

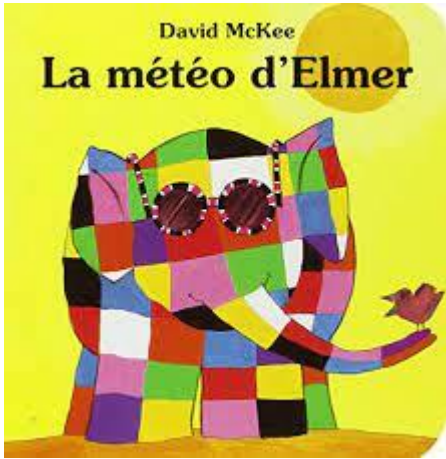
Curriculum Coherence – Year Four MFL



Autumn
Food and drink
Weather & Seasons

VALUES: co-operation, respect, tolerance.

Prior Learning/Starting Points: Children have learnt basic names of food and drink in Year 3

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>For pupils to learn the different types of weather and seasons.</p> <p>Pupils to be able to describe the weather today and yesterday.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn will practice classroom instructions by incorporating them in daily routines (classroom instructions) - Tidy up songs (classroom instructions) - 2 Simple interactive activities on IWB - Matching activities whereby chn match the activity to the written French word - Call and response - Simon Says games - Creating vocabulary cards - Animal bingo - Talking about our favourite animals - Weather discussion during registration - Weather vocabulary cards - Putting actions to the key vocabulary - Paired question and answer games 	<p>OUTCOMES</p> <p>To be able to respond to questions posed in French about the topic we are studying.</p> <p>To understand what is being asked of them.</p> <p>To describe animals using French adjectives and talk about the weather on a daily basis.</p> <p>PUPILS: I can...</p> <ul style="list-style-type: none"> • Understand a range of familiar spoken phrases. • I can understand the main points from a short spoken passage.. • Answer simple questions and give basic information. • I can ask and answer simple questions and talk about my interests.
<p>VOCABULARY</p> <p>Weather: It's raining It's snowing It's sunny It's hot/cold/windy/bad weather/good weather.</p> <p>Seasons: Spring, Summer, Autumn, Winter</p> <p>Food and Drink (recap): Bananas – des bananes Apples – des pommes Cherries – des cerises Strawberries– des fraises Pears – des poires Grapes – des raisons Oranges – des oranges Tomatoes – des tomates Carrots - des carottes Potatoes – des pommes de terre</p> <p>OTHER FOODS AND DRINKS: Chocolate, hamburger, chips, chocolate cake, hot chocolate, tea, coffee, orange/apple juice, coke, lemonade. ICECREAM</p> <p>AMBITIOUS VOCABULARY</p> <p>Pupils to express opinions, e.g. favourite food.</p>	<p>READING OPPORTUNITIES</p> <div style="text-align: center;">  </div>	<p>NC OBJECTIVES LKS2</p> <ul style="list-style-type: none"> • Understand and respond to spoken and written language from a variety of authentic sources. • Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. <p>UKS2</p> <ul style="list-style-type: none"> • Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. • Discover and develop an appreciation of a range of writing in the language studied.

<p>SKILLS</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Describe people, places, things and actions orally</p>	<p>CHALLENGE:</p> <p>Pupils to add flavours to ice cream using previous taught names of food.</p> <p>SUPPORT:</p> <p>Pupils to use flash cards as prompts</p>	<p>LINKS TO PREVIOUS LEARNING:</p> <p>Revisiting Spring Year 3</p> <p>LINKS TO LATER LEARNING:</p> <p>Children will be able to talk about where animals live, describe them using colours or size, explain which animals they like and dislike...</p> <p>Children will talk about the weathers they prefer and explain which weathers are synonymous with certain seasons. They can describe temperatures and how they feel during different weather.</p> <p>Children can use these classroom instructions in school and use call and response to ensure they are well embedded.</p> <p>PREPARATION FOR ADULTHOOD</p>
	<p>ASSESSMENT OPPORTUNITIES (AFL):</p> <p>Can children talk about the weather?</p> <p>Can children talk about the seasons and the weather in each season?</p> <p>Can children talk about what they like to eat and drink depending on the weather/season?</p>	<p>KEY QUESTIONS</p> <p>(Key questions are based on visual clues and prompts)</p> <p>What is the weather like today?</p> <p>What was the weather like yesterday?</p> <p>What is the weather like in Spring/Summer/Autumn/Winter?</p> <p>When it's sunny, what do you like to eat/drink?</p>
<p>LINKS</p> <p>Geography - Locational Knowledge – Counties/Cities/Countries – similarities and differences between where we live and France.</p> <p>Music – songs in French: what is similar about them/ what is different?</p> <p>PE – adding actions to our songs to help memorise key vocabulary.</p> <p>History – thinking about the history of France and what is similar and different to ours?</p>		
<p>SMSC LINKS</p> <p>Social - French supports social development by encouraging a collaborative approach to learning. Children regularly converse in the target language.</p> <p>Moral - French supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures.</p> <p>Spiritual - French supports spiritual development by exploring new language and vocabulary. Children are encouraged to express themselves in the target language.</p> <p>Cultural - French supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world.</p>		