

Curriculum Coherence – Year Four MFL

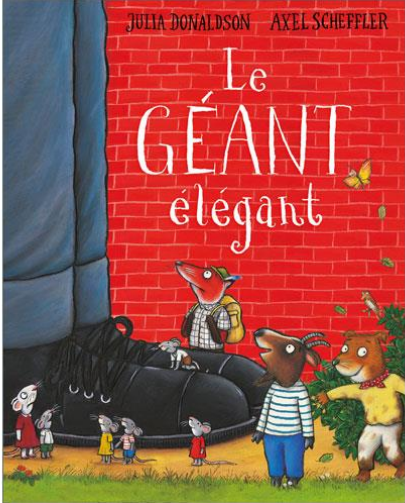


Spring	Name items of clothing Places in the town
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VALUES: co-operation, respect, tolerance.

Prior Learning/Starting Points: Children have learnt colours

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>For pupils to learn items of clothing and expand their sentences using adjectives such as colour.</p> <p>For pupils to talk about their school uniform.</p> <p>For pupils to learn different places in the town/village and be able to talk about the place where they live.</p>	<p>ACTIVITIES</p> <p>Describing our uniform Call and response Clothing card matching game 2 Simple interactive activities Paired work – question and answer Learning songs Making a family tree Using adjectives to describe our family Animal bingo Talking about and describing our favourite animals</p>	<p>OUTCOMES</p> <p>To be able to respond to questions posed in French about the topic we are studying. To understand what is being asked of them. To describe clothing using adjectives of colour To learn the names of different places in the town</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>Names of clothing: t-shirt, shorts, trousers, shirt, skirt, coat, jeans, jumper.</p> <p>Names of different places in the town: shops, restaurants, church, sports centre, swimming pool, schools.</p> <p>For pupils to talk about where they live, J'habite a Dans ma ville, il y a....</p> <p>AMBITIOUS VOCABULARY</p> <p>Pupils to talk about places they can go in a town in full sentences.</p>	<p>READING OPPORTUNITIES</p> 	<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.
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<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 are able to give opinions about clothes, including school uniform.</p> <p>Pupils are able to talk about the place where they live and give opinions about it.</p> <p>SUPPORT:</p> <p>Pupils to use flashcards as prompts</p>	<p>LINKS TO PREVIOUS LEARNING:</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>Future career - opportunities to work abroad.</p> <p>Travel on holiday and communicate with others.</p> <p>Develop a life skill.</p>
	<p>ASSESSMENT OPPORTUNITIES (Afl):</p> <p>Can children talk about what clothes they like to wear and give opinions?</p> <p>Can children talk about places in the town/village?</p> <p>Can children say where they live and what you can find there?</p>	<p>KEY QUESTIONS</p> <p>(Key questions are based on visual clues and prompts)</p> <p>What clothes do you like to wear and why?</p> <p>What places can you find in the town/village where you live?</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>		