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| Y4 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Understand numbers 21-31 and use some of these out of sequence * Count from 1-31 | At the end of this section some pupils will not have made so much progress and will:   * Recognise numbers 21-31 | | | At the end of this section some pupils will have progressed further and will:   * Sequence number words to 31 and write some of them from memory * Use number patterns with increasing flexibility |
| Unit11B | **OBJECTIVES** | **Pupils should learn:**   * To count from 21-31 | | OUTCOMES | Pupils:   * Count from 21-31 with confidence, and from 1-31 | |
| Quelle est la date aujourd'hui? | CORE | Numbers 21-31  Plus numbers 0-20 from previous units | | **PERIPHERAL** |  | |
| **ACTIVITIES** | **Possible activities include:**   * How are the new numbers made? * Count in alternating high and low voice * Number tennis * Maths in French * Games with minicards * Roman numerals * Latin numbers to 30 for comparison * Des chiffres et des lettres – choose a number between 0-31. Throw two dice for 3 or 4 other numbers.   **Stories, poems, songs and rhymes:**   * Alain le Lait song to revise 1-20 | | | | |
| RESOURCES | * Number flashcards * Tennis racket (for number tennis) * Minicards | | | | |
| **SUMMATIVE TASK** |  | | | | |
| **“I CAN”** | I can:   * Count from 21-31 * Use the numbers 21-31 out of sequence | | | | |
| **PoS** | **Listening:**  - Listen attentively to spoken language and show understanding by joining in and responding  **Speaking:**  - Communicate facts  **Grammar:**  - Key features and patterns of the language – formation of teens, 20s and 30s  **Language learning skills:**  - How the patterns, grammar and words of the new language are different from or similar to English – formation of numbers | | | | |

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