

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject: Languages</b> <b>Year Group: 3/4</b>		<b>Area of learning: Presenting Myself</b>
Links to previous work/Remember when	N/A	
<b>Term</b>	<b>Year 3/4</b>	<b>Key Skills to be taught</b>
<b>Autumn 2021</b>  What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> <li>● Know how to count to 20 in French.</li> <li>● Ask somebody how they are feeling and give an appropriate response back.</li> <li>● Ask somebody their age, name, where they live and reply.</li> <li>● Adjectival agreement.</li> <li>● An introduction to the concept of adjectival agreement, in the simplest form in French.</li> <li>● Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.</li> </ul>

### **Vocabulary**

Numbers 1-20, along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Vocabulary Sheet on Language Angels.

<b>Sequence of learning</b>	<b>Objectives and suggested details provided by the subject leader.</b>
1	<p>To introduce French as a subject and France as a country. Introduce the numbers 1-10. Enable pupils to ask and answer questions on how they are.</p> <ul style="list-style-type: none"> <li>● Count to ten in French</li> <li>● Say their name and how they are feeling in French</li> <li>● Talk about other countries where French is spoken</li> <li>● Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</li> </ul> <ul style="list-style-type: none"> <li>● Using the 'Introduction To France' PowerPoint in your resources pack introduce the reasons why the children should learn French.</li> <li>● Introduce new language in the form of a role-play. Use the 'Ça Va' PowerPoint in your resources pack. Imagine you are in France walking down a street and somebody you know asks how you are.</li> <li>● Using the 'Numbers 1-10' PowerPoint, introduce the numbers 1-10. Lots of oral repetition involving as many pupils as possible.</li> </ul>

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	<ul style="list-style-type: none"> <li>● <b>PLENARY:</b> Can children remember what they have learnt today and can they count to ten in French? Can they express how they feel in French today, and can they ask the question back?</li> <li>● <b>Play karaoke song</b></li> </ul>
2	<p>To learn how to say your name and ask somebody their name in French. To consolidate numbers 1-10 and introduce numbers 11-20.</p> <ul style="list-style-type: none"> <li>● Count to 20 in French.</li> <li>● Say their name and age in French.</li> <li>● Speak aloud familiar words or short phrases.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Revise numbers 1 to 10 by repeating the numbers.</b></li> <li>● <b>Introduce new numbers using the 'Numbers 10-20' PowerPoint.</b></li> <li>● <b>Using the 'Comment Tu T'appelles' PowerPoint, introduce new language je m'appelle. This could be done by integrating it into the role-play idea presented last week.</b></li> <li>● <b>The children can then create/colour in a name label as found in your resources pack.</b></li> <li>● <b>NO FORMAL WRITTEN WORK YET. FOCUS ON REMEMBERING NEW LANGUAGE AND SOUND PATTERNS.</b></li> <li>● <b>PLENARY:</b> Can children say their telephone number (or a made up one) in French?</li> <li>● <b>Play karaoke song</b></li> </ul>
3	<p>To revise and consolidate numbers 1-20 with a listening activity and practice further their role play with the introduction of the new target question quel âge as tu?</p> <ul style="list-style-type: none"> <li>● Count to 20 in French.</li> <li>● Say their name and age in French.</li> <li>● Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>● Listen and respond to familiar spoken words, phrases and sentences</li> </ul> <ul style="list-style-type: none"> <li>● <b>Use the 'Listening Exercise' PowerPoint to consolidate numbers work. A series of numbers are read out in French (not in order) and the children could record the numbers said on mini white boards or on paper.</b></li> <li>● <b>Use the 'Quel Âge As Tu' PowerPoint to introduce the new target question quel âge as tu?</b></li> <li>● <b>Performance of role-play.</b></li> <li>● <b>PLENARY:</b> Can the children remember both the questions and answers from the past three weeks? If they can only answer, why and what would help them improve? Ask a confident child to give some ideas on retaining the new language. Is it hearing it more or practicing it? Is it perhaps a little of both?</li> <li>● <b>Play karaoke song</b></li> </ul>
4	<p>To revise numbers 1-20 and practice further their role play and introduce a new question où habites-tu? and answer with j'habite...</p> <ul style="list-style-type: none"> <li>● Count to 20 in French.</li> <li>● Say their name and age in French.</li> <li>● Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>● Tell you where they live in French.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Speak aloud familiar words or short phrases.</li> <li>● Listen and respond to familiar spoken words, phrases and sentences.</li> <li>● Revise numbers 10-20 using a guessing game. Teacher thinks of a number between 10-20 and the children guess the number. The child who provides the correct answer can then think of a number themselves. You can re-use the two numbers PowerPoints from earlier in this unit if required.</li> <li>● Explain that today they will learn to say where they live in French. Use the 'Où Habites Tu' PowerPoint to introduce the new question où habites tu? After the new question and answer have been introduced, get the children to work in pairs to use this new language in French conversation.</li> <li>● Choose a few pairs to perform in front of the class. Written consolidation activity based on numbers 1-20. There is also an extension worksheet using numbers up to 30.</li> <li>● PLENARY: Write an imaginary name, age and city on the board and see if anyone can present themselves in French, pretending to be that person.</li> <li>● Play karaoke song</li> </ul>
5	<p>Revising all previous knowledge including the language regarding nationality in French in preparation for ID card activity.</p> <ul style="list-style-type: none"> <li>● Count to 20 in French.</li> <li>● Say their name and age in French.</li> <li>● Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>● Tell you where they live in French.</li> <li>● Speak aloud familiar words or short phrases.</li> <li>● Listen and respond to familiar spoken words, phrases and sentences.</li> <li>● Explain that today children will learn to say what nationality they are in French.</li> <li>● Introduce j'è suis anglais/anglaise, je suis français/française using the 'Nationality' PowerPoint. The teacher simply plays the different slides to the class. Hopefully the children will conclude that the girls have an extra 'e' on anglaise and française. If they do not notice this, point it out to them. Also draw attention to the fact that we over emphasise the last letter 's' before the 'e' in française and anglaise (where the 's' becomes a "z" sound).</li> <li>● If possible, bring a boy and girl to the front of the class. Say il est anglais (pointing to the boy) mais elle est anglaise (pointing to the girl). Can the children work out the pattern?</li> <li>● Pupils can now attempt to create their own ID card using the ID card templates.</li> <li>● PLENARY: Print the role-play identity cards sheet containing the name, age and location details for 4 fictional children. Cut them up into 4 cards. Put a selection on each table. The pairs simply pick up a card each and pretend to be that person.</li> </ul>

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6	<p>To revise all language covered so far and complete assessment for the unit.</p> <ul style="list-style-type: none"> <li>● Count to 20 in French.</li> <li>● Say their name and age in French.</li> <li>● Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>● Tell you where they live in French.</li> <li>● Speak aloud familiar words or short phrases.</li> <li>● Listen and respond to familiar spoken words, phrases and sentences.</li> </ul> <ul style="list-style-type: none"> <li>● All language from the unit will be revised today as the children complete their assessment tasks.</li> <li>● Assessment using Language Angels skills assessments – assessing the language learning and progression of your pupils in the 4 key language learning skills (speaking, listening, reading and writing).</li> <li>● The last activity is a creative one where the children create their own mini ID card, using a master copy found in your resources. This looks great with a real photograph and put on display.</li> </ul>
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### Learning Outcome/product

- The children will create their own mini ID card and be able to present themselves to you using their new knowledge or the numbers 1-20.
- They will also be able to tell you how they are feeling and have an understanding of adjectival agreement - adding 'e' to the end of an adjective to show that the person talking or being described is female.

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>

<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

### End of unit assessment question

- How many different things have we learnt in the unit? In which situations would we use this language?

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