vêtements word mat (1)</i>. The unit Knowledge Organiser – French – Year 4 – Clothes will also be a helpful support resource.</p>	<p>Scaffolding: Could work in small, supported groups, and focus on describing their fashion designs using key words for colours/clothes etc. Could use the worksheet and the Knowledge Organiser: French – Year 4 Clothes to support them. Could create short, verbal sentences, concentrating on pronunciation and correct adjectival placement.</p>
<p>Learning Task: See Kapow.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/clothes-getting-dressed-in-france/lesson-1-clothes-in-french/</p>	<p>Learning Task: See Kapow.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/clothes-getting-dressed-in-france/lesson-4-a-french-clothes-catalogue/</p>	<p>Learning Task: See Kapow.</p> <p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-4/clothes-getting-dressed-in-france/lesson-5-what-is-our-french-model-wearing/</p>
<p>Extension:</p>	<p>Extension:</p>	<p>Extension:</p>

<p>Could be challenged to write the correct possessive adjective (my) without referring to the slides. Should check their answers and adapt them based on whether they were correct or incorrect.</p>	<p>Challenge them to use some additional adjectives on slides 12-14 when describing their clothes catalogue, along with <i>Les vêtements word mat (2)</i>.</p>	<p>Challenge them to describe all elements of their creation in as much detail as possible. They can write their presentation down, before presenting it to the class.</p>
<p>Assessment Cumulative Quiz. Retrieval Practice. Kapow assessment tasks.</p>		