




# ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: En Classe (In Class)

YEAR GROUP: 4

TERM: Spring

<p><b>Vocabulary</b></p> <p><i>Un bâton de colle</i> = a glue stick  <i>Un livre</i> = a reading book  <i>Un cahier</i> = an exercise book  <i>Un crayon</i> = a pencil  <i>Un taille crayon</i> = a pencil sharpener  <i>Un stylo</i> = a pen  <i>Une calculatrice</i> = a calculator  <i>Une règle</i> = a ruler  <i>Une gomme</i> = a rubber / eraser  <i>Une trousse</i> = a pencil case  <i>Des ciseaux</i> = scissors  <i>Qu'est ce qu'il y a dans ta trousse?</i>  What do you have in your pencil case?</p>	<p><b>Vocabulary</b></p> <p><i>Dans ma trousse j'ai...</i> = In my pencil case I have...  <i>Dans ma trousse je n'ai pas de...</i> = In my pencil case I do not have  <i>Écoutez</i> = listen  <i>Écrivez</i> = write  <i>Répétez</i> = repeat  <i>Levez la main</i> = raise your hand  <i>Demandez</i> = ask  <i>Pensez</i> = think  <i>Lisez</i> = read  <i>Silence</i> = silence  <i>Fermez vos cahiers</i> = close your books  <i>Ouvrez vos cahiers</i> = open your books</p>	<p><b>Skills/Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Recognise and repeat from memory simple classroom objects and</li> <li>• Use the correct gender</li> <li>• Say what they have and do not have in their pencil case</li> <li>• Recognise and respond to simple classroom commands and praise</li> <li>• Produce simple written work with support using familiar words and phrases in different formats e.g. description of pencil case contents</li> <li>• Explore the similarities and differences between English and French e.g. how to create the negative construction</li> </ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"> <li>• <i>oui/non</i> – Y3</li> <li>• <i>avoir – J'ai</i> – Y4</li> </ul> <p><b>Cultural links</b></p> <ul style="list-style-type: none"> <li>• French primary education is very similar to English with a broad range of subjects taught and often one class teacher</li> <li>• However, many children do not have to wear a school uniform</li> </ul>
<p><b>Illustration</b></p> 	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>• Use and apply classroom vocabulary within and beyond the discrete French lesson</li> <li>• Play games to acquire language e.g. snap, bingo, follow on, sorting activities/missing objects</li> <li>• Listening, reading and writing exercises</li> </ul>	<p><b>Grammar/Phonics/Pronunciation/Spelling</b></p> <p>As well as allowing the children to express in French which objects they have and do not have, this unit also teaches them the grammatical change that occurs in French when we switch from using the positive form (<i>j'ai</i>) to the negative form (<i>je n'ai pas de</i>). When we use the negative form in French, we drop the article "un" or "une" and replace it with "de".</p> <ul style="list-style-type: none"> <li>• Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in <i>ciseaux, écoutez, écrivez</i> etc.</li> <li>• Dropping of the last letter of a word (in this case the 'e' in 'je') 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>• I sound in <i>lisez, silence, calculatrice, livre &amp; ciseaux</i></li> <li>• Ille sound in <i>taille</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>			