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| Y4 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Copy accurately in writing the key words and phrases from the unit * Write sentences using structures learnt in the unit | At the end of this section some pupils will not have made so much progress and will:   * Copy-write using single words or short phrases | | | At the end of this section some pupils will have progressed further and will:   * Use mainly memorised language * Research additional vocabulary using a dictionary |
| Unit10B | **OBJECTIVES** | **Pupils should learn:**   * about the different countries in the world where French and English are spoken * to write short sentences to say how they go to a certain country | | OUTCOMES | Pupils:   * locate some countries where French is spoken * say the names of some Francophone countries * recognise that many languages are spoken in the UK and across the world * make sentences saying where they are going and how they get there * understand that there are different ways of getting to countries, depending on their location | |
| Je fais des voyages | CORE | en  au  Other vocabulary from 10A | | **PERIPHERAL** | Francophone countries  Points of compass and transports as 10A | |
| **ACTIVITIES** | **Possible activities include:**   * Watch video – which continents are mentioned? * Look at map of Pays Francophones * Read sample minibook together * Children write their own minibook using writing frame   **Stories, poems, songs and rhymes:**   * Francophonie (YouTube) | | | | |
| RESOURCES | * Video * Maps * Big mini-book * Writing frame | | | | |
| **SUMMATIVE TASK** | Minibook with sentences such as “Je vais en Suisse en voiture” and illustrated | | | | |
| **“I CAN”** | I can:   * Name some countries where English is spoken * Name some countries where French is spoken * Write some sentences to say where I am going and how I get there | | | | |
| **PoS** | **Listening:**  - Listen attentively to spoken language and show understanding by joining in and responding  - 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