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| Y6 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Read and understand descriptions of plural nouns * Write sentences describing plural nouns with colours | At the end of this section some pupils will not have made so much progress and will:   * Recall vocabulary and structures with prompting * Write sentences with support | | | At the end of this section some pupils will have progressed further and will:   * Write extended descriptions in accurate French * Use known language in known contexts | |
| Unit18 | **OBJECTIVES** | **Pupils should learn:**   * To distinguish between masculine and feminine nouns and adjectives * To make nouns plural * To agree adjectives to make them feminine and/or plural | | OUTCOMES | Pupils:   * Say if a noun or adjective is masculine or feminine, and say how they know * Make nouns plural * Agree adjectives of colour correctly to describe plural nouns | | |
| Les pluriels de Matisse | CORE | rules for pluralisation of nouns  notion of adjectival agreement by gender and number  sont  ne … pas  les  il y a  et  numbers | | **PERIPHERAL** | une pomme  un arc  un oiseau  une croix  un losange  un poisson  une fleur  une fronde d'algue  un coeur  une feuille  une lettre  une ligne  une coquille  une spirale  un carré  une étoile  une goutte d'eau  un zigzag  les citrons  les pommes  les carottes  les aubergines  les flamants roses  les éléphants  les rennes  les bonshommes de neige  l’herbe  le ciel  la lune  la nuit | | rouge  jaune  violet  orange  gris  rose  blanc  marron  bleu  vert  noir  argenté |
| **ACTIVITIES** | **Possible activities include:**   * Tarsia puzzle to discover shapes * Listen and identify colours in order * Make plural forms of unknown words * Dice throw to make and describe own Matisse-style picture * Read and analyse *Les citrons ne sont pas rouges* * Make sentences describing plural nouns with colour * Colour and describe Matisse shapes   **Stories, poems, songs and rhymes:**   * *Les citrons ne sont pas rouges* Laura Vaccaro Seeger | | | | | |
| RESOURCES | * Matisse shapes Tarsia puzzle * Dice throw sheet * Word list to fill in * Sentence cards * Matisse plurals and colours sheet | | | | | |
| **SUMMATIVE TASK** | Own Matisse-style picture to describe | | | | | |
| **“I CAN”** | I can:   * read and understand the names of some shapes and natural objects in French * work out how to make plurals in French * write plural forms in French to describe a picture * describe plural nouns using correctly agreed adjectives of colour | | | | | |
| **PoS** | **Listening:**  - Listen attentively to spoken language and show understanding by joining in and responding  - Understand facts  **Speaking:**  - Communicate facts  - Speak in sentences using familiar vocabulary, phrases and basic language structures  - Describe things orally  **Reading:**  - Read carefully and show understanding of words, phrases and simple writing  - Understand facts in writing  - Appreciate stories in the language  **Writing:**  - Write at varying length (complex sentences)  - Adapt sentences to create new sentences to express ideas clearly  - Present information to a range of audiences  - Describe things in writing  **Grammar:**   * Gender – adjectival agreement * Plurals * Negatives * Key features and patterns of the language – norms of description   **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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