

Retrieval		Main							
1	 Ça va? (written form)  Colours (written form)	 Numbers 71-100 (1-70 = retrieval) Introduce the numbers 71-100 with lots of repetition. Using these numbers only play unlucky 78 (or whatever number you decide). Standing Bingo. Students choose 11 numbers between 50 and 100, inclusive. Instead of playing normal bingo, everyone stands up. A child calls out the numbers, in French. Choose a different child every time so that all the students get to practice speaking the numbers in French. The rest of the class must listen carefully as the numbers are called. If any of their numbers are called, the students with those numbers on their card must sit down. The last student standing is the winner. Could be played with lower numbers with each child choosing less than 11.  Gap fill activity for multiples of 10 to 100. This could be repeated in future lessons for retrieval practise.		Describe nouns using adjectives with agreement in the singular and plural					
	 Quel âge as-tu? (written form)	 Introduce the vocabulary for the unit using the powerpoint (Language Angels Lesson 1). Use lots of repetition and spend time on the slide which focuses on gender using the definite article. Recap the meaning of 'avoir' (to have) and how to conjugate 'avoir' with je, tu and il/elle using the vocab from this lesson. Point out that they will now change from the definite article to the indefinite article  E.g. J'ai un frère Tu as une soeur Il/elle a une mère  Children write three statements using je, tu and il/elle as well as the vocab from today (which can be provided in a word bank at this stage).	 	Use the second person 'tu' with a regular verb	1 - 100				
	 Numbers 71-100	 Children choose a famous dad from a film, tv programme, cartoon etc. Using dictionaries they are to look up adjectives to describe either the physical appearance or the character of this dad. First of all demonstrate how the masculine and feminine options for the adjectives are shown in the dictionary and point out that they should choose the masculine options as they are describing a male. Explain how 'être' means 'to be' and it is similar to 'avoir' in that it is a commonly used irregular verb. Show how it looks with je, tu and il/elle. grand = tall		Conjugate irregular verbs 'avoir' and 'être' with je, tu and il/elle					

	je suis grand = I am tall tu es grand = you are tall il est grand = he is tall Display a photo of a tall lady and explain how the adjective would be spelt differently if you are talking about a lady. je suis grandee = I am tall tu es grandee = you are tall elle est grandee = she is tall Children to complete an activity which has a picture of a kind man and kind lady. They first need to look up the masculine and feminine version of kind in a dictionary. and then use this to describe them using je, tu and il or elle as above. The English versions are on the sheet to ensure a clear structure.	
4  Comment t'appelles-tu? (written form)  Numbers 71-100	NB In advance of this lesson ask children to bring in a photo of different family members.  Quickly re-cap nouns for members of the family. Language Angels Lesson 2. Target question: Il/elle s'appelle comment? (what is his/her name?). Work through the powerpoint ensuring that the children are clear that 'il s'appelle' means 'he is called' and 'elle s'appelle' means 'she is called.'  Explain that in the same way that 'le' and 'la' both mean 'the' (indefinite article) and gender determines which one is used, 'ma', 'mon' and 'mes' all mean 'my' and which one is used is dependent on gender and/or whether it is plural. E.g. Mon père, ma tante, mes grands-parents. Chn lay out photos of their different family members. Working in pairs they first of all point to a family member and say who they are in French. e.g. ma mère. Their partner should then ask, 'il/elle s'appelle comment?' and they should reply with their name. e.g. 'elle s'appelle Kate.' Repeat with other family members and take turns with who is asking/answering the questions. Teacher could put some photos under the visualiser and complete some with the whole class to model initially and/or assess understanding. Chn then take one or two photos and stick them in their books with the following written underneath (example). Mon oncle. Il s'appelle Paul.	 
5  Numbers 1-20 (written form)	 Re-cap lesson three on adjective agreements according to gender, i.e. il est bavard, elle est bavarde (chatty). Display a photo of somebody's grandparents. Explain that when I am describing them I need to consider that this is plural as there are two of them. In English we would use the adjective 'chatty' and the spelling wouldn't change whoever you are describing. e.g. the chatty dad the chatty mum the chatty grandparents  This is not the case with French.	

		Show the children how you should use a dictionary to find out how an adjective is spelt first of all in the masculine and feminine and then in the plural. In the example of these grandparents one is male and one is female so you would use the masculine 'bavards' as this takes precedent but if you were talking about two women you would use 'bavardes'. Use visual to demonstrate this (see resources). Also draw attention to the fact that the adjective usually comes after the noun in French. Chn to complete the activity (see resources) describing different people as 'mean' in French using their knowledge of adjective agreements.				
6	 Quelle heure est-il? (half past, quarter past and quarter to-written form)	   Language Angels Lesson 3. Warm up by quickly going over the nouns for family members and il/elle s'appelle. Introduce the target question, 'as-tu un frère/ as-tu une soeur?' Learn question and responses and highlight the difference in pronunciation between 'un' and 'une'. Also spend time discussing how to answer if you have more than one brother/sister (as shown on the powerpoint). Using a scaffold displayed on the board teacher to ask children whether they have a brother/sister. Children can then ask others in the room this questions and practise both asking the question and responding. To add an element of fun they could swap partners every two minutes. Everybody moves two places to the right or three to left etc Complete listening exercise on Language Angels. Completing writing exercise on Language Angels				
7	 Days + <u>the date</u> (written form)	   Re-cap mon, ma, mes as meaning 'my' using powerpoint. Chn are to prepare presentations about themselves and their family. Printable differentiated scaffold sheets are available but children can choose how much support they feel that they need. Some children may only need to check spelling of key vocab/phrases but others may need more support. This can be done using computer software.				
8	 Months + <u>the date (written form)</u>	Assessment: Grammar/listening/reading/writing.				