

<b>Unit 6 : L'heure</b>	<b>Unit context:</b> pupils learn how to tell the time in French using both digital and analogue, 12 & 24 hour clock.	
In this unit pupils learn all about telling the time in French. They will begin with basic analogue times, progressing to all times in analogue and digital as well as in both 12 and 24 hour clock. They will use times to talk about basic daily events.	<b>New language content:</b> clock and time language,	<b>New contexts:</b> time and daily events.
<b>By the end of this unit pupils:</b>		
<b>some pupils will not have made so much progress and will:</b> understand the concept of using the time in French, they will use reasonably competently whichever method of telling the time they find easiest; they will understand time in their chosen method and will be able to match events and times even if they cannot produce sentences themselves.	<b>most pupils will:</b> understand basic times in aboth analogue and digital as well as 12 and 24 hour time; they will understand most methods and be able to identify the differences; they will be able to talk and write about daily events in basic forms.	<b>some pupils will have progressed further and will:</b> understand and use all forms of time competently and consistently; they will be able to speak and write about times confidently and will explore daily event in order to discuss them and extend them.
<b>Prior learning:</b> numbers in French.		
<b>Resources required include:</b> practise clock, worksheets,number games and worksheets, small whiteboards and pens.		
<b>Out of School Learning:</b> practise vocabulary learned.	<b>Future Learning:</b> pupils will reuse the number skills they have learned in this unit again in othertopic work and also in a range of other contexts.	
<b>Teaching &amp; Learning Activities:</b> flash card games; guessing games, strategies for memorising vocabulary, spellings and genders; bingo games with numbers and words; hotter and colder games; number games, counting, chanting, maths activities, countdown, against the clock games; speed challenges; small whiteboard and pens to practise, learn and revise vocab and numbers ; practising times on clock and with digital figures; practising numbers using time games; using worksheets to practise vocabulary and become familiar with the written word in French; listening activities from the cd; speaking activities with teacher, partner and group.		

**Assessment Opportunitites:** Summative assessment - marking of work, 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 fable vocab.

**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 translation work to practise and use 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, card sorting, storyboarding, odd one out.

**Literacy Skills:** Speaking and listening to basic questions and answers; writing and spelling time phrases; reading and understanding daily event phrases and using examples to write them.