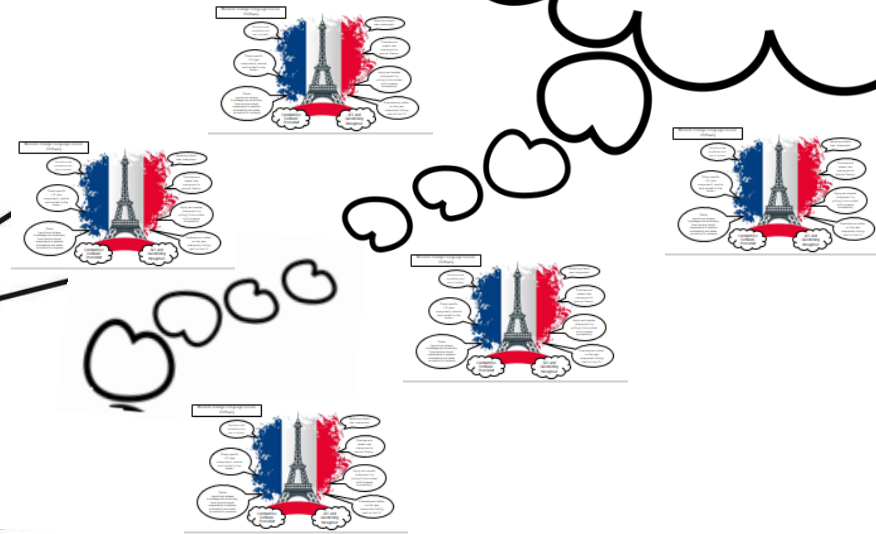


Modern Foreign  
Languages Unit  
Pathway



Prior learning – find out what the children do or don't already know/ gaps in learning from the year previously and current year to ensure appropriate components are positioned to make subsequent learning possible.

Individual, sequential component lessons appropriately build throughout the unit and are then applied to the composite understanding

# Modern Foreign Language Lesson Pathway

Introduce new vocabulary and use in context

Share specific LO (new component), mantra and context to the lesson

Starter  
(revisit and retrieve knowledge and vocabulary from previous taught components to improve automaticity and make connection to schema)

Constant live feedback.  
Peer/Adult

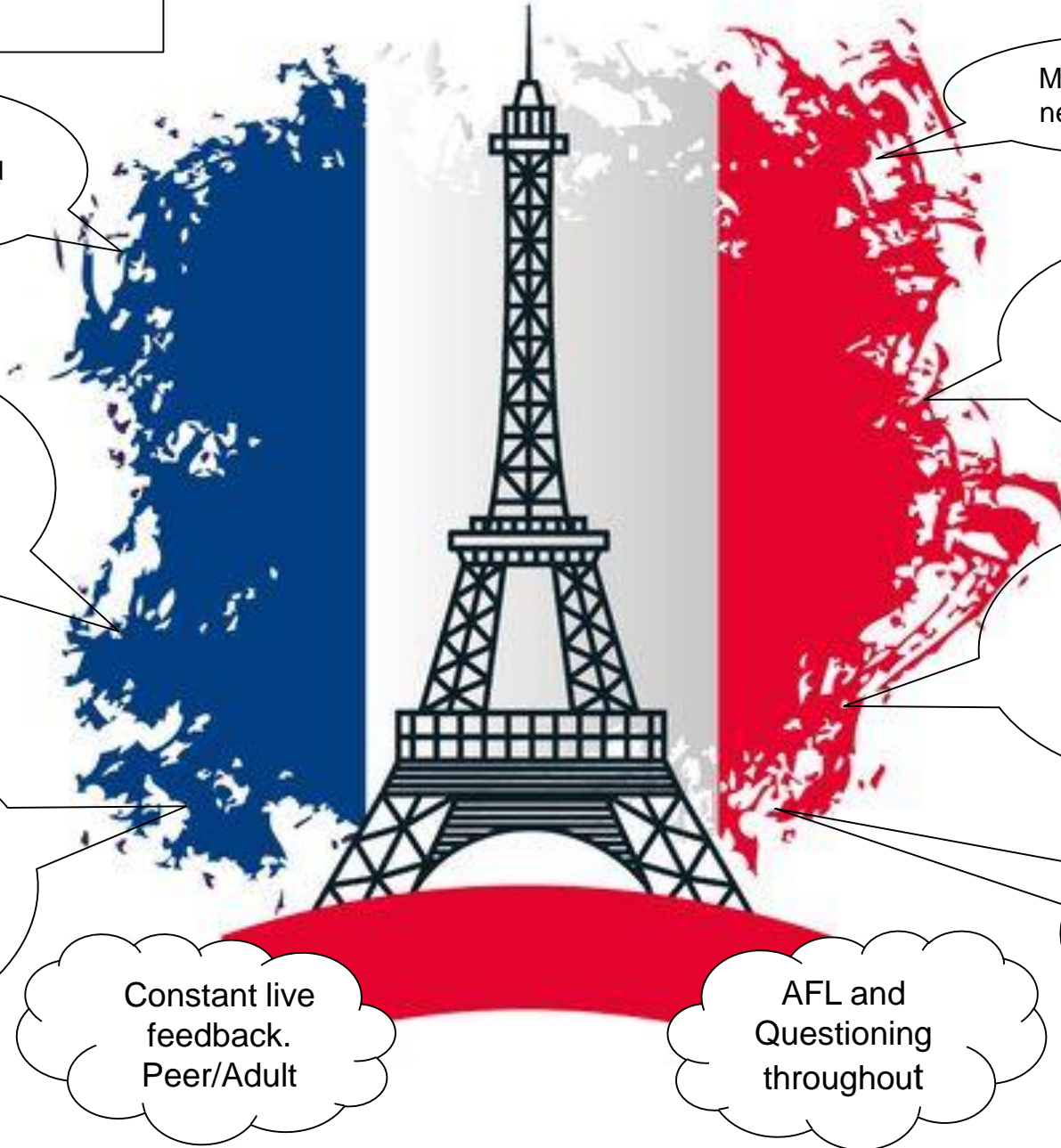
AFL and Questioning throughout

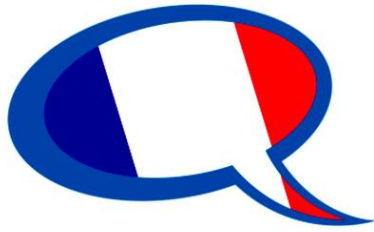
Model and teach new component

Practise and repeat new component to ensure fluency.

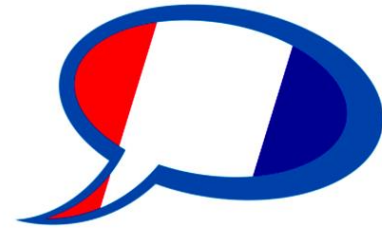
Apply and master component by putting it into context and increase automaticity

Evaluate and reflect on the new component linking back to the LO.





## Example Year 4 lesson plan following the Lesson Pathway (using Rigalo to support)



Year 3 you learnt through a number of lessons the number 1 – 30

Zero, un, deux, trois, quatre, cinq, Six, sept, huit, Neuf, dix, onze, douze, treize, Quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente

**Warm up:** Match the numbers numerically to the numbers being spoken. Ensure children are pronouncing numbers as accurately as possible.

**LO:** To be able to speak and read the time to the nearest hour.

Today we are going to build on knowledge of number and now apply this to telling the time to the nearest hour.

It is important that we know this skill so we can tell the time and understand someone who may be asking the time in French. This will also help us to organise our activities in French.

**Vocabulary:**

Quelle heure est-il? – what's the time? Il est \_\_\_\_ heure – it is \_\_\_\_ o'clock

**Model and teach new component:** Model to the children how to ask for the time and how to say each time to the nearest hour using the pictures on the board to put the vocabulary into context. Once the children have heard the new vocabulary and pronunciation allow the children as a class to have a go when pointing to specific pictures. Children to listen and join in to a song.

**Practise and repeat:**

Allow the children to hear different times to the nearest hour and work in pairs to match it to the correct clock allowing them to practise the pronunciation as they hear it. Children are to then work in pairs and ask each other what the time is and answer, peer assessing each others knowledge of the component and correct pronunciation.

**Apply and master:**

Children to work directly into their French folders with the aid of times to the nearest hour glossary to assist them to complete the scaffolding learning in telling the time to the nearest hour.

In the moment, live feedback.

Ensure children can link the numbers to 12 and telling the time to the nearest hour

Introduce time to the nearest half past for challenge 3. Can they identify the different in telling the time to the nearest hour and half past?

**Evaluate and reflect:**

Children to create 3 top tips in telling the time to the nearest hour ?