

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: French

TERM: Autumn

YEAR GROUPS: 4

KEY FOCUS: Dans ma trousse/ Qu'est-ce que c'est?/Animals. Numbers 20-31/ Phonemes- oi, un / Grammar J'ai..., Je n'ai pas.../ Classroom instructions and commands.

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Count to 20 in French.
- Respond correctly to classroom instructions already covered.
- Recognise and correctly pronounce the phonemes already introduced.
- Use a dictionary and understand alphabetical order.
- Understand adjectives and nouns in English.

By the end of LKS2, children should be able to:

Listening and responding	Speaking	Reading and responding	Writing
• understand short passages made up of familiar language • understand instructions, messages and dialogues within short passages • identify and note the main points and give a personal response on a passage <i>Spoken at near normal speed with no interference. May need short sections repeated.</i>	• have a short conversation where they are saying 2-3 things • use short phrases to give a personal response <i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i>	• read and understand short texts using familiar language • identify and note the main points and give a personal response • read independently use a bilingual dictionary or glossary to look up new words	• write 2-3 short sentences on a familiar topic • say what they like and dislike about a familiar topic <i>They write short phrases from memory and their spelling is readily understandable.</i>

End of Unit Objectives

<i>Some children in Y4 will not yet have met what is expected and show they are emerging because they can:</i>	<i>Most children in Y4 will show that they have reached the expected level because they can:</i>	<i>Some children in Y4 will have gone beyond the expected level and show that they are exceeding because they can:</i>
• Find the alphabet in a bilingual dictionary. • Use the verb form J'ai in the context of pencil case items to form a simple sentence following a model. • Find a pencil case item when asked. • Name at least 3 animals in French, recognise the written words and understand that they are nouns. • Understand that Qu'est-ce que c'est?"is asking them what something is and respond accordingly.	• Locate headwords in a bilingual dictionary. • Use the verb forms J'ai.. Je n'ai pas in the context of animals and pencil case items to form simple sentences. • Answer simple questions about animals and pencil case items. • Give an example of a noun and an adjective in French. • Correctly pronounce, use and spell "Qu'est-ce que c'est?" • Understand that all nouns in French are either masculine or feminine.	• Understand that J'ai and Je n'ai pas are conjugated from the verb avoir (to have) and links to age. • Ask simple questions about animals and pencil cases. • Use a bilingual dictionary with assistance. • Correctly use and understand the determiner "des" for ciseaux. • Extend their vocabulary of animals and classroom items.

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Kim's game with pencil case items.
- Recall and memory games.
- Joining in with the song "[Poussin Piou](#)" matching sounds to animals and ordering correctly.
- Correctly pronouncing the phonemes oi and un and finding them in common vocabulary.
- Draw and label a pencil case and its contents.
- Write simple sentences to describe animals.
- "Word Tennis" (take turns to say linked words)

ENRICHMENT OPPORTUNITIES	SUBJECT-SPECIFIC VOCABULARY	CROSS-CURRICULAR LINKS
We will endeavour to include: • Christmas • Harvest • Remembrance.	We will expect children to use these words and phrases: Qu'est-ce que c'est? C'est, ce n'est pas, J'ai, Je n'ai pas, grand, petit, fort, lent, rapide, feroce, timide. Un chat, un chien, un chiot, une vache, une chèvre, un cheval, un lapin, un éléphant, un singe, une tortue, une souris, une girafe, un ours, un hibou, un oiseau. Une trousse, une gomme, un crayon, un stylo, un taile-crayon, une règle, un bâton de colle, un feutre, un compas, des ciseaux, un sac, un livre, une calculatrice. Oui, non. Silence, sortez vos affaires, rangez vous, mettez, dansez, comptez.	This itinerary fits with our other learning through: • SPAG • Dictionary work

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	attempt to pronounce new phonemes.
Works hard	listen carefully.
Concentrates	remain focused and attentive during the lesson.
Self-motivates	use a bilingual dictionary to find vocabulary.
Imagines	link knowledge of English grammar with French.
Improves	expand their French vocabulary.
Understands others	listen respectfully to others pronunciation attempts.
Doesn't give up	practise numbers to 31 independently.