Modern Foreign Language (French) **Year 4** **Spring 2**

Subject Purpose

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Content Area

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. 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.

Context

This unit teaches pupils how to name common classroom objects in French, use j'ai and je n'ai pas de… to say what they have or do not have in their pencil case, and respond to simple classroom commands. Children build confidence in speaking, listening, reading and writing through vocabulary recall, negative structures and short conversational exchanges.

Key Vocabulary

un crayon – a pencil un stylo – a pen une gomme – a rubber une règle – a ruler un taille-crayon – a pencil sharpener un cahier – an exercise book un livre – a book des ciseaux – scissors une calculatrice – a calculator un feutre – a felt-tip un sac – a bag J'ai… – I have… Je n'ai pas de… / d'… – I don't have… Qu'est-ce qu'il y a dans ta trousse ? – What is in your pencil case? Dans ma trousse, j'ai… – In my pencil case, I have…Écoutez ! – Listen Répétez ! – Repeat Lisez ! – Read Écrivez ! – Write Levez-vous ! – Stand up Asseyez-vous ! – Sit down Silence ! – Silence Regardez ! – Look Ouvrez / Fermez vos cahiers ! – Open / Close your books

Extended Opportunities:

Conduct a class survey asking Qu'est-ce qu'il y a dans ta trousse ?
Play "follow-on" vocabulary games to build fluency
Use classroom commands during everyday routines
Create a labelled pencil-case diagram in French

Knowledge

- Recognise, recall and spell 11 classroom objects with their correct indefinite articles (un / une / des).
- Understand that French nouns have gender, which affects the article.
- Use j'ai to say what they have.
- Use the negative structure je n'ai pas de / d' to say what they do not have.
- Ask and answer the question Qu'est-ce qu'il y a dans ta trousse ?
- Respond to simple classroom commands in French.
- Apply key phonics patterns:
- i sound (lisez, livre, ciseaux)
- ille sound (taille)
- silent letters (x in ciseaux, z in écoutez)
- elision (j'ai)

Skills

- Improve memory and recall using images, repetition and written tasks.
- Build accurate spoken and written sentences using j'ai and je n'ai pas de….
- Ask and answer simple questions with increasing independence.
- Follow classroom instructions in French.
- Use negative structures confidently in conversation and writing.
- Apply phonics knowledge to improve pronunciation and spelling.

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Learning Objectives					
To recognise, recall and spell seven classroom items with their indefinite articles. Children learn the first set of classroom nouns using images, pronunciation practice and matching tasks. They begin to spell selected items and identify gender through un and une.	To recognise, recall and spell a further five classroom items with their indefinite articles. Pupils learn the remaining items and consolidate all vocabulary through games, listening tasks and written activities such as crosswords and word puzzles.	To ask and answer Qu'est-ce qu'il y a dans ta trousse ? Children learn the question structure and practise answering using Dans ma trousse, j'ai…. They take part in paired speaking tasks and simple surveys.	To revisit possessive adjectives and apply them to classroom objects. Pupils revisit mon / ma / mes and apply them to the 12 classroom items. They build short descriptive sentences and practise accurate article and adjective agreement..	To use je n'ai pas de / d' to say what they do not have. Children learn the negative structure and practise contrasting sentences such as J'ai un stylo mais je n'ai pas de gomme. Activities include sentence-building, gap-fills and oral practice.	To revise all vocabulary and structures and complete the end-of-unit assessment. Pupils revisit all classroom objects, question forms, possessive adjectives and negative structures. They complete a short assessment and a class survey to demonstrate their learning.

