

Date: 21.03.24	Year group/class: Year 1	No. of students: 28	Duration: 60 minutes	Time: 1:00pm-2:00pm	Topic: French
Home Learning / Face-to-Face Learning Face-to-Face Learning		Whole-Class / Group Study / One-to-One Whole-Class/ Group Study		Learning partners / TA support	
<p style="text-align: center;">Which of your SMART targets are you addressing with this lesson?</p> <p>Set clear expectations of behaviour through praise and rewards to those demonstrating school rules.</p>				<p style="text-align: center;">Prior knowledge/misconceptions</p> <p>Prior Knowledge</p> <ul style="list-style-type: none"> ● Knowing numbers from 0-10 in french ● what the words of each number looks like ● cooperative skills <p>Misconceptions:</p> <ul style="list-style-type: none"> ● might have to order them ● try to match the words rather than the number and the words ● 'six' may be pronounced as it is in english 	
<p style="text-align: center;">Key terms and vocabulary</p> <ul style="list-style-type: none"> - numbers 1-20 in French, - "bataille" (battle) - What is the French word for 5? - What does 'bataille' mean in French? - 'Snap" game - - - 				<p style="text-align: center;">Curriculum Links (NC/ Assessment)</p> <ul style="list-style-type: none"> ● Steps to Success: ● - students will be able to sing along to numbers in french from 0-10 ● they can identify french numbers and words from 0-10 	
<p style="text-align: center;">Learning objectives</p> <p style="text-align: center;"><i>What is the intended learning?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to work alongside others <input type="checkbox"/> students will be able to count 0-10 in french <input type="checkbox"/> students will be able to identify numbers in their written form and abstract form 		<p style="text-align: center;">Success criteria</p> <p style="text-align: center;"><i>How will pupils/students know if they have met the learning objective? Or what do the pupils/students have to do to achieve success.</i></p> <ul style="list-style-type: none"> ● Students will successfully play the game without intervention and will be able to play multiple games. 		<p style="text-align: center;">Assessment strategies</p> <p style="text-align: center;">Observation</p> <p style="text-align: center;"><i>Pictures as evidence of them participating</i></p> <p style="text-align: center;"><i>Verbal Feedback on their strategies</i></p>	

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Timings (Intended)	Learning activities (Linking back to the LO, Success Criteria, What the Teacher input is, what is the learner doing? Signposting Independent Activities)	Adaptive Teaching (Holistic approach- how will you ensure ALL students are able to access learning?)	Resources (Physical or online)
5 mins	<p>Teacher: Will bring students in from lunch and tell them to transition onto their carpet spaces showing that they are ready for the next task and register for the afternoon.</p> <p>Learner: Students will go and put their water bottles in the tray and follow classroom expectation of waiting in their carpet spaces while the register happens to help with a smooth transition. Students will be rewarded with showing that they are ready for learning via Class Dojo.</p>	<ul style="list-style-type: none"> A. Chunking the work/ less on a page B. Providing visual representations/ visual cues C. Reworking and rephrasing (simplifying) and giving short, simple instructions/ language D. Giving extra time E. Allowing for oral discussion before/during F. Highlighting important parts/ key words G. Use of sentence starters H. Fill in the blanks I. Checklists J. Verbatim reading K. Peer support L. Quiet space M. Fewer questions N. Small group work O. One-on-one conferencing with teacher P. Vocabulary book Q. Using manipulatives 	<ul style="list-style-type: none"> ● Set of numeral cards (1-20), set of French number word cards (1-20) ● , devices to play YouTube videos, ● Ipad
10 mins	<p>Students will watch a recap of the number song of up to 0-10 and 1-20 and they will sing along and recite the words.</p>	<p>Look for redirection for L. S. and L. Make sure they are actively engaging and giving visual cues as to what is expected. Make use of dojos and their lego chart for good choices throughout the lesson.</p>	
10 mins	<p>Explain what ' bataille' means in french and model a demonstration of what the game may look like. Choose a student that is showing ready.respect. and care while delivering the lesson.</p>		

<p>20 mins</p>	<p>Students will be chosen strategically in pairs to help with classroom dynamics. As students have their own set per pair they will play the game. Support around as needed. Take pictures of each student playing the game.</p>	<p>L. and L. will need support. allow oral discussion throughout the game and let them explain their thought process. (B) and (C) will also help in this situation. Positive praise for positive decisions to help them stay on task. For higher achieving children, challenge them by introducing numbers beyond 20 or by asking them to create their own version of the game "bataille" with more complex rules.</p>	
<p>15 mins</p>	<p>Bring students back to the carpet to discuss what strategies they used to find the number to correspond with the word. Tell students to clean up their table groups and come back into their carpet spaces once all the playing cards have been collected.</p>		