Language: French | Teaching Type: Intermediate | Unit: Je me présente



Unit Objective:
To be able to present yourself in French, with your name, age and nationality.

By the end of this unit we will be able to:

- Use basic greetings in French, ask somebody how they are feeling and reply when asked.
- Ask somebody their name in French and reply when asked.
- Recall numbers 1-20 in French.
- Ask somebody how old they are in French and reply when asked.
- Ask somebody where they live in French and reply when asked.
- Express my nationality in French and understand basic gender agreement rules.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and core vocabulary from the 'Early Language' unit 'I Am Learning French'.
- What a verb is in English and knowledge of high frequency first person verbs such as je suis *(I am),* j'ai *(I have)* and j'habite *(I live).*

Skills we will develop:

To work towards holding a simple conversation with a partner, asking a question as well as being able to answer one. Being able to present ourselves in French. Saying what our name is, how old we are, where we live and our nationality.

Activities we will complete:

A number of different activities to revise and consolidate language covered in Early Language units, working towards a simple role-play where we are learning to both ask and answer questions. An extra question will be added on each week with an answer but still recycling previous language.
There will be greater choice of written worksheets that require phrase level responses as well as the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Grammar we will learn & revisit:

Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of an adjective (e.g. the nationalities as seen in Lesson 5) to show that the person talking or being described is female.

Phonics & pronunciation we will see:

Recommended phonics focus: I IN IQUE ILLE

- IN sound in cinq
- I sound in huit, dix, Patrick, habite & Paris
- Silent letters. 'S' is not pronounced in 'appelles', 'ans', 'Paris', 'Londres' or 'habites'. This often happens when 's' is the final consonant in a word.
- Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in 'je suis anglais/anglaise' (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'.
- Elision. As seen in 'je m'appelle'. Dropping of the last letter of a word (in this case the 'e' in 'me') and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.

Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Pupil Unit Glossary.

Purple Mash Computing Scheme: Knowledge Organiser

Year 4
Introduction to Artificial Intelligence (AI)

Key Learning

- To understand what Artificial Intelligence is and some of the tasks it can carry out.
- To learn to communicate effectively with AI tools by writing clear and precise prompts.
- To understand how to be a good digital citizen when using AI.
- To think about how AI might develop in the future.

Key Vocabulary

Artificial Intelligence (AI)
A type of technology that can make predictions, take actions and create content, by learning from data.

Automation
When machines or AI do tasks humans normally do.

Data
Pieces of information (like words, pictures, sounds or numbers) that AI uses as "ingredients" to learn.

Digital Citizenship
Making smart, kind, and safe choices online, including how we behave when using AI.

Future Technology
New inventions or tools that people create to help do things better or more easily.

Generative AI
A kind of AI that makes brand new things (stories, images, etc.).

Human Oversight
Humans being in charge, checking, and making rules for AI.

Innovation
A new idea, improvement, or helpful invention.

Prediction
When AI looks at data, finds patterns and guesses what comes next.

Privacy
Deciding what personal information to share, and who can see it.

Prompt
The instruction given to generative AI (like asking for a story or picture).

Refine
To improve or make something better by making small changes.

Responsible Behaviour
Being respectful, thinking about the impact of our actions, and acting kindly.

Trustworthy / Reliable
Considering whether information (or AI output) is real, true, and fair.

Purple Mash Computing Scheme: Knowledge Organiser

Year 4
Introduction to Artificial Intelligence (AI)

Key Images



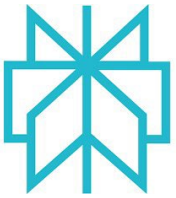
ChatGPT



Claude



Gemini



Perplexity

Key Questions

What is Artificial Intelligence (AI)?

Artificial Intelligence is when computers are designed to learn and make simple decisions like humans. They spot patterns, solve problems and improve at tasks using the information they're given. AI doesn't think or feel, but it follows rules to work things out.

How can Artificial Intelligence help us?

AI makes everyday tasks quicker and easier. It helps doctors find illnesses, suggests fast travel routes and recommends books or films. It's especially useful for jobs with lots of data or tasks that repeat.

What makes a good digital citizen?

A good digital citizen uses technology safely and responsibly. They protect personal information, think before sharing and treat others respectfully online. They also check if information is reliable and use technology to help themselves and others.

Purple Mash Computing Scheme: Knowledge Organiser

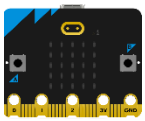
Year 4
micro:bits

Key Learning

- To code a micro:bit to make it work as a step counter.
- To code a micro:bit to make a light switch that switches on or off when the light level changes.
- To code a micro:bit to make a rock, paper and scissors game.
- To code micro:bits to make simulated dice.

Key Resources

Free Code micro:bit



micro:bit

Key Vocabulary

Accelerometer
A sensor that detects movement.

Data
A set of facts or information that help us learn something or make decisions.

Gestures
A type of input where the micro:bit is moved in different ways such as tilting, dropping and shaking.

If Statement
A computer uses an 'if' statement to decide which bit of code to run. If a condition is true, then the commands inside the block will be run.

Infinite Loop
A loop that runs forever.

If/Else Statement
A conditional command. This tests a statement. If the condition is true, then the commands inside the 'if block' will be run. If the condition is not met, then the commands inside the 'else' block are run.

Light Sensor
An input that senses the level of light in the real world.

Logic
How computers make decisions based on whether things are true or false.

Selection
A decision command. When selection is used, a program will choose which bit of code to run depending on a condition.

Sensor
An input that senses things in the real world, such as movement, temperature, and light levels.

Simulation
A computer model of something in the real world.

Variable
A named area in computer memory. A variable has a name and a value. The program can change this variable value. Variables are used in programming to keep track of things that can change while a program is running.

Purple Mash Computing Scheme: Knowledge Organiser

Year 4
micro:bits

Key Images



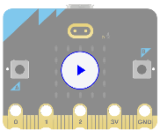
Open, close or share a file



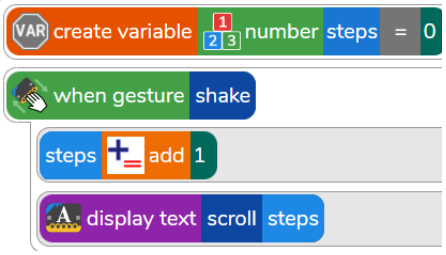
Save



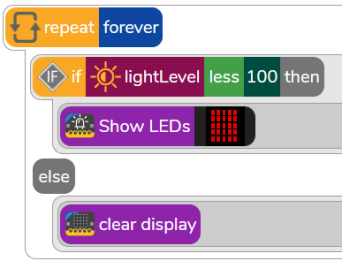
USB transfer



Test code using simulator



An event triggered by a gesture which adds 1 to the variable 'steps' and outputs this number



Logic – If/Else. This enables the micro:bit to make decisions based on inputs



A variable called dice which is set to random number. It has a range of 1 to 6

Key Questions

How can variables be used in a micro:bit project?

Variables are places in a computer memory that store information and can have their content (value) changed by a program. An example of this might be creating a variable that stores the number of times a micro:bit's accelerometer is triggered. Each time the accelerometer is triggered, the variable count is changed and then this number is outputted to the micro:bit LED.

How can sensors, code and outputs work together?

A micro:bit can be programmed to sense the environment around it. When particular environmental conditions are met, such as the accelerometer detecting movement, code written can then trigger an output response such as displaying a message.

Science - Electricity and circuits

Electrical appliances

Electrical appliances are found all around us.







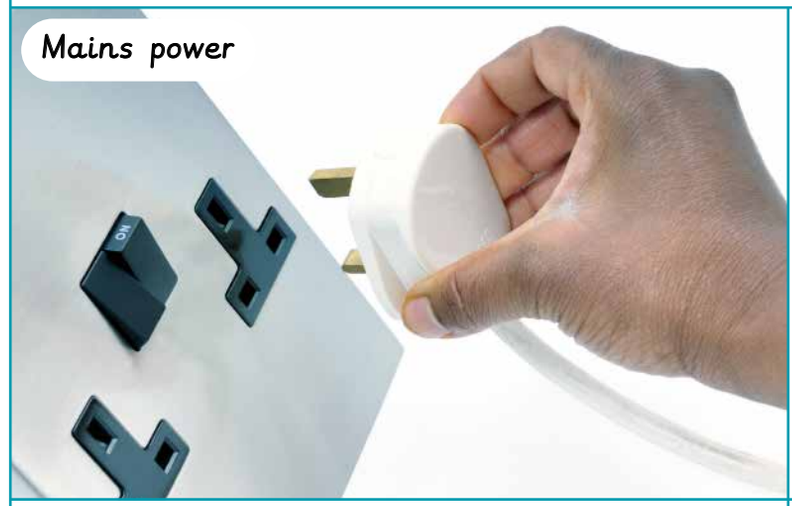

An electrical circuit is the pathway through which electrical charge flows in an appliance.

For a circuit to work, it must include:

- A power source.
- A complete pathway.
- A device or component, such as a bulb.

Power source: something that transfers electrical energy to make an appliance work.

Mains power



- Provides high power for larger appliances.
- Requires access to an electrical socket.
- Appliances are fixed in place.

Batteries



- Allows an appliance to be portable and used anywhere.
- Allows an appliance to be used where no electrical sockets are available.
- Batteries run out and need replacing.
- Batteries are harmful and must not go to landfill.

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Science - Electricity and circuits

A **component** is a part of an electrical circuit.

Symbols are often used to represent the components so they are easy to draw and recognise.

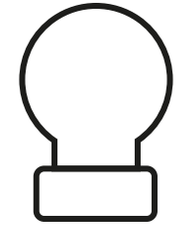
battery/cell



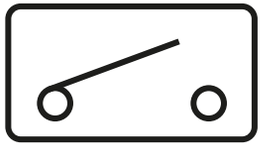
wire



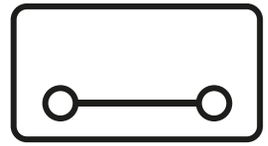
bulb



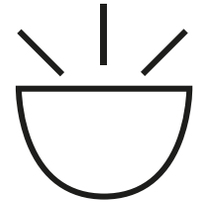
open switch



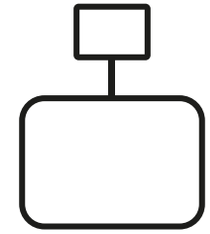
closed switch



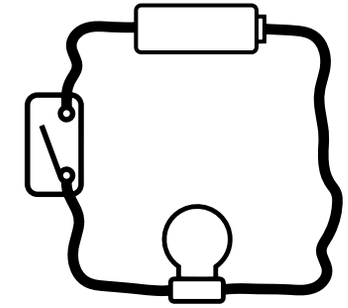
buzzer



motor



A **circuit diagram** is a simple line drawing that represents how the components in an appliance join together.



Electrical conductors are materials that allow electrical charge to flow through quickly.



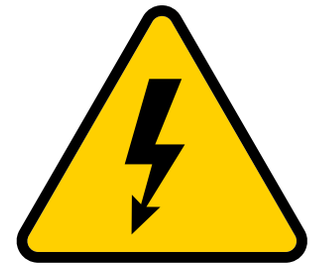
Metals are good electrical conductors.

Electrical insulators are materials that do not allow electrical charge to flow easily.



Plastics are good electrical insulators.

Electrical safety



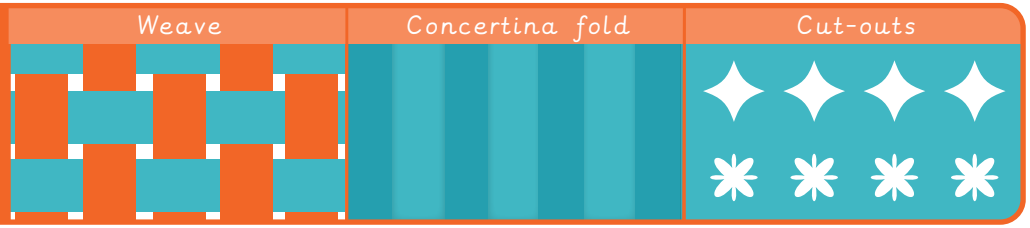
- Do not use electrical appliances or switches with wet hands.
- Do not put anything other than a plug in an electrical socket.
- Let an adult know if electrical appliances or wires appear damaged.
- Do not leave electrical wires laying across the floor or on hot surfaces.

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Structure - Pavilions

Aesthetic	How an object or product looks.
Cladding	A material put on top of another material or on a structure as protection or to improve appearance.
Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Frame structure	A way of building something so that the inside supports are built first and the outside covering is added afterwards as cladding.
Function	The purpose of an object (for example a chair needs to hold a person when sitting down); or how the product works (for example a torch needs to provide light in a dark space).
Inspiration	To gain ideas from different sources such as the internet, magazines and books.
Pavilion	A decorative building or structure for leisure activities.
Reinforce	To make a structure or material stronger, especially by adding another material or element to it.
Stable	Object does not easily topple over.
Structure	Something that has been made and put together and can usually stand on its own (e.g. a building, a bridge, a chair).
Target audience	A person or particular group of people at whom a product is aimed.
Target customer	A person or particular group of people who you expect to buy the product.
Texture	The way that something feels when you touch it (e.g. soft, rough, smooth).
Theme	An idea or specific design that your product or structure is based on (e.g. space-themed).

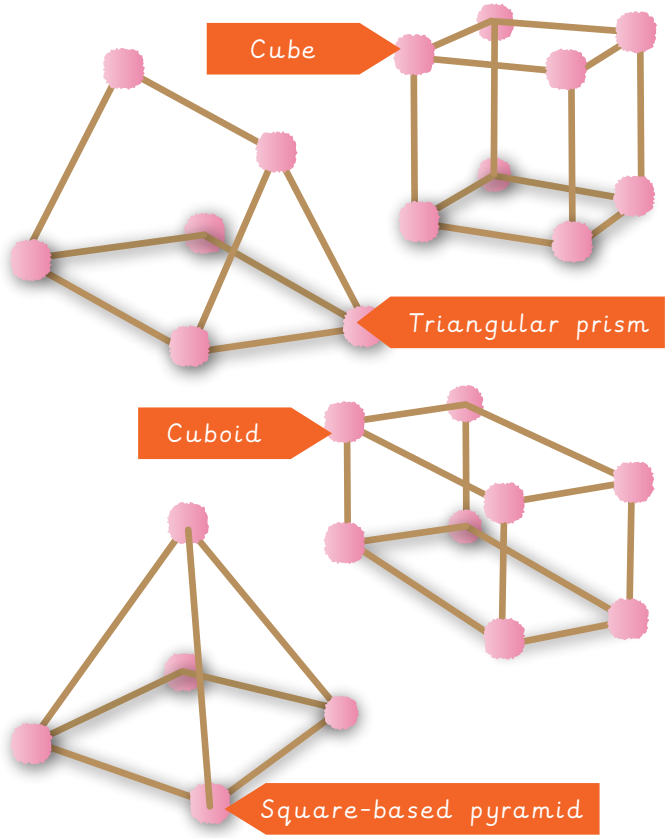
You can create all sorts of **textures** for your **cladding** designs using different materials and techniques.



Key facts



There are variety of ways to assemble a **frame structure**.



What materials and equipment could you use to make your **structure**?

Valuing Difference- Year 4

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Our Big Question

How can we celebrate differences and make our community fair for everyone?

Celebrating Difference
- What can we learn from people who are different from us?
- How can we show respect for different cultures?
- Why should we celebrate our differences?

Recognising Stereotypes
- What is a stereotype?
- Why can stereotypes be unfair?
- How can we think fairly about others?

Challenging Prejudice
- How can we stand up for fairness?
- What should we do if something feels wrong or unsafe?
- Who can help when we are worried?

I can...

- I can learn about different cultures, countries and religions, and respect and celebrate our differences.
- I can explain what stereotypes are and spot them in everyday life and online.
- I can explain what prejudice and discrimination are, recognise respectful behaviour, and know when to ask a safe adult for help.





belief	Something that a person thinks is true or important.
responsibilities	Duties or actions that people are expected to carry out.
acquaintance	Someone you know a little, but who is not a close friend.
relationships	The connections people have with one another.
self-confidence	Believing in your own abilities and feeling positive about yourself.
body space	The area around your body that belongs to you and should be respected by others.
invade	To enter someone's space or privacy without their permission.
equal	Having the same value, rights, and opportunities as others.

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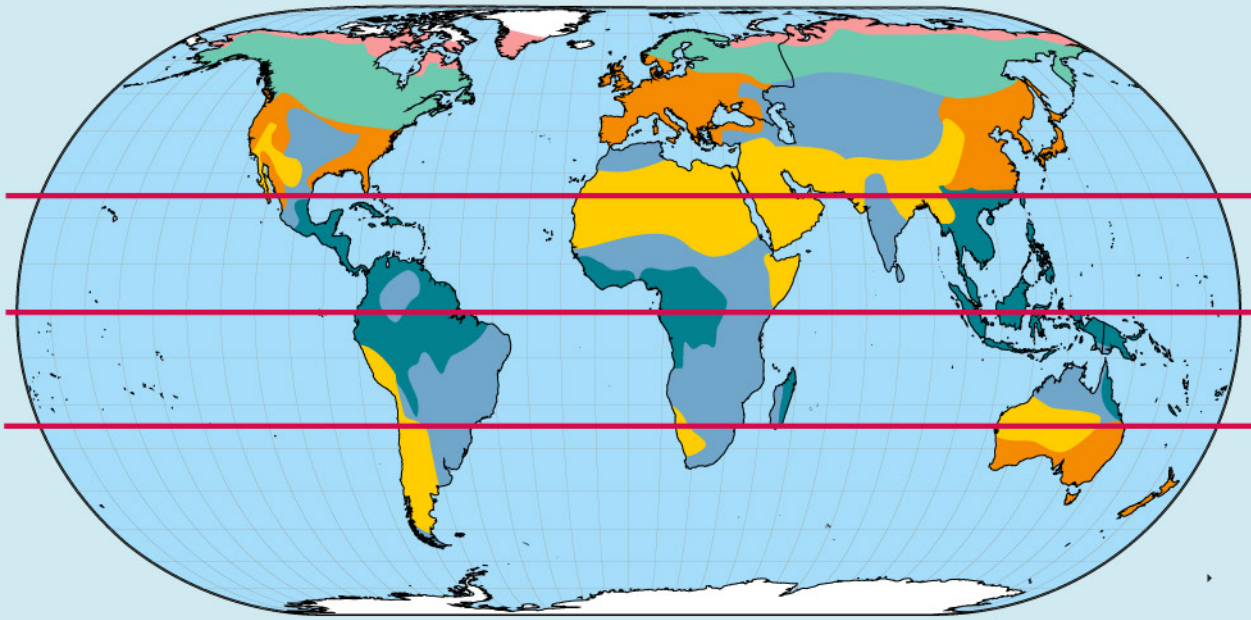
Geography - Why are rainforests important to us?

Map of the world's biomes

biome

An area of the world with a similar climate and landscape, where similar plants and animals live.

- Tundra
- Boreal forest
- Temperate deciduous forest
- Savannah
- Tropical rainforest
- Desert



Tropic of Cancer

A line of latitude north of the Equator which marks the northernmost edge of the Earth's hottest regions.

Equator

An invisible horizontal line that splits the world into two hemispheres.
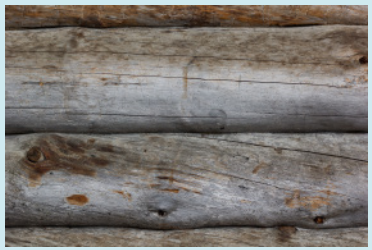
Tropic of Capricorn

A line of latitude south of the Equator which marks the southernmost edge of the Earth's hottest regions.

Tropical rainforest



How have plants adapted in the Amazon rainforest?



Thin, smooth bark ensures rain can run off trees easily.



Buttress roots keep tall trees stable in the wet soil and strong winds.



Drip tips mean rain can run off leaves without damaging them.



Lianas (vines) wind their way up other plants to reach sunlight.

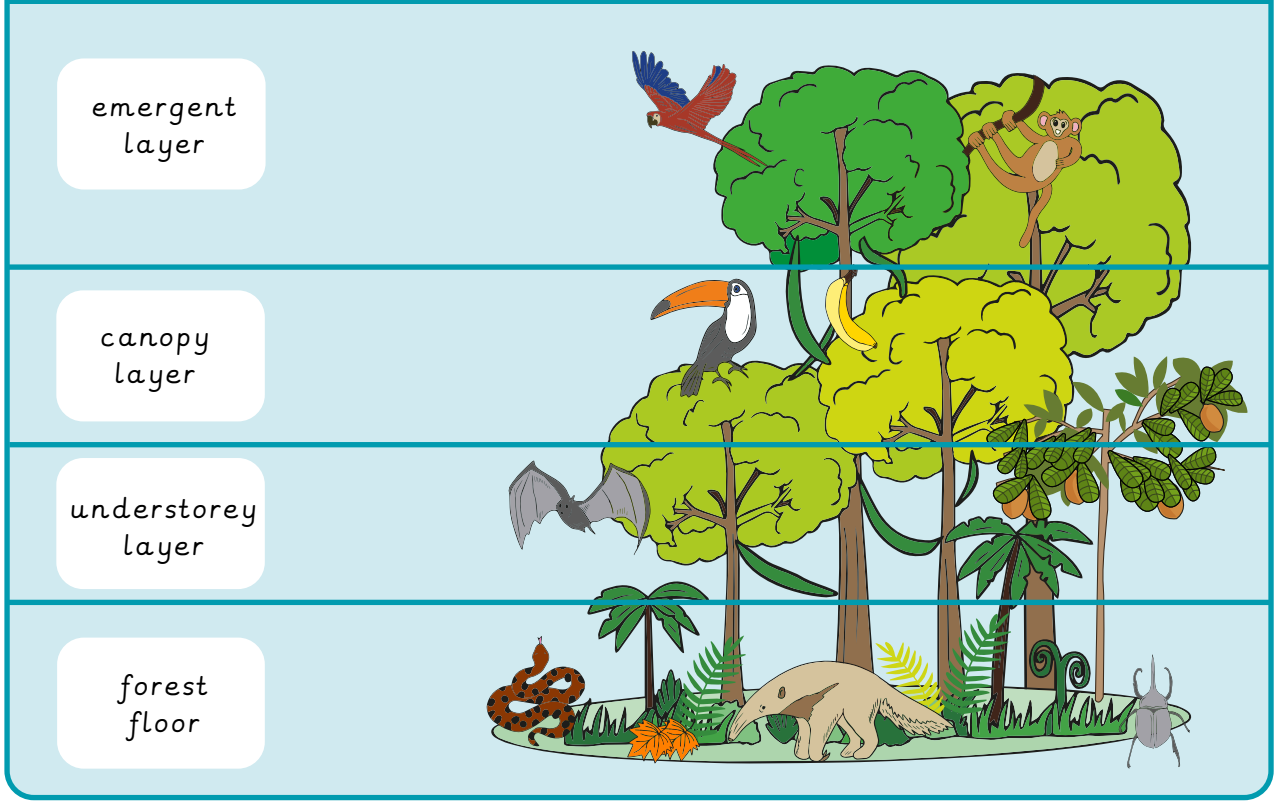
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Geography - Why are rainforests important to us?

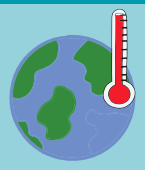
Map of the Amazon rainforest



Layers of the rainforest



global warming



When our Earth's temperature rises because of greenhouse gases.

mining



The process of digging up valuable minerals from the Earth's crust.

logging



The cutting down of trees for their wood.

deforestation



The cutting down of trees in a large area.

emergent layer	The top layer of the rainforest with the tallest trees that get lots of sunlight, rain and wind.
canopy layer	The layer of overlapping branches and leaves below the top of the rainforest that gets sunlight, rain and wind.
understorey layer	The warm and damp layer above the forest floor that gets little light.
forest floor	The ground layer of the rainforest where it is dark, wet and hot.

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