

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



<b>Subject: Languages - French</b>		<b>Area of learning: In the classroom</b>	
<b>Year Group: Year 3/4</b>			
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>• The children will have completed the Phonetics lessons 1 and 2. They will have learned the following sounds: CH OU ON OI I IN IQUE ILLE (Year 3 and 4)</li> <li>• The children will have learned 10 shapes in French and the numbers 1-5. (Year 3 and 4)</li> <li>• Children will have learned where France is and will have talked about other French speaking countries. They will have learned to say their name, how they're feeling and count to ten. (Year 4)</li> <li>• Children will have learned to recognise some common French verbs. (Year 4)</li> <li>• Children will have learned to name and recognise up to 10 vegetables and attempted to spell some of these nouns. They will have learned how to say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>		
<b>Term</b>	<b>Key Skills to be taught</b>		
<b>Summer 2024</b>	<ul style="list-style-type: none"> <li>• Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>• Replace an indefinite article/determiner with a possessive adjective.</li> <li>• Say and write what they have and do not have in their pencil case.</li> </ul>		
What the children should know at the end of this series of lessons			

## Vocabulary

un livre = a reading book

un cahier = an exercise book

un crayon = a pencil

un stylo = a pen

un taille-crayon = a sharpener

un sac à dos = a rucksack

une calculatrice = a calculator

un bâton de colle = a glue stick

une règle = a ruler

une gomme = a rubber

une trousse = a pencil case

des ciseaux = a pair of scissors

j'ai = I have

je n'ai pas de = I do not have

Qu'est-ce qu'il y a dans ta trousse ? = What do you have in your pencil case?

Dans ma trousse j'ai... = In my pencil case I have...

Dans ma trousse je n'ai pas... = In my pencil case I do not have..

mon = my (masculine singular nouns)

ma = my (feminine singular nouns)

mes = my (plural nouns)

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et = and

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p><b>Learning Objective:</b> To start the unit and introduce the nouns and articles/determiners for six common classroom objects.</p> <p><b>Key Knowledge:</b> The children will know the french words for six different nouns (out of a total of twelve) for classroom objects along with their indefinite articles/determiners in French.</p>	<p><b>Recap</b> – Can you remember what the 10 vegetables you learned in the Spring term are and how to say whether you want 1kg or half a kg?</p> <p>In this lesson pupils will learn how to repeat, recall and spell six different nouns (out of a total of twelve) for classroom objects along with their indefinite articles/determiners in French. This will provide the first ‘set’ of vocabulary the children will need to eventually be able to talk about what they have and do not have in their pencil cases by the end of the unit.</p> <p><i>Children record, draw and label what is inside their school bag.</i></p>
2	<p><b>Learning Objective:</b> To learn a further five classroom object nouns with their indefinite articles/determiners (one in plural form) whilst recycling and consolidating the seven nouns from last week so that by the end of the unit these can be used to describe what pupils have and do not have in their pencil cases.</p> <p><b>Key Knowledge:</b> The children will know the french words for six new nouns (out of a total of twelve) for classroom objects along with their indefinite articles/determiners in French.</p>	<p><b>Recap</b> – Can you remember the 6 nouns you have learned so far along with their indefinite articles/determiners?</p> <p>In this lesson pupils will learn how to repeat, recall and spell the final six different nouns for classroom objects along with their indefinite articles/determiners in French. Pupils will also consolidate the six different nouns learnt last week.</p> <p><i>Children record what items a child has in their rucksack through a reading or writing activity.</i></p>

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<p>3</p>	<p><b>Learning Objective:</b> To learn the question 'Qu'est-ce qu'il y a dans ta trousse ?' and have the knowledge and skills in French to formulate an answer using the structure 'Dans ma trousse j'ai...' both in spoken (role-play) and written form.</p> <p><b>Key Knowledge:</b> The children will learn how to say what they have in their pencil case using the previously learned 12 nouns.</p>	<p><b>Recap</b> – Can you remember the 12 nouns you have learned so far relating to the classroom?</p> <p>In this lesson pupils will apply their knowledge of the twelve classroom nouns with their articles/determiners to formulate a response to the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do you have in your pencil case?)</p> <p><i>Children record what a child has in their pencil case through a listening activity.</i></p>
<p>4</p>	<p><b>Learning Objective:</b> To consolidate the previously learnt language and introduce the possessive adjectives 'mon', 'ma' and 'mes' in French, thus moving from using the indefinite article/determiner with the classroom object nouns to the possessive adjectives to allow for more personalised responses.</p> <p><b>Key Knowledge:</b> The children will learn how to say what they have in their pencil case and use the correct indefinite article/determiner with the classroom object nouns to the possessive adjectives.</p>	<p><b>Recap</b> – Can you remember how to say what you have in your pencil case?</p> <p>In this lesson we will show the children how to personalise their responses to the key question 'Qu'est-ce qu'il y a dans ta trousse ?' by showing them how to swap the indefinite article/determiner for a possessive adjective. This may be the first time the children have seen this, but it will be revisited many times in a variety of units going forward.</p> <p><i>Children record the indefinite article/determiner with the classroom object nouns to the possessive adjectives.</i></p>

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5	<p><b>Learning Objective:</b> To learn how to use the negative structure 'Je n'ai pas de...' (I do not have) in French so that pupils will be able to produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases.</p> <p><b>Key Knowledge:</b> The children will further learn how to build a sentence in French and how a greater understanding of how all words in a sentence have a role/job.</p>	<p><b>Recap</b> – Can you say what's in your pencil case and the correct determiner?</p> <p>This lesson will show the pupils how to build a sentence in French. They will have a greater understanding of how all words in a sentence have a role/job and how to put words together to communicate a personalised response to the question 'Qu'est-ce qu'il y a dans ta trousse ?'</p> <p><i>Children record a translation of what is in someone's pencil case using a word bank.</i></p>
6	<p><b>Learning Objective:</b> To revise all language covered in this unit and complete assessment materials.</p>	<p><b>ASSESSMENT LESSON</b> End of unit assessment sheet split into, reading, writing, listening and speaking.</p>

**Learning Outcome/product**

The children should have a good understanding of how to say 12 classroom objects in French and answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do you have in your pencil case?). They will be able to move from an indefinite determiner (a) to a possessive adjective (my) and use the negative response too. They will use all of their new knowledge to say what they have/do not have in their pencil case.

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