

*We recognise the importance of providing children with a solid foundation in language learning. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society and provides an opening to other cultures. We aim to develop these skills alongside children's communication skills and extending their knowledge of how language works.*

**Inspiring and enabling our school community to live life to the full**



**FRENCH YEAR 4**

**En Classe/The Classroom**

**Characteristics of an Effective Learner**

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

**Prior Learning:**

- The letter sounds (phonics and phonemes) from phonics and pronunciation lessons 1 & 2 and vocabulary from a variety of the Early Learning units and personal details from the unit Je me présente.
- What a verb is in English and some knowledge of the high frequency first person irregular verb j'ai (I have).

**Key Vocabulary taught in this unit:**

un stylo, un livre, un cahier, un taille-crayon, un crayon, un sac à dos, une règle, une trousse, une gomme, une calculatrice, un bâton de colle, des ciseaux

Dans ma trousse j'ai un stylo/ Dans ma trousse je n'ai pas de stylo.  
 J'ai une gomme/Je n'ai pas de gomme  
 Mon/Ma/Mes – possession  
 Et - and

**Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

- To repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiner.
- To be able to change the word for 'a' before a classroom object to the correct word for 'my' when shown a few examples first and reminded what the options are.
- To recall in spoken and written form what I have and do not have in my pencil case.

**Impact / Outcome:**

**What will the final product / result be?**

- To learn/recall/write 12 nouns and their determiners for classroom objects in French.
- To be able to confidently answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do have in your pencil case?)
- To be able to move from an indefinite determiner (a) to a possessive adjective (my) in French
- To be able to say give in French a negative response and use all my new knowledge to say what is/is not in their pencil case.

**P4C Inquiry (where appropriate) n/a**

Progression through module	Learning Objective/s	Key Learning/Teaching Points	Possible learning activities	Learning Review / Resources required
1.	<p><u>L.O. To learn/recall the nouns and articles/determiners for six common classroom objects.</u></p>	Language Angels Lesson 1		
2	<p><u>L.O. To learn a further five classroom object nouns with their indefinite articles/determiners (one in plural form)</u></p> <p>(whilst recycling and consolidating the seven nouns from last week )</p>	Language Angels Lesson 2		
3	<p><u>L.O. To learn to repond to the question 'Qu'est-ce qu'il y a dans ta trousse ?'</u></p> <p>(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>	Language Angels Lesson 3		
4	<p><u>L.O. To introduce the possessive adjectives 'mon', 'ma' and 'mes' in French.</u></p> <p>(moving from using the indefinite article/determiner with the classroom object nouns to the possessive adjectives to allow for more personalised responses.)</p>	Language Angels Lesson 4		

5	<p><u>L.O. To use the negative structure 'Je n'ai pas de...' (I do not have) in French</u></p> <p>(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>	Language Angels Lesson 5		
6	<p><u>L.O. To revise all language covered and complete assessment for the unit</u></p>	Language Angels Lesson 6  End of unit Assessment		