



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: *Je me présente* (Presenting myself)

YEAR GROUP: 4

TERM: Autumn

<p><b>Vocabulary</b>  <i>dix</i> = ten <i>onze</i> = eleven <i>douze</i> = twelve  <i>treize</i> = thirteen <i>quatorze</i> = fourteen <i>quinze</i>  = fifteen <i>seize</i> = sixteen <i>dix-sept</i> =  seventeen <i>dix-huit</i> = eighteen <i>dix-neuf</i> =  nineteen <i>vingt</i> = twenty</p> <p><i>Quel âge as-tu?</i> = How old are you?  <i>J'ai ..... ans</i> = I am ..... years old</p> <p><i>Où habites tu?</i> = Where do you live?  <i>J'habite à ...</i> = I live in ...</p> <p><i>j'e suis anglais/anglaise, je suis</i>  <i>français/française</i> – I am English/French</p>	<p><b>Skills/Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Count to 20 in French</li> <li>Say their name and age in French</li> <li>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling</li> <li>Tell you where they live in French</li> <li>Tell you if they are French or English, introducing concept of gender and agreement</li> <li>Listen to and understand short sentences on familiar topics</li> <li>Listen to, understand and respond to questions and ask range of simple questions</li> <li>Demonstrate an understanding of the similarities and differences between English and French e.g. gender and agreement</li> <li>Begin to associate certain phonemes and graphemes in French</li> </ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"> <li>Say their name and how they are feeling</li> <li>Recalls numbers to 10</li> </ul> <p><b>Other/Cross Curricular Links with English/Maths</b></p> <ul style="list-style-type: none"> <li>English – no capital letters for nouns, differs to English</li> </ul> <p><b>Cultural links</b></p> <ul style="list-style-type: none"> <li>General knowledge about the location of France and French speaking countries</li> </ul>
<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>Listening tasks</li> <li>Role play – ask and answer questions</li> <li>Simple writing activities – puzzles, cross words, matching and copying short sentences, reading exercises</li> </ul>	<p><b>Grammar/Phonics/Pronunciation/Spelling</b></p> <ul style="list-style-type: none"> <li>Building an understanding of what gender and agreement mean in French</li> <li>Girls have an extra 'e' on <i>anglaise</i> and <i>française</i>. Also, draw attention to the fact that we over emphasise the last letter 's' before the 'e' in <i>française</i> and <i>anglaise</i> (where the 's' becomes a "z" sound). This is a nice early introduction to the rules of pronunciation in French. If possible, bring a boy and girl to the front of the class. Say <i>il est anglais</i> (pointing to the boy) <i>mais elle est anglaise</i> (pointing to the girl).</li> <li>Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is to aid pronunciation.</li> <li>'S' is not pronounced in <i>appelles, ans, Paris, Londres</i> or <i>habites</i>.</li> <li>IN sound in <i>cinq</i></li> <li>I sound in <i>huit, dix, Patrick, habite, Paris &amp; suis</i></li> </ul>	
<p><b>Adaptation for SEND</b></p> <ul style="list-style-type: none"> <li>Flashcards on display centrally in the classroom for children to access throughout any lesson</li> <li>Each lesson has differentiated activities with more/less scaffolded support</li> <li>Children should work in mixed attaining partners sometimes</li> <li>Teacher/teaching assistant can take a guided group to focus learning</li> </ul>		