

The Winterton Federation Medium Term Planning French – Year 4

	Activities		Success Criteria
<p>Session 1 I can research facts about the country of France.</p>	<p>What do we know about the France? Brainstorm ideas. Explain that France has many beautiful places to visit and that the further south you go, the hotter the climate gets. Refer to https://www.kids-world-travel-guide.com/france-facts.html - explain the location of France.</p>	<p>In groups (mixed ability) children to research interesting places to see in France by referring to https://www.kids-world-travel-guide.com/france-attractions.html</p> <p>Create a travel poster of the best places to visit.</p>	<p>I know facts about the climate of France I can describe areas of a country</p>
<p>Session 2 I can describe how a person is. Key Vocab Qu est-ce il a? – What does he have? Qu est-ce elle a? What does she have? : il/elle a (he/she has)... les cheveux courts/longs (short/long hair), les yeux bleus, etc. (blue eyes, etc.), un chien (a dog), un frère/une sœur (brother/sister); il/elle a sept ans (he/she is seven years old) un ordinateur – a computer Un oiseau (waz –oo) -bird</p> <p>NOTE:the french say the adjective after the noun :</p>	<p>Run through the basics from last year: Greetings, counting to ten etc.</p> <p>RIGOLO 1 :UNIT 7 PRESENTATION Introduce the sentences Qu est-ce il a? – What does he have? Qu est-ce elle a? What does she have? Remind children that ‘il’ is the pronoun for a ‘He’ and ‘Elle’ is the pronoun for ‘She’. When the French talk about age, they say they have _ years e.g Il a deux ans – He has 2 years rather than we say we are 2 years old. NOTE: the french say the adjective after the noun: yeux bleus – eyes blue where we say blue eyes. Run through presentation: click on image – what is she saying? Refer to key vocab. Eg un frere – is a brother etc.</p>	<p>LISTENING/ORACY ORACY. Listen to the sentence choose the correct image. REMEMBER: Il a un ordinateur – he has a computer. Il a yeux jaune – yellow eyes</p> <p>WRITING: WORKSHEET 1A: Select the correct sentence remembering the pronouns ‘Il’ for he or it and ‘elle’ for she.</p>	<p>I can use adjectives in French I can use pronouns in simple sentences</p>

<p>yeux bleus – eyes blue where we say blue eyes.</p>			
<p>SESSION 3 I can describe characteristics using adjectives in French</p> <p>Key Vocab:- Adjectives: intelligent(e) (clever), sportif/sportive (sporty), sévère (strict), timide (shy), français(e) (French), canadien(ne) (Canadian), britannique (British) Il/Elle est... (He/She is ...)</p> <p>NOTE : IF THE NOUN IS A SHE, THE ADJECTIVE ENDS IN E ; e;g intelligente for a girl (pronounce the ‘t’), intelligent for a boy (don’t pronounce the ‘t’)</p>	<p>Recap on previous lesson : Qu est-ce tu a...? - What do you have? Child to point at eyes – J’ai yeux marron – I’ve brown eyes.</p> <p>RIGOLO 1 UNIT 7: lesson 4</p> <p>PRESENTATION. With key vocab in front of them, invite children to click on image. Il /Elle est comment? Literal translation he/she is how – we would say what is he/she like?) Practice pronunciation.</p>	<p>LISTENING /ORACY</p> <ul style="list-style-type: none"> • Song -Children to listen to the song! Can they translate and sing it back. <p>WRITING</p> <ul style="list-style-type: none"> • STICK IN KEY VOCAB – NO WRITING. 	<p>I can use the appropriate adjective in French to describe people I recognise if a noun is masculine or feminine</p>

<p>SESSION 4 I can talk about different activities in French</p> <p>Key Vocab je regarde (I am watching)... la télé (TV), un DVD (a DVD); j’écoute (I am listening to)... mes CD (my CDs), la radio (the radio); je joue (I’m playing)... au football (football), au tennis (tennis) Qu’est-ce que tu fais? – What do you do?</p>	<p>RIGOLO 1 UNIT 8- lesson 1 PRINT OUR FLASHCARDS UNIT 8 – FIRST 8 CARDS. Verbs (Verbes) Recap what verbs are – they are the same in French. Root words (verbs) Regarder - to watch Ecouter- listen Jouer- to play</p> <p>PRESENTATION; Run through the pronunciation of all the above verbs.</p> <p>Play a game with the flash cards: What is happening? Children to say the phrase in French.</p>	<p>LISTENING/ORACY</p> <ul style="list-style-type: none"> ORACY – Qu’est-ce que tu fais? – What do you do? <p>Invite children to select the correct answer. Re-iterate Je – means I. Tu – means you. And if a sentence in French starts with a Qu’est ... or Quelle it is a question.</p> <p>WRITING.</p> <ul style="list-style-type: none"> Stick in key vocab. Work sheet 1A – select the correct verb to fill in missing word. 	<p>I can begin to structure a conversation in French I can identify verbs in French</p>
<p>SESSION 5 I can tell the time in French</p> <p>Key Vocab Quelle heure est-il? (What time is it?) Il est... [cinq] heures. (It’s... [five] o’clock.)</p>	<p>Recap on previous lesson by playing UNIT 8 –lesson 2 LITERACY ACTIVITY. Invite children to select the correct phrase for the sentence. UNIT 8 – LESSON 3 Recap on counting to 1-12- Make it into a game. Click on presentation Quelle heure est-il? What time is it? Il est... heures (It’s... hours)</p>	<p>LISTENING/ORACY</p> <ul style="list-style-type: none"> ORACY - Invite Children to select the correct answer to the question. <p>WRITING</p> <ul style="list-style-type: none"> Write key vocab. Print out Clock faces – children to write the correct time in French underneath. 	<p>I know the time in French I can read, write and say the time in French</p>

<p>SESSION 6 I can talk about time and the activities I do.</p> <p>Key vocabulary Activities: je regarde (I am watching)... la télé (TV), un DVD (a DVD); j’écoute (I am listening to)... mes CD (my CDs), la radio (the radio); je joue (I’m playing)... au football (football), au tennis (tennis) Times: ...à [trois] heure Qu’est-ce que tu fais a ... heure? – What do you do at... o’clock ?</p>	<p>Recap on previous Session. Show a toy clock and a time eg ten o’clock. Ask the question Quelle heure est-il? – What time is it? Choose a child to respond.</p> <p>UNIT 8 – lesson 4 This lesson recaps on verbs: regarder – to watch, écouter – to listen, jouer- to play combining this with the time. Recap these verbs by using flashcards from Session 4</p>	<p>LITERACY/ORACY</p> <ul style="list-style-type: none"> ORACY – Qu’est-ce que tu fais a heure?- What do you do at ... O clock? Select children to answer the question – listen carefully to the question. <p>WRITING.</p> <ul style="list-style-type: none"> Already have key vocab in books. Worksheet 4a- select the correct time and write in French. 	<p>I can ask questions in French I can write the correct time I can listen carefully to pronunciation</p>
<p>SESSION 7 I can learn certain parts of the body in song. Key Vocab Une tête – a head Les yeux - eyes Une épaule – a shoulder Des genoux – knees Des pieds – feet. Les oreilles – (or – ray)ears</p>	<p>A RECAP FROM YEAR 3: Recap names of body parts. Can they remember the name for hair from Session 2?</p> <p>Play song. https://www.youtube.com/watch?v=0EFXCdryyRM</p>	<p>LISTENING/ORACY</p> <ul style="list-style-type: none"> Children to perform song without music after learning body parts. <p>WRITING.</p> <ul style="list-style-type: none"> Stick in key vocab. Using body template children to label parts of the body. <p>CAN THE CHILDREN RECEIVE CERTIFICATE IN BOOKS FOR UNIT 7 AND 8</p>	<p>I can recall names of the body in French I am able to identify parts of the body in French</p>

<p>Le nez - (n ai) nose</p> <p>SESSION 8</p> <p>I can describe where I am going in French. Key Vocab. Ou va tu? (Where are you going?) Je vais à (I'm going to)...</p>	<p>Unit 10 Lesson 1. IPADS REQUIRED. Learning how to pronounce the names of the main cities of France and where they are in France. PRESENTATION Ou va Bof? (Where is Bof?) Click on IMAGE, get the children to repeat sentences. Could the children quickly using ipads research a fact about each city? They can refer to Session 1 if it helps.</p>	<p>LISTENING/ORACY ORACY: Choose a child to click on allez (go) and repeat in French as if they are Bof . Je vais (I am going to..) WRITING: Using a map template of France. Children to indicate where each city is and a main fact of each. E.g Nice is in the south of France close to Monaco where the weather is hot during summer.</p>	<p>I know the phrase –I am going in French I am improving my pronunciation</p>
<p>Session 9</p> <p>I can give and understand directions in French. Key Vocab Directions: tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop)</p>	<p>Unit 10 – lesson 2 Recap on previous lesson briefly. How do you ask – ‘where are you going’ in French and reply? Presentation: Listen to the pronunciation of the words. NB Droite (pronounce the ‘t’ as it has the e on the end.) droit (don’t pronounce the ‘t’)</p>	<p>LISTENING/ORACY. ORACY: OU EST LE FANTOME (where is the ghost?) Choose a child to answer each direction to find the ghost. WRITING: Stick in key vocab. Can children create a simple maze and write directions how to navigate around it?</p>	<p>I can use directions in French I am able to give simple directions using French vocabulary</p>

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<p>Session 10 I can learn about Christmas in France.</p> <p>Key Vocab. Une renne – a reindeer Un cadeau – a present. Papa Noel – Father Christmas Joyeux Noel - Happy Christmas Sapin Noel – Christmas Tree Une Etoile – a star Une boule- bauble. Une neige- snow Une guirlande- a garland.</p>	<p>Recap about French Christmas that they learnt in Year 3. Run through powerpoint.</p>	<p>Children are to create a French Christmas chatterbox with the French Christmas words. Children to look up how to pronounce the words correctly using google translate.</p>	<p>I can appreciate another culture I know the words for a Christmas in French</p>
<p>Session 11 I can talk about the weather.</p> <p>Key Vocab. Weather: Quel temps fait-il? (What's the weather like?), Il fait beau. (It's sunny), Il fait froid. (It's cold), Il fait chaud. (It's hot), Il pleut. (It's raining), Il neige. (It's snowing)</p>	<p>Rigolo 1 unit 10lesson3 Remind children that sentences beginning with a Qu word is a question.</p> <p>PRESENTATION: to learn how to pronounce words click on each symbol. Get the children to repeat word.</p>	<p>LISTENING/ORACY ORACY: Choose a child to say the correct weather e.g Il neige. Watch pronunciation. PRINT OUT A SET OF WEATHER FLASH CARDS FOR EACH TABLE TO PLAY PENULISUM. Children to put cards face down on table (shuffled) they are to turn 2 cards over, if a picture matches card then they put that to one side. First team to have a complete set wins. WRITING: Stick in key vocab. Take photo of children playing game.</p>	<p>I can read, write and say keywords for the weather in French</p>

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		CAN THE CHILDREN RECEIVE THE CERTIFICATE FOR UNITS 9 AND 10 (MAINLY 10)	
<p>Session 12 I can name food items and ask for them. Food items: du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes) Qu'est-ce que tu veux? (What do you want?) Je voudrais [du pain.] (I'd like [some bread.])</p>	<p>RIGOLO 1 UNIT 11 lesson 1 Explain to children about the French culture focusses on food and they are well known for it. Discuss French food and what they eat.</p> <p>PRESENTATION - To understand how to say each item, run through this, clicking on each item.</p>	<p>LITERACY /ORACY ORACY- Oliver, qu'est ce que il veut? (Oliver, what does he want) Choose a child to translate what Oliver wants.</p> <p>WRITING: LITERACY: Fait du phrases (make sentences) Choose a child to create a sentence by dragging and dropping. Children to copy phrase in book and draw items.</p>	<p>I can identify food items in French I can ask questions in French</p>
<p>Session 13 I can ask how much things cost Key Vocab <i>C'est combien?</i> (How much is it?); Je voudrais... I would like.. Prix – price.</p>	<p>RIGOLO 1 UNIT 11 lesson 2 Recap briefly on counting to 1- 20 in French. Then explain that the french currency is euros like many other countries in Europe.</p> <p>Presentation. <i>C'est combien?</i> How much? Listen to the pronunciation.</p>	<p>LITERACY/ORACY.</p> <ul style="list-style-type: none"> ORACY; Listen to Bof's question. Children to say the correct answer. <p>WRITING. Stick in key vocab . Children to quickly draw food items from previous lessons with price tag. They are to write out the question <i>C'est combien des fraises</i> etc (choose different food items) and write a response. Ils</p>	<p>I can ask in French for the cost of things</p>

		est neuf euros (or whatever the price says)	
<p>Session 14 I can say what I do at parties in French.</p> <p>Key vocab. <i>On boit.</i> (We are drinking.), <i>On mange.</i> (We are eating.), <i>On danse.</i> (We are dancing.), <i>On chante.</i> (We are singing.), <i>On s’amuse.</i> (We are having fun.) <i>Qu’est-ce qu’on fait pour la fête?</i> (What are we doing for the party?) <i>On [danse.]</i> (We are [dancing.]</p>	<p>RIGOLO 1 –UNIT 11 – lesson 3</p> <p>PRESENTATION – Tell children the key vocab- ‘on’ means we followed by the verbs to drink, eat, dance etc. Remind children when a sentence starts with the word Qu.. it is a question! Listen to the dialogue- what are they saying? Refer to key vocab.</p>	<p>LITERACY/ORACY</p> <ul style="list-style-type: none"> ORACY – What are you doing for the party? Listen to the sentence- Select the correct door- say the sentence. SONG – Children to join in the chorus singing On danse cha cha, On chante la la. Etc. 	
<p>Session 15 I can give opinions about food and activities.</p> <p>Key Vocab. <i>c’est chouette</i> (it’s great), <i>c’est nul</i> (it’s rubbish),</p>	<p>RUGOLO 1 – UNIT 11-lesson 4</p> <p>PRESENTATION –play this and listen to the phrases- get the children to repeat.</p>	<p>LISTENING/ORACY</p> <ul style="list-style-type: none"> ORACY 1- Listen to the phrase and choose the correct answer. WRITING: Look at RIGOLO CERTIFICATE UNIT 11- get children to tick the LO off and do a recap – how do you say we are dancing?etc. 	

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<p><i>c'est bizarre</i> (it's weird) <i>La [fête], c'est [bizarre]</i> (The [party] is [weird])</p>			
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