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| --- | --- | --- | --- | --- | --- | --- |
| Y6 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Recognise masculine and feminine animal words * Understand and use the full conjugation of the verb être in the present tense * Build a short text by adapting a model | At the end of this section some pupils will not have made so much progress and will:   * Use animal words with support, referring to textual and visual clues * Use some of the parts of the verb être in the present tense | | | At the end of this section some pupils will have progressed further and will:   * Show confident recall of animal vocabulary and the conjugation of the verb être * Build a short text with confidence |
| Unit17 | **OBJECTIVES** | **Pupils should learn:**   * To recognise masculine and feminine animal words * To say the present tense conjugation of the verb être (to be) * to describe animals using adjectives in the correct gender * to write a short text by adapting a model | | OUTCOMES | Pupils:   * discover the meanings of masculine and feminine animal words * describe animals, agreeing adjectives correctly * write a short text about animals, adapting a model text | |
| On décrit les animaux | CORE | notion of adjectival agreement by gender  est  ne … pas  et, mais, cependant, aussi  très, assez  je pensé, à mon avis | | **PERIPHERAL** | un lion grand / petit  un lapin fort / doux  un chat lent / rapide  un tigre feroce / timide  un kangourou  un âne  un poisson  un éléphant  une tortue  une girafe  une vache  une souris  une abeille  une baleine  une chèvre  une grenouille | |
| **ACTIVITIES** | **Possible activities include:**   * match up English and French animal words and adjectives * true-false statements about animals * analyse text using colours to circle classes of words   **Stories, poems, songs and rhymes:** | | | | |
| RESOURCES |  | | | | |
| **SUMMATIVE TASK** | Text about animals, using adjectival agreement, connectives, qualifiers andopinions | | | | |
| **“I CAN”** | I can:   * Use my knowledge of cognates to discover some new nouns and adjectives * Use être to describe animals * Spot the difference between masculine and feminine adjectives * Describe animals using appropriate adjectives * Make sentences negative * Analyse and understand a short text about animals * Adapt a text to create my own text about animals | | | | |
| **PoS** | **Listening:**   * Understand facts * Understand familiar and routine language   **Speaking:**   * describe things orally * communicate facts * speak in sentences, using familiar vocabulary, phrases and basic language structures   **Reading:**   * read carefully and show understanding of words, phrases and simple writing * develop their ability to understand new words that are introduced into familiar written material * understand facts in writing * understand writing about familiar matters   **Writing:**   * write at varying length (short sentences) * describe things in writing * write phrases from memory and adapt these to create new sentences to express ideas clearly   **Grammar:**   * gender (nouns and adjectives * key features and patterns of the language – making verbs negative using ne…pas, notion of adjectival agreement * conjugation of high frequency verbs – être   **Language learning skills:**   * explore how the patterns, grammar and words of the new language are different from or similar to English | | | | |

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