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| Y4 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Sing a song from memory * Identify and pronounce correctly the names of some transports | At the end of this section some pupils will not have made so much progress and will:   * Need to refer to text or visual clues when naming transports | | | At the end of this section some pupils will have progressed further and will:   * Name correctly all the transports * Research additional vocabulary using a dictionary |
| Unit10A | **OBJECTIVES** | **Pupils should learn:**   * About ways of travelling * About the points of the compass | | OUTCOMES | Pupils:   * Can say and understand the phrases for modes of transport * Can say how they get to school * Can say the points of the compass in French and work out how to say, for example “north-west” * Understand that transports can be different in other countries | |
| Je fais des voyages | CORE | dans  le  où est?  je vais  en / à | | **PERIPHERAL** | nord bus bateau  sud voiture pied  est taxi train  ouest vélo avion  nord-est etc.  à l’école | |
| **ACTIVITIES** | **Possible activities include:**   * Practise NSEO with cards in the classroom * Say a direction, children point * Où est x? * Practise compass points with Smurfs * Practise transports with flashcards * Practise transports with mimes * Hold up small cards to show understanding * Play round the World with random transport cards   **Stories, poems, songs and rhymes:**   * Je vais à l’école en bus | | | | |
| RESOURCES | * Transport flashcards * Compass point cards * Small transport cards | | | | |
| **SUMMATIVE TASK** |  | | | | |
| **“I CAN”** | I can:   * Say the points of the compass * Understand the points of the compass * Say how I get to school | | | | |
| **PoS** | **Listening:**   * Listen attentively to spoken language and show understanding by joining in and responding * Appreciate songs in the language * Understand facts * Understand familiar and routine language   **Speaking:**   * Communicate facts * Speak in sentences using familiar vocabulary, phrases and basic language structures   **Writing:**   * Describe actions in writing * Write at varying length (sentences) using the variety of grammatical structures that they have learnt   **Grammar:**   * Conjugation of high-frequency verbs (aller 1st person) | | | | |

CAS 08/15  
Revised 08/16