

Unit 2 : Dehors	Unit context: unit following introduction of language learning in middle school, expansion of basic language knowledge.	
In this unit pupils learn how to say and write the colours in the masculine form, to say and write where they live, ask others and respond to the question, to revise and practise using the alphabet competently in French spelling words they have learned, to understand, identify and use simple Christmas vocabulary.	New language content: places they live, Christmas vocabulary	New contexts: talking about where they live, Christmas in France.
By the end of this unit pupils:		
most pupils will: understand and use most of the colours in the masculine form correctly, be able to say the alphabet through on most occasions as well as spell some of the words they have learned confidently in French, say where they live and ask someone else, identify and use some Christmas vocabulary as well as know facts about Christmas traditions in France.	some pupils will not have made so much progress and will: understand a few more of the colours and use them confidently to describe things, be able to spell their first and surname in French without too much hesitation, say where they live but may still need written or pictorial prompts, identify some Christmas vocabulary in French, especially cognates.	some pupils will have progressed further and will: understand all of the colours and be able to use them in the masculine form to describe things, say the alphabet through as well as sing the French song, spelling words correctly and competently in French without hesitation, say where they live, giving further detail as well as asking others and responding to the information given, identify and use all of the Christmas vocabulary they are taught and compare traditions in France and England.
Prior learning: basic colours and alphabet.		
Resources required include: alphabet cards, worksheets, colour cards/chart, maps, Christmas worksheets.		
Out of School Learning: practise vocabulary learned.	Future Learning: pupils will reuse the language learned in this unit in many different contexts, being able to ask questions and understand what is asked of them, spelling words in French and using the colours to describe many different things.	
Teaching & Learning Activities: flash card games; guessing games, strategies for memorising vocabulary, spellings and genders; bingo games with alphabet and words; hotter and colder games; chanting, colour activities, countdown, against the clock games; speed challenges; small whiteboard and pens to practise, learn and revise vocab; using worksheets to practise vocabulary and become familiar with the written word in French; listening activities from the cd, singing songs; speaking activities with teacher, partner and group.		

Assessment Opportunites: Summative assessment - marking of worksheets, self marking of tasks and peer marking of work completed. Teacher observation during lessons and monitoring of progress made throughout class time. Mini tests on vocabulary studied for recall, understanding and spelling. Mini tests on recall and comprehension of numbers and alphabet. Ongoing assessment of listening and reading skills though use of cd and text tasks.

Assessment for Learning: success criteria decided upon and shared with the class; clear objectives set for each lesson; pupils to recall any prior learning which could support their learning in each lesson; target setting clear to pupils - pupil set own targets + teacher targets where appropriate for individuals, groups, whole class; effective questioning by teacher and pupils; peer/self assessment and feedback; pupils setting tasks/testsfor each other.

Special Educational Needs: Cloze activities rather than written sentences, close support on speaking and listening tasks, use of small whiteboards to reinforce vocabulary, and understanding.

Gifted and Talented: Extended writing tasks; use of dictionaries to promote independent thinking and learning; extra vocab work to practise and learn using the new language in different contexts.

Interventions: Additional supported reading tasks to become more familiar with vocabulary. Aided writing to support progress. Specific worksheets tailored to improve comprehension.

Thinking Skills: Thinking maps activities, sequencing, questioning

Literacy Skills: Speaking and listening to basic questions and answers; writing and spelling colours and places they live; saying the alphabet in French.