

Topic: Les Monstres

National Curriculum Link:

Speaking and listening, Reading, Writing and Grammar

Prior Learning:

Previous units (see long term plan)

Key Essential Skills and knowledge:

Speaking and Listening

Year 3 –

I can listen and give an appropriate response.

I can have a short conversation saying 3-4 things.

I am beginning to develop the correct pronunciation.

I can begin to present ideas orally.

Year 4 –

I can listen and give a response using a short phrase or sentence.

I can have a short conversation presenting information and speaking in sentences.

I can use familiar vocabulary.

I am developing the correct pronunciation so that others understand my speech.

I can present ideas and information orally.

Reading

Year 3 –

I can read some nouns.

I can join in with stories, songs, poems and rhymes.

I can use French word banks and begin to use visual or text type clues.

Year 4 –

I can read and understand some nouns and phrases.

I can read and understand familiar stories, songs, poems and rhymes.

I can use French word banks to find meaning and use text and visual clues to understand simple texts.

Writing (and Grammar)

Year 3 –

I can write phrases from memory.

I can write 2-3 short sentences on a topic to describe people, places, things or actions.

I can recognise gender nouns (le/la)

I can use some basic adjectives.

Year 4 –

I can write phrases and sentences from memory.

I can write and translate sentences on a topic to describe people, places, things or actions.

I can start to use the definitive article (le/la/les/un/une).

I can use simple present tense verbs.

Sticky Knowledge:

Conversation – to use plurals, adjectives and positional language.

Reading – to follow and understand a story.

Writing – to write phrases about their own monster

To be able to use numbers in the descriptions of their monsters

Topic Vocabulary:

Year 3 – various body parts, J'ai

Year 4 – various body parts, avoir..., il/elle..., plurals

Sequence:

- How many body parts do I know?
- Number focus – use to count body parts of monsters.
- Can I follow instruction about body parts?
- Phonic focus - song
- Can I make a monster?

Thinking Deeper:

How are body part names similar/different in English?

Possible books/resources:

- Singing French
- Jean petit qui dance
Les Petits Lascars

Links:

Subject Specific links - English, Art, Music, Science

Personal Development – being aware of the French culture.

SMSC – to be inclusive of other countries.

Cultural Capital – the geographical position of France and its capital.

Careers – same jobs in France as Britain.

British Values – similarities and differences between French and British values.

Enrichment – action songs, mime

Equality – Why do we need to learn another language?

Independence – Speaking another language can widen opportunities in the future.

Community – Who else speaks another language in my locality/family.

Outdoor learning – French playground games.