




ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: *As-Tu Un Animal?* YEAR GROUP: 4

TERM: Spring 2

<p><b>Vocabulary</b>  <i>As-tu un animal?</i> = Do you have a pet?  <i>J'ai un chien</i> = I have a dog  <i>J'ai un chat</i> = I have a cat  <i>J'ai un lapin</i> = I have a rabbit  <i>J'ai un oiseau</i> = I have a bird  <i>J'ai un hamster</i> = I have a hamster  <i>J'ai un poisson</i> = I have a fish  <i>J'ai une tortue</i> = I have a tortoise  <i>J'ai une souris</i> = I have a mouse</p>	<p><b>Vocabulary</b>  <i>et</i> = and  <i>..qui s'appelle</i> = ...that is called...          Example:  <i>J'ai un chien qui s'appelle Fido</i> = I have a dog that is called Fido    <i>mais</i> – but    <i>J'ai un souris qui s'appelle Mimi mais je n'ai pas de lapin.</i>          I have a mouse that is called Mimi but I do not have a rabbit</p>	<p><b>Skills/Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French</li> <li>Tell somebody in French if they have or do not have a pet</li> <li>Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet.</li> <li>Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”)</li> <li>Understand and use high frequency target language and use simple phrases to give information creating short sentences</li> <li>Decode simple sentences and pick out key information</li> <li>Demonstrate an understanding of the similarities and differences between English and French e.g. how to create negative construction</li> </ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"> <li>Articles and gender</li> <li>Indefinite <i>une/une</i></li> <li><i>J'ai</i></li> <li><i>Je n'ai pas de</i> (En classe Year 4 Spring 2 )</li> <li><i>Je m'appelle...</i> (<i>Je me présente</i> Year 4 Autumn 1)</li> <li><i>J'habite...</i> (<i>Je me présente</i> Year 4 Autumn 1)</li> </ul>
<p><b>Illustration</b></p> 	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Simple written/matching activities – puzzles, gap fills, listening exercises, reading exercises</li> <li>Pet presentation- written and speaking task</li> <li>Class survey of pets</li> </ul>	<p><b>Grammar/Phonics/Pronunciation/Spelling</b></p> <ul style="list-style-type: none"> <li>In this unit, the children will revise how to use and integrate the negative language structure “<i>je n'ai pas de... / d'...</i>” (“I do not have...”) into their written and spoken work – revision of previous unit.</li> <li>Silent letters. ‘S’ is not pronounced in <i>mais</i> or <i>souris</i> and the t is not pronounced in <i>et</i>, <i>chat</i>. ‘S’ &amp; ‘T’ are often silent at the end of French words.</li> <li>Dropping of the last letter of a word (in this case the ‘e’ in ‘de’) 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> </ul> <ul style="list-style-type: none"> <li>E sound in <i>je</i> &amp; <i>de</i></li> <li>EAU sound in <i>oiseau</i></li> <li>É sound in <i>Cécile</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>			

**Other/Cross Curricular Links with English/Maths**

None

**Cultural links**

- More than half of all French households have a pet - with many owning cats and / or dogs. Birds and fish are also very popular.