

Subject: MFL - French	Cycle B Y3/4	KAPOW French Adjectives of colour, size and shape
NATIONAL CURRICULUM		
PURPOSE OF STUDY Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.		
PROGRAMME OF STUDY Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3. Pupils should be taught to: <ul style="list-style-type: none">• listen attentively to spoken language and show understanding by joining in and responding• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*• speak in sentences, using familiar vocabulary, phrases and basic language structures• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*• present ideas and information orally to a range of audiences*• read carefully and show understanding of words, phrases and simple writing• appreciate stories, songs, poems and rhymes in the language• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• write phrases from memory, and adapt these to create new sentences, to express ideas clearly• describe people, places, things and actions orally* and in writing Languages – key stage 2 3• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages		AIMS The national curriculum for languages aims to ensure that all pupils: <ul style="list-style-type: none">• understand and respond to spoken and written language from a variety of authentic sources• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt• discover and develop an appreciation of a range of writing in the language studied.
ATTAINMENT TARGETS By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.		
KEY VOCABULARY (see KAPOW for full list) rouge – red, bleu – blue, jaune – yellow, vert – green, blanc – white, noir – black, orange – orange, rose – pink, brun – brown, violet – violet, et – and, c’est – it is, c’est de quelle couleur ? – what colour is it?, marron – brown, l’arc-en-ciel - the rainbow, les couleurs - the colours, vrai ou faux - true or false, c’est vrai, répétez - if it’s true, repeat, c’est faux, silence - if it’s wrong/false, silence, qu’est-ce qui manque ? - what’s missing?, un cercle – a circle, un triangle – a triangle, un rectangle – a rectangle, un carré – a square	KEY QUESTIONS <ul style="list-style-type: none">• What are the words for ‘yellow’, ‘red’, ‘green’ and ‘blue’ in French?• What is the word for ‘square’ in French?• How do you say ‘This is a triangle’ in French?• What is the word for ‘small’ in French?• How do you say ‘A big circle’ in French?• How do you say ‘This is a triangle’ in French?• How do you say, ‘This is a small circle’ in French?	
KEY ASSESSMENT OPPORTUNITY Please ask the children to complete this quiz – https://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-a/y3-4-french-adjectives-of-colour-size-and-shape-cycle-a/assessment-french-y3-4-french-adjectives-of-colour-size-and-shape/ Also use the ‘Knowledge Catcher’ on this page.		

YEAR 3 ONGOING ASSESSMENT	Children's initials and any comments
<p>Working below:</p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> 1. Recognising and naming colours in French. 2. Using colour and size adjectives to describe shapes. Explaining the difference between English and French word order. 3. Speaking and understanding vocabulary related to shape, size and colour and recognising similarities between French and English nouns. 4. Following instructions in French and finding new French nouns in a bilingual dictionary. 1. 5. Using colour and shape vocabulary to describe a picture. 	
<p>Expected:</p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> 1. Listening carefully to build correct sequences of three to four blocks of colours. 2. Being able to show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. 3. Finding the shapes that they were asked for. Using please and thank you. 4. Listening carefully to instructions. Describing some of the shapes in their work using language of colour, size or shape. 5. 5. Listening and then selecting the correct decoration according to its colour. Using software to produce artwork in the style of Matisse. 	
<p>Greater Depth:</p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> 1. Increasingly accurate pronunciation, with an ability to listen to or build longer sequences of colours. Quickly noticing patterns in sounds, eg: 'eu' as in bleu and deux, 'oi' as in 'noir' and 'trois'. 2. Extending their use of vocabulary to include a range of colours and shapes, self-correcting and experimenting with different structures orally. 3. Recalling and manipulating colour and size adjectives to adapt sentences for their needs (with mostly accurate adjectival placement). Using other spontaneous language. 4. Accurately describing the shapes used in their work, including adjectives. Attempting pronunciation of new nouns found in the dictionary. 5. Recognising and reproducing the style of Matisse. Describing some of their shape choices using new vocabulary as well as correctly placed adjectives for colour and size. 	
YEAR 4 ONGOING ASSESSMENT	Children's initials and any comments
<p>Working below:</p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> 1. Recognising and naming colours in French. 2. Using colour and size adjectives to describe shapes. Explaining the difference between English and French word order. 3. Speaking and understanding vocabulary related to shape, size and colour and recognising similarities between French and English nouns. 4. Following instructions in French and finding new French nouns in a bilingual dictionary. 5. 5. Using colour and shape vocabulary to describe a picture. 	
<p>Expected:</p> <p><u>Lessons</u></p> <ol style="list-style-type: none"> 1. Listening carefully to build correct sequences of three to four blocks of colours. 2. Being able to show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. 3. Finding the shapes that they were asked for. Using please and thank you. 4. Listening carefully to instructions. Describing some of the shapes in their work using language of colour, size or shape. 5. Listening and then selecting the correct decoration according to its colour. Using software to produce artwork in the style of Matisse. 	

Greater Depth:**Lessons**

1. Increasingly accurate pronunciation, with an ability to listen to or build longer sequences of colours. Quickly noticing patterns in sounds, eg: 'eu' as in bleu and deux, 'oi' as in 'noir' and 'trois'.
2. Extending their use of vocabulary to include a range of colours and shapes, self-correcting and experimenting with different structures orally.
3. Recalling and manipulating colour and size adjectives to adapt sentences for their needs (with mostly accurate adjectival placement). Using other spontaneous language.
4. Accurately describing the shapes used in their work, including adjectives. Attempting pronunciation of new nouns found in the dictionary.
5. Recognising and reproducing the style of Matisse. Describing some of their shape choices using new vocabulary as well as correctly placed adjectives for colour and size.

Year 3	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			

Year 4	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			