

w/c	03/01/23	09/01/23	16/01/23	23/01/23	30/01/23	06/02/23	Possible Carry over to next term
MFL States of Being	No French due to INSET on Tuesday 04/01	Being a Linguist Memory techniques & hooks	Being a Linguist Memory techniques & hooks	Being a Linguist Memory techniques & hooks	Being a Linguist Memory techniques & hooks	Being a Linguist Memory techniques & hooks	
Skills Progression		Be aware of when and how the French celebrate Epiphany. Recall key vocab linked to this French tradition. Use phonemes to help learn to read and write colour names	Join in with some words from song Listen to / recall, begin to read key vocabulary	Use a dictionary to find the meaning of a French word. Begin to read aloud unfamiliar words using phonics knowledge (colour poem)	Identify the nouns & their gender in a song by spotting the article un / une / le / la.  Join in with the song	Read and write a simple poem using a model Use a dictionary to find a French word and its noun gender	
Phonics		Recall of all phonemes seen last term. Teach <b>J/Ge</b> and <b>O</b> (in Orange)	Recall of eu, oi, i, ou, au, r Teach <b>AN</b> (in blanc / orange)	Recall of eu, oi, i, ou, au, J/ge, an, r Teach <b>Z</b> (in rose)	Compare ET (violet) and ERT (vert) phonemes to hear the difference	Compare O in orange and O in Violet (also jaune & rose)	
Key Vocab		Recall of pencil case objects, colours and numbers J'aime La galette, les rois mages, le fève, Bonne Année, janvier	les couleurs, l'arc en ciel	Comme, arc-en-ciel, toutes les couleurs, colorizer le monde	Un cochon, du charbon, le gazon, un citron, un poisson, un mouton	The children's own choice of nouns for each colour in their poem.	
Grammar / sentence structure			AfL un = m noun, une = f noun Colours as an adjective go after the noun	Use Les and plural form of a noun when talking about "apples in general"	Un / le precede a masculine noun. Une / la precede a feminine noun. Le / la = the	Using the correct form of the article the / an	
Recall at start		What's the word ? Lucky dip bag with pencil case objects. Children to finish the sentence by writing the nouns on their WB C'est un stylo C'est une règle	Repetez si c'est vrai C'est une stylo (m) C'est une gomme (f) C'est un crayon (m) C'est un coccinelle (f) What mistake did I make ? AfL un = m noun, une = f noun & noun recall	Use colour adjective chart to orally finish the caption: C'est un cheval xxxx C'est une grenouille xxxx	Put your colour cubes in the order I say them.	Morpion to practice reading less familiar words and recall their meaning Mouton, charbon, citron, grenouille, (choose words from the children's dictionary work / the song)	

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Main Teach		<p>Cultural awareness: Bonne Année and La fête des Rois Children know colour names but have never seen them in word format so initially play game to celebrate La fete des Rois and recall colour names (paper plate to choose your slice)</p> <p>Use phoneme images to sound out and answer the question “c’est quelle couleur ?” r-ou-ge; j-au-ne; bl-eu; v-ert; v-i-o-let; bl-anc; n-oir; o-r-an-ge; r-o-se</p> <p>Play 31 points to practice saying and writing colour names</p>	<p>Warm Up with Recall from last week: 31 points colour game / class morpion</p> <p>Use my poisson rouge soft toy to see who can remember where the colour adjective goes ? compare to English. <b>Play Vrai / Faux</b> for simple noun and colour adjective sentence so the children have to read nouns and colours. AfL who spots changes to ending of colours ? <b>Look at</b> chart showing spelling patterns of colours (m / F/ sing &amp; plural) <b>Listen &amp; circle</b> the correct picture e.g. Me to say phrase “c’est une étoile verte” children to draw circle around the green star</p>	<p>Warm up – which colours have this phoneme ? Read a poem thinking about pronunciation and looking at the patterns in the poem’s language: Colour comme a noun. Look up unfamiliar words in a dictionary. Why did the author choose the nouns for each line ? Why has the author use le for soleil, la for nuit &amp; mer but, les for pommes ?</p> <p>As a class think of different nouns which we could use to edit the poem.</p> <p>Use the dictionary to look for the other nouns for each colour e.g. Pink – flamingo, pig</p>	<p>Phonics – recall phonemes learned to date and tell me the name of colours and other nouns we know that have each phoneme</p> <p>Listen to the song Leon le caméléon.</p> <p>Use dictionary to find the meaning of: Polisson (cheeky monkey/ rascal)</p> <p>Can you join in the song as it repeats.</p> <p>Can you match the pictures to their noun name in French and say whether they are M / F Cochon, gazon, mouton, poisson, citron, charbon What could we have for bleu comme XXXX Brun comme xxx ?</p>	<p>Phonics – AfL</p> <p>Give children a scaffold so they can write their own colour poem.</p> <p>Chn to use a dictionary to look up French nouns.</p> <p>Decorate with colour drawings IF they have finished the writing.</p> <p>Me to work with SEN group so we do a group poem.</p> <p><b>Ext challenge</b> – bubble writing task for Leon le caméléon</p>	
Plenary activity / task		<p>Phoneme charades: c’est quelle couleur ? Which colours have the J/Ge phoneme ? (rouge, orange, jaune)</p>	<p>Choose the correct format of colour adjective to describe my soft toys</p>	<p>Read our edited version of the poem</p>	<p>Colour lotto en ligne / pendu / morpion</p>	<p>Chn to read their poem to a friend / the class</p>	
Outcome		<p>Chn know how to wish someone a Happy New Year in French. Chn can read colour names using phonic knowledge.</p>	<p>Chn know that colour adjectives go after the noun in French and that the ending changes to agree with the noun. They are not expected to recall the endings.</p>	<p>Chn can use a bilingual dictionary to find the French name for an English word AND know whether it is M / F</p>	<p>Chn recognise / recall colour names when they hear them and can read them with correct pronunciation</p>	<p>Celebrate our knowledge of colours and nouns and using a bilingual dictionary.</p>	

Assessment for Learning - By the end of this unit:

**Most children should be able to** read and write colour names (rouge, bleu, vert, orange, jaune, noir, blanc, violet, rose, gris) from memory. Use a dictionary to find a noun and identify whether it is m / f. tell you that the colour adjective goes after the noun in French.

Some children **may also be able to** find the correct format of a colour adjective in a chart and list colours which contain a particular phoneme.

Some children **might only be able to** say the colour names and find the colour name word on a picture mat