

## Foundation subject lesson - French

**Year Group:** Year Four  
**Question:** Les Couleurs

### Learning objectives:

- listen attentively to spoken language and show understanding by joining in and responding
  - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
  - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
  - speak in sentences, using familiar vocabulary, phrases and basic language structures
  - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
  - read carefully and show understanding of words, phrases and simple writing
  - appreciate stories, songs, poems and rhymes in the language
  - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
  - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing

### Key vocabulary

Colours – rouge, bleu, vert, jaune, blanc, noir, rose, violet, gris, marron, orange, multicolore.

C'est de quelle couleur? What colour is it?

Quelle est ta couleur preferee? What colour do you prefer?  
C'est le...

### Key resources/stimuli

Recap greetings, numbers, names  
Colours flashcards  
Splat game powerpoint  
Song –une Couleur  
Elmer powerpoint and colouring sheet  
Colour sudoku  
Classroom objects  
Colour bar chart template

1. Recap greetings conversation from last half term  
-Bonjour, Salut,  
Comment tu –tappelles? Je m'appelle.... et toi?  
Ca va? Ca va tres bien, comme ci comme ca, ca va mal.  
Quel age as- tu? J'ai \_\_\_ ans  
Au revoir

Begin to introduce the colours - flashcards – call and repeat and play splat game.

2. Recap colours- call and repeat

**Activity: Colours worksheet- how many can they correctly match?**

Learn une couleur song – line by line call and repeat

6. Discussion –Recap vocabulary of colour and asking each other which colour they prefer.  
Colour Sudoku challenge

Les couleurs

3. Recap greetings  
Card game: Find an object to match each of the colour flashcards

**Game:** Children go and find an object which is the colour the partner asks for.

5. Work through Elmer powerpoint together and repeat vocabulary.  
Elmer activity

4.  
Children to go and ask each other the question:  
Quelle est ta couler preferee? What colour do you prefer?

Activity: Children to then create a bar chart of colour preferences.

## Year 3 and Year 4

	<b>Listening and Responding</b>	<b>Speaking</b>	<b>Reading and Responding</b>	<b>Writing</b>
<b>Expected</b>	<p>Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? <b>Can they identify and note the main points and give a personal response?</b></p> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<p><b>Can they have a short conversation where they are saying 2 -3 things?</b> <b>Can they use short phrases to give a personal response?</b></p> <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<p><b>Can they read and understand short texts using familiar language?</b> Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words?</p>	<p>Can they write 2-3 sentences on 'a familiar topic'? Can they say what they like and dislike about 'a familiar topic'?</p> <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>
<b>Exceeding</b>	<p><b>Effective learners are not afraid to make mistakes and have a go.</b> <b>Successful learners should be able to see patterns in language and try to reapply them in their own work.</b> Successful learners are able to develop good memory and are prepared to learn, practice and apply new grammatical structures and new vocabulary to different contexts and situations. Successful learners display a keen interest in the culture and traditions of the country and are curious about how language works.</p> <ul style="list-style-type: none"> <li>• Confidently produces a sentence e.g. puts a noun and an adjective incorrect place</li> <li>• <b>Asks familiar questions confidently, answers questions and demonstrates understanding of their construction</b></li> <li>• Reads familiar words confidently using phonic knowledge</li> <li>• <b>Follows the words of familiar songs and stories and reads aloud</b></li> <li>• Writes simple sentences from memory with understandable accuracy</li> </ul>			