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| **Title:**  **Year 4 – Half-term 1 – Lesson 1** | **Objective & outcomes:** | | **Activities:** | **Homework opportunities:** |
| **Où habites-tu?** (Where do you live?) | **To be able to describe where you live**  + Can I identity adjectives in French?  + Am I able to understand rules  about word order & gendered nouns in French?  + Am I able to independently describe where I live? | 1. Share the ‘learning journey’ and objectives with pupils. Stress the ‘journey’ element to pupils about how their learning in this topic builds on prior knowledge. 2. Show pupils the sentence builders and explain how they’ll be used (see the Loom video to support you in doing this). Pupils then listen to the pronunciation of the words (recording provided) as well as reading/noting the phonetic spellings provided. 3. Using mini-whiteboards, read sentences aloud in English (or French) and have pupils translate these onto their boards to check understanding. You may want to start off with single words and then develop into sentences. 4. ‘last one standing’ – pupils write a sentence in French from the sentence builder. The teacher also does this. All pupils stand, the teacher reads their sentence aloud. If, at any point (baring ‘j’ai’) a pupil’s sentence matches the teacher’s, they must sit down. The last one(s) standing is/are the winner(s) – **you can repeat the activity several times** 5. ‘Trapdoor’ – working in pairs, pupils write a sentence in French on their whiteboard (without showing their partner). Each take it in turns to guess the other’s sentence in French. If one partner guesses wrong, the other partner has a turn. Each time a pupil gets a word wrong, on their next go, they must start from the beginning (it becomes a game of memory and pronunciation practice) – **you can repeat the activity several times** 6. ‘Faulty transcript’ - Using the transcript provided, pupils must listen to the recording and identify where the words are incorrect. During the second time of listening, pupils must try to correct the words that are wrong (e.g. ‘sept’ changes to ‘six’). Have pupils think about what they know already about adjective agreements and how the adjectives should end grammatically. (answers provided) 7. Pupils then have 3 minutes to write down as many French phrases (with their English translations) that they can remember. Teacher can have students give them examples to check their understanding. 8. To finish, and meet their objective, without their sentence builder, pupils are to write 2 sentences to describe where they live (this doesn’t have to be true). | | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary form the lesson to perfect pronunciation. |

**Year 4 – Half-term 1 – Lesson 2**

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| **Title:** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **Où habites-tu?** (Where do you live?) | * **To be able to describe where you live**   + Can I recall some adjectives in French?  + Am I able to understand rules  about word order & gendered nouns in French?  + Am I able to independently describe where I live? | 1. Share the ‘learning journey’ and objectives with pupils. Stress the ‘journey’ element to pupils about how their learning in this topic builds on prior knowledge from lesson 1. 2. Recap the sentence builder and explain how they’ll be used. Pupils can re-listen to the pronunciation of the words (recording provided) as well as the phonetic spellings provided as a refresher. 3. ‘mind reader’ - Pupils write a random sentence on their mini-whiteboard. Teacher also writes a random sentence on mini-whiteboard. All pupils stand up, teacher reads their sentence aloud. If at any point, the pupils has something in their sentence that matches the teacher, they must sit down. The last pupil(s) standing is/are the winner(s). Pupils then do the same with their partner. 4. ‘Delayed copying’ – there are 6 phrases across 6 slides. Pupils (without writing anything) have 20 seconds to memorise as much of the sentence as possible in French. Once the phrase disappears, they have the time it takes the frog to cross the screen to write down (as accurately as possible) the phrase in French. They will (at the end) get a point per word that is correct including spelling/accents etc. Stress to pupils it is more important to memorise less words but spell these correctly rather than try to write every single word) 5. Translation – using the 6 sentences from the ‘delayed copying’ exercise, pupils translate these sentences into English, independently, to demonstrate their understanding. Can they add a connective to each sentence for challenge or write their own translation for the class to guess? | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary form the lesson to perfect pronunciation. |

**Year 4 – Half-term 1 – Lesson 3**

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| **Title:** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **Où habites-tu?** (Where do you live?) | **To be able to describe where you live**  + Can I recall some adjectives in French from **memory**?  + Am I able to understand rules  about word order & adjectives in French?  + Am I able to independently describe where I live? | 1. Share the ‘learning journey’ and objectives with pupils. Stress the ‘journey’ element to pupils about how their learning in this topic builds on prior knowledge from lessons 1 & 2. 2. Recap the sentence builder and explain how they’ll be used. Pupils can re-listen to the pronunciation of the words (recording provided) as well as the phonetic spellings provided as a refresher. 3. On the slide, pupils have 3 sentences. In each sentence are pictures, pupils must re-write the phrases replacing the pictures with the words needed. Prompt pupils to do this without their knowledge organisers and to think carefully about adjective agreements/word order. 4. ‘Bob up’ – Split the class into 2 teams. Give each pupil a number 1-12. The teacher chooses a number and the pupil on each team with that number must stand up and read the phrase in French and in English. The pupil who reads it the quickest & most accurately wins the point for their team. Repeat this several times. 5. Use slide 9 to talk pupils through the rules on adjectives – they should already have an idea of the rules from pattern spotting during their use of the vocabulary. Pupils can note these ‘rules’ down in their books for reference. 6. ‘Le jeu injuste’ (the Unfair Game). The teacher splits the class into 2 teams. They then choose sentences/phrases in either French or English form the sentence builder. In turn they ask each team to translate the sentence/phrase. If the team get the translation correct, they choose a number from the grid. On clicking the number, that team get the corresponding reward/consequence. The winning team is the team with the most points. | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary form the lesson to perfect pronunciation. |

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| **Title:** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **Qu’est-ce qu’il y a dans ta ville?**  (What is there in your town?) | **To be able to describe what is in your town.**  + Can I identify different buildings and places in my town in French?  + Am I able to use the phrase “**il y a**” and “**il n’y a pas de**” to talk about what is and isn’t in my town?  + Am I able to independently say what there is in my town? | 1. ‘Boggle’ – Pupils have 5 minutes to create as many words as possible (in French) related to describing their house. They can only use the letters provided. The winner is the pupil with the most correct words – these can be shared with the class as a whole so all pupils have an extensive list. Can pupils do this without their knowledge organiser? 2. Pupils can listen to the pronunciation of the words (recording provided) for Sentence Builder 2, as well as the phonetic spellings provided. 3. ‘sentence stealers’ - On the board are 15 sentences in French. Each pupil receives 3 strips of paper. On these, they write any 3 sentences off the board (without showing anyone). Pupils then move around the classroom choosing 3 sentences to read off the board to a partner. If they say of the 3 sentences that person has, they have ‘stolen’ the strip and can add it to their collection. They keep going for 4/5 minutes. The winner is the person who has ‘stolen’ the most sentences. 4. ‘no gap gap-fill’ – Pupils are given a copy of the paragraph on slide 8. Pupils listen to the recording (as many times as necessary). On the first listen, pupils must identify where the words are missing. On the second listen, they must then identify which word is missing and write this in in French. (They can verify their answers with a partner for support). Pupils must think about adjective agreements/spellings also. (slide 9 can be used as a support for students, as the gap has been provided for them) 5. Using the sentence builder (with no English) given on slide 11, pupils have 3 minutes to write down as many words as they can in French and in English to demonstrate their understanding and mastery or key vocabulary so far. | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary form the lesson to perfect pronunciation. |

**Year 4 – Half-term 1 – Lesson 4**

**Year 4 – Half-term 1 – Lesson 5**

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| **Title:** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **Qu’est-ce qu’il y a dans ta ville?**  (What is there in your town?) | **To be able to describe what is in your town.**  + Can I identify different buildings and places in my town in French?  + Am I able to use the phrase “**il y a**” and “**il n’y a pas de**” to talk about what is and isn’t in my town?  + Am I able to independently say what there is in my town? | 1. Pupils can re-listen to the pronunciation of the words (recording provided) as well as the phonetic spellings provided as a refresher. The teacher can use this as an opportunity to question pupils on what they remember about adjectives in French from last lesson. 2. Reading task. Start with ‘popcorn reading’. Pupils listen to the recording of the text in French. After, a pupil then volunteers to start reading the text in French. Once they’ve read a few words, they ‘popcorn’ to another person in the class who picks up where they left off. This continues until the text has been read fully. 3. In turn, pupils then highlight all adjectives and places in their town to demonstrate understanding of the text. Pupils do this on their version of the text. They can work with a partner or use the sentence builder for support. 4. Comprehension. Following the exploitation of the text, pupils (with a partner) answer the 5 questions provided in English. 5. Translation into English. Pupils translate the text on slide 14 into English. It is the teacher’s discretion as to which pupils use their sentence builders. Answer provided | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary form the lesson to perfect pronunciation. |

**Year 4 – Half-term 1 – Lesson 6**

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| **Title:** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **Qu’est-ce qu’il y a dans ta ville?**  (What is there in your town?) | **To be able to describe what is in your town.**  + Can I identify different buildings and places in my town in French **from memory**?  + Am I able to use the phrase “**il y a**” and “**il n’y a pas de**” to talk about what is and isn’t in my town?  + Am I able to independently say what there is in my town? | 1. Pupils start by writing a list of as much vocabulary as they can remember relating to describing their house and places in their town in French. (adjectives, types of houses, different buildings in town etc.). Insist that they do this from memory. 2. Using the pyramid provided, pupils, working in pairs, work down the English pyramid and translate the sentences into French. Each sentence builds on the last. Pupils must focus on word order and adjective agreements as seen this half-term. Pupils are to do this without their sentence builder (unless absolutely necessary). Answers provided on slide 7. 3. Slide 8 contains a model of a writing tasks pupils will complete. You are encouraged to model a version together with the class. On the slide there is a checklist and guidance as to what pupils need to include in their written piece. This is aimed to demonstrate all of their learning this half-term 4. To finish, pupils can volunteer to read their paragraphs aloud. | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary form the lesson to perfect pronunciation. |