

<b>French - Les vêtements</b>		
Links to previous learning	<ul style="list-style-type: none"> <li>• Fruits</li> <li>• Je me presente</li> <li>• As-tu un animal?</li> <li>• La date</li> </ul>	
Misconceptions	<p>The article "des" actually translates to "some" but that would be poor English hence our use of "a pair of..." instead.</p> <p>The word "trousers" is singular in French hence the masculine indefinite article "un".</p>	
Key vocabulary	<div style="text-align: center;"> <p><b>Les vêtements</b></p> </div>	
Key knowledge	Arc de triomphe	
Can I name 10 articles of clothing?	<p><b><u>Retrieval activity</u></b></p> <p>As-tu un animal slide 1</p> <p><b><u>Lesson plan</u></b></p> <p>Introduce aim of lesson - how the children are going to learn how to say what they wear in French. Today they will learn the first ten words for items of clothes. 5 mins • Use the 'Les vêtements (1)' PowerPoint provided to introduce the first set of vocabulary for items of clothing. See support sheet for slide breakdown.</p> <p>Consolidation activity. Ask a pupil to silently mouth one of the words learnt in today's lesson getting the other pupils to lip-read. This is an excellent way to focus the children on the correct pronunciation of the words. The child that lip-reads correctly is then allowed to mouth the next word.</p> <p>Can children remember how many words were masculine un and how many were feminine une words? (Three masculine and seven feminine).</p>	
<b><u>Teacher assessment</u></b>	<b><u>Still need more depth of learning</u></b>	<b><u>Shows strong understanding</u></b>
Can I name the next 11 items of clothing?	<p><b><u>Retrieval activity</u></b></p> <p>As-tu un animal slide 2</p> <p><b><u>Lesson plan</u></b></p> <p>Introduce aim of lesson - how the children are going to expand their range of vocabulary for clothes by introducing eleven new items of clothing. How many can they remember from last week?</p> <p>Use the 'Les vêtements (2)' PowerPoint provided in your resources to introduce the second set of vocabulary for clothes. See support sheet for slide breakdown.</p> <p>Consolidation activity. Ask a child to mime putting on an item of clothing and allow the other pupils to guess IN FRENCH what that item is. The child that guesses correctly is then allowed to mime the next item. There are also a couple of desk-based activities. A crossword and differentiated gap fill.</p>	

	<p>Should teachers wish, there is also set of matching cards provided. Please see teacher support notes on ideas on how to use these alongside some other consolidation activity ideas.</p> <p>Can the children explain why some items use des instead of un or une? (These are plural items and des means 'some').</p>	
<b><u>Teacher assessment</u></b>	<b><u>Still need more depth of learning</u></b>	<b><u>Shows strong understanding</u></b>
Can I say what I wear?	<p><b><u>Retrieval activity</u></b> As-tu un animal slide 3</p> <p><b><u>Lesson plan</u></b></p> <p>Explain aim of the lesson - how the children will consolidate all their previous language for clothes and add to it by learning how to say 'I wear' in French. In pairs, how many of the 21 words can they already remember from memory?</p> <p>Using the 'Je porte (3)' PowerPoint in your resources revise all the items of clothing and introduce the French phrase for 'I wear' - je porte.</p> <p>Consolidation activity. Working in pairs ask one pupil to say what they are wearing in French (using Je porte... plus a selection of clothes) whilst the other pupil draws what they understand. They can then switch roles. They can make up what they are wearing as describing their uniform (if there is one) may become too limited in terms of vocabulary.</p> <p>Can they now answer the question Qu'est-ce que tu portes à l'école? ('what do you wear when you go to school?') without the slide on the IWB? (We want them to say je porte... clearly and then list the items of clothing with the correct gender and article. More able learners may also want to include an opinion if they have learnt one from previous units).</p>	
<b><u>Teacher assessment</u></b>	<b><u>Still need more depth of learning</u></b>	<b><u>Shows strong understanding</u></b>
Can I say what colour articles of clothing are?	<p><b><u>Retrieval activity</u></b> As-tu un animal slide 4</p> <p><b><u>Lesson plan</u></b></p> <p>Explain that in this lesson the children will learn how to describe clothes in terms of colour and how colours may change spelling depending on gender and plurality (adjectival agreement). This is a tricky concept and the children will see this grammatical concept revisited several times in the scheme, in different topics. Word order in the sentence will also change when compared to the same sentence in English.</p> <p>Using the 'Les vêtements 4' PowerPoint show the children what happens you describe clothes in terms of their colour. See support sheet for slide breakdown and further explanations on adjectival agreement. This PowerPoint is longer as the grammatical concept is explained carefully and therefore may need closer to two lessons if it is completed fully, with all activities provided completed.</p> <p>The children can consolidate their learning by completing one of the desk-based activities in the resources.</p>	

	<p>Can the pupils describe what they are wearing or their school uniform using 'Je porte' plus the item of clothing (with the correct gender) and the colour, spelt correctly. It may be an idea to get the children to say it first and then attempt to spell it out on the board. Using the vocabulary list provided in lesson 1 is also a good idea as it is the concept of adjectival agreement we are trying to embed, and they may need support with the spellings. There are a few silent letters in French to watch out for!</p>
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<p>Can I use the possessive pronoun "my" to describe articles of clothing</p>	<p><b><u>Retrieval activity</u></b></p> <p>As-tu un animal slide 5</p> <p><b><u>Lesson plan</u></b></p> <p>In this lesson we show the children that there is one word for 'my' in English but there are three words in French. They are: mon, ma and mes</p> <p>Work through the powerpoint using the masc/fem plural possessive pronouns for my.</p>
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<p><b><u>What can I remember?</u></b></p>	<p><b><u>Retrieval activity</u></b></p> <p>Les legumes slides 1 &amp; 2</p> <p><b><u>Lesson plan</u></b></p> <ul style="list-style-type: none"> <li>• ALL language from the unit will be revised today as the children complete their assessment tasks.</li> <li>• Formal assessment using our bespoke Language Angels skills assessments – assessing the language learning and progression of your pupils in the 4 key language learning skills (speaking, listening, reading and writing) as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2. See Support Sheet for full explanation</li> </ul> <p>Share the Language Detectives book to see which new words have been added by the children, and to add any additional vocabulary that hasn't already been added.</p>
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<p>Common strengths</p>	<p>Common weaknesses</p>	<p>Notes for subject leader</p>	<p>Pupils who still need more depth of learning</p>	<p>Shows strong understanding</p>
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