| **Lesson Plan** | | | |
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| **Date: 10/9/20** | **Class: Yr 4** | **Subject/topic: Languages/French/Our pets** | **Time: 10-11.30am** |
| **Prior knowledge:**  *how does this lesson fit in with a sequence of lessons-what components have previously been taught?*  It is the second year of learning French. New topic. They have encountered the following grammatical structures in the previous topic of family: J’ai un/une+ nouns. They have learnt numbers 1-10 in various topic areas and can say, read and recognise the vocabulary. In Yr 3 pupils could join in singing a song from memory about different animals. They have not yet written words or phrases from memory about animals.  Pupils are developing an understanding of how to use a bi-lingual dictionary. | | | |
| **Outcomes:**  *what composite knowledge/ skills do you want children to achieve?*  Pupils will be able to understand the contextualising question “As- tu un animal?” and be able to respond appropriately orally and in writing. They will be able to understand the pet vocabulary and use a bi-lingual dictionary effectively.  **Assessment:**  Teacher formatively assessing by circulating around the room observing and listening to pair work. | | | |
| **Learning objectives:**  *Substantive & disciplinary knowledge which are linked the NC aims*  1. Engage in part of a conversation.  2. Speak in sentences, using familiar vocab and basic language structures.  3. Read carefully and show understanding of words, phrases and simple writing. | | | |
| | **Key vocabulary:** | | | | --- | --- | --- | | J’ai= I have | un | chien= dog | |  | un | chat=cat | |  | un | oiseau=bird  (pl=oiseaux) | |  | un | cheval=horse  (pl=chevaux) | |  | une | tortue-tortoise | |  | une | souris- mouse  (pl=souris) | | et=and | deux  trois  quatre | chiens  chats  oiseaux  chevaux  tortues  souris | | | **Resources:**  Pelmanism cards for pets.  Bilingual dictionaries.  Mini- whiteboards. | |
| **Predicted misconceptions:**  Pupils may have problems with gender of nouns and be confused about whether their dog (masculine noun) is a girl etc. “un chien”.  Pupils may have difficulties making grapheme-phoneme links and revert back to English phonics knowledge. T to listen carefully and refer back to prior song to reinforce good pronunciation and grapheme-phoneme links. Plural phonics focus= silent final “s” and the final “oh” sound of horse and bird plural forms. | | **Risk assessment:**  Bi-lingual dictionaries to be placed on each table so that pupils’ movement around the classroom is limited. | |

| **SEQUENCE OF TEACHING & LEARNING** | | | | |
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| **Timing:**  *consider pace of lesson.* | **Role of the teacher & support staff:**  *e.g. key questions, retrieval of prior learning, modelling and explanations, checking understanding, consider cognitive overload, effective use of additional adults, behaviour for learning.* | **Children’s steps in learning:**  *what will the children be doing? Learn, practise and apply component steps.* | **Adaptive teaching:**  *consider adaptive strategies to support all pupils (including stretch and challenge & SEND), consider resources.* | **Checking what children know, understand and can do:**  *Key questions inc. hinge and retrieval/recall, assessment of outcomes.* |
| 10-10.05am | Welcome, register in French and share the learning objective. | Pupils respond to register with a greeting of their choice in French. | Teacher to model greeting for pupil to copy if they are finding this difficult. | Ps respond appropriately to the register |
| 10.05-10.10 | Reinforce prior learning- play the yr 3 animal song | Pupils join in and do the actions to show their understanding and to see who can remember the vocabulary. | Teacher and TA to model the actions and singing at first- second time to challenge the pupils without support | T to observe and listen to pupils’ pronunciation and memory recall |
| 10.10-10.20 | Present 6 common pets  Build in creative repetition techniques- rapping, funny voices etc. | Pupils to repeat your pronunciation and do some actions. | Pictures and words on the ppt: blue in font for masculine, red for feminine un/une with visuals and written vocabulary (take away intermittently to test pupils’ retention of vocab). | T to observe and listen to pupils’ pronunciation and memory recall |
| 10.20-10.30 | Introduce the structure “J’ai un/e   XXX”= I have a XXXX. T to model good pronunciation.  Play a game of Pupils vs teacher. You ask them: As-tu un animal? | Pupils to repeat when you show a picture of a certain pet.  Pupils read the written French out loud to make the appropriate grapheme-phoneme links  They answer by saying the correct sentence in chorus according to the ppt image from the words you present. | Sentence starter or knowledge organiser on the board for the pupils  T to provide non-verbal clues such as sounds and mimes or visuals to support the language when pupils are finding it hard to remember.  Challenge by getting quicker and testing their memory | Pupils to be shown the correct written answers appearing on the ppt for pupils to see if they were right. |



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| 10.30-10.40 | Introduce a game of pelmanism. One half has pictures of the animals and the other half of the cards has the written French vocabulary. | Pupils are given cards to play a memory game on tables working in two teams.  Pupils take turns to turn one card to show a pet picture and have to say the sentence in French aiming for good pronunciation and then they turn the written card over to show the French and check if it is a match confirming yes “oui” or no “non”. | Vocabulary with pictures on the whiteboard for support -challenge pupils to only look if need some help. | Teacher and TA circulating around the tables to observe and listen to grapheme-phoneme links/ pronunciation and memory recall. |
| 10.40-10.55 | T asks the whole class if anyone can predict how we form plurals in French. (With pets in this context it is generally like English where you add an “s” with some exceptions).  Play ‘repeat if true’. Show them a picture of 2 horses etc and say a statement which is true or false. | Pupils to write a plural as an example on their white boards and in pairs ask them to read it out loud. Phonics focus- this is a silent final “s”, like “une souris” =a mouse.  Pupils repeat the statement if it is true and write down the correct statement if it is false. | Singular and plural to be on the whiteboard. With repetition, this support should be taken away to challenge memory. | Teacher to test the different plural endings – check the spellings on their mini whiteboards and listen to their pronunciation |
| 10.55-11.10 | Prompt pupils to practise in their pairs. Direct pupils to bi-lingual dictionaries and support from peers on their table to find out what their pet is in French if you haven’t covered it. Ie. stick insect, tarantula etc. | Pupils take turns to test their partners. Pupils say a sentence and their partners should do a sound or a mime to show they have understood.  Pupils to try to write from memory accurately what pets they have using the word banks to support with gender of nouns.  They can then review their answers (by checking a written model) and check for accuracy of grammar and sentence structure, spelling etc. | Word banks on tables for masculine, feminine and plural nouns. | Hinge question- can you all now write from memory what pet(s) you have in French in a full sentence?  Teacher can use “show me” whiteboards. |
| 11.10-11.30 | Teacher to provide a model of what the outcome of the task looks like for them. | Pupils to make a poster of their pets: ie. “J’ai un chien, Murphy et un chat, Doris” and draw an artistic interpretation of them for a wall display. | Written support should be available for all pupils to use as a last resort for difficulties with accuracy of retrieval. | Teacher to circulate to encourage pupils to challenge themselves to write from memory; remind them of grapheme-phoneme links to support their spelling accuracy. |



| **EVALUATION** |
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| **Evaluation of pupils’ learning:**  **Next steps:**  *e.g. how to address misconceptions, providing increased challenge or support, use of different resources or modelling techniques.*  Copies of the posters produced in this lesson can be used as resources/flashcards in future lessons to support the introduction of adjectival agreements and word order in sentences expressing colour of the pupils’ pets.  In the next lesson, I would get Ps to practise asking the Q “As-tu un animal?” as well as providing the answer in full sentences. I would encourage them to remember additional vocabulary with more activities that practise their speaking and listening skills by challenging their memory. I would get them to conduct a survey in the class in French, using tally charts, drawing bar charts and reinforcing numbers and plurals more in their speaking and writing (pragmatic competence; enhancing their numeracy skills). I would provide a worksheet for them to practise their writing with scaffolded support and add puzzles (via puzzlemaker.com) to practise their reading skills.  Socio-linguistic competence- encourage independent learning and cultural awareness by setting a homework to research what pets are popular in different French speaking countries.  If pupils show difficulties with the pronunciation, build in some dictation games using mini-whiteboards to practise making grapheme-phoneme correspondence. |
| **Evaluation of teaching:**  **Next steps:**  *e.g. subject knowledge, teaching strategies, behaviour management.* |