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|  |  **Advent 2** **Subject:French Year: Medium Term Planning:****Je Me Presente (Presenting Myself)** |
|  | **National Curriculum Objectives*** 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
* Read carefully and show understanding of words, phrases and simple writing
* Appreciate stories, songs, poems and rhymes in the language
* Describe people, places, things and actions orally and in writing
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|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention for each lesson:** | I know how to ask someone how they are feeling and answer the question in French. | I know how to ask and answer the question ‘What is your name?” in French.  | I know 11-20 in French, recapping 1-10 too. | I know 1-20 in French and learn how to ask someone’s age in French. | I know how to ask and answer the question Where do you live? in French.  | Assessment |
| **Recall and retrieval** | Building on prior knowledge:Recap names of 4 seasons from previous topic.  | Know how to ask someone how they are feeling and answer the question in French | Know how to ask and answer the question ‘What is your name?” in French.  | Know 11-20 in French, recapping 1-10 too. | Know 1-20 in French and learn how to ask someone’s age in French. | Know how to ask and answer the question Where do you live? in French.  |
| **Sequence of knowledge throughout the lesson** | Know how to ask someone how they are feeling and answer the question in French.Write some short phrases based onfamiliar topics and begin to useconnectives/conjunctions. EG: My name,where I live and my age. |  Know how to ask and answer the question ‘What is your name?” in French. Write some short phrases based onfamiliar topics and begin to useconnectives/conjunctions. EG: My name,where I live and my age. | Know 11-20 in French, recapping 1-10 too.Learn to listen…and understand more of what we hear by picking out keywords covered in unit.  | Know 1-20 in French and learn how to ask someone’s age in French.Write some short phrases based onfamiliar topics and begin to useconnectives/conjunctions. EG: My name,where I live and my age.Understand most of what we read inthe foreign language when it is based onfamiliar language. | Know how to ask and answer the question Where do you live? in French. Communicate with others with improvedconfidence and accuracy. Learn to ask andanswer questions based on the languagecovered in the units and incorporate anegative reply if and when required. | All 4 skills of reading, writing, speaking and listening are covered.Assessment of key skills and knowledge from the topic “Je Me Presente (Presenting Myself) |
| **Task type** | Create conversation between 2 characters greeting and asking how they feel. WRITING | Complete sentences saying name of character and how they are feeling. WRITING | Play Bingo as class with children choosing 6 numbers 11-20 and writing on a given template- T call out number in French. Can also link to a Bingo game on language angels. LISTENING | Write in speech bubbles the name of the child and their age in 1st person. WRITING (HA)READING (LA) | Use the oral scaffold to support discussing name, age and where you live. Work with partners to ask questions and answer them in French. SPEAKING & LISTENING.  |  |
| **Scaffolding** | Gap fill sheet (easy) completing words in the conversation.  | Complete gaps in speech bubble conversations saying name of character using sheet writing 1 sheet (easy)with wordbank support.  | Supported by TA who will re-say numbers and use picture vocab sheet from unit intro to help support recognising word heard.  | Select from the correct phrase to match with the child for their age and name. Write/ stick in bubbles on the writing sheet (easy.)  | Work in group with TA asking questions and then going round table and working on responses with children repeating phrases after one child chose to practice this.  |  |
| **Challenge** | Gap Fill sheet (hard) creating whole conversation between 2 characters.  | Complete speech bubble conversations saying name of character and how feeling using sheet writing 1 (hard.) | Complete unaided and encourage these children to respond to class with numbers in english when questioned to help others.  | Read English sentences and translate into French on speech bubbles on the writing sheet (hard.) | Translate what the partner said into English if questioned. Challenge HA to pick characters from snap cards to talk about using info on card. |  |
| **Key Vocabulary** | Salut, ça va ?Ça va bien, et toi ? Ça va très bien, Au-revoir, À plus tard. | Bonjour, salut, ça va ?Ça va bien, et toi ? Ça va très bien, Au-revoir, À plus tard, je m’appelle | un, deux, trois, quatre cinq,six, sept, huit, neufdix, onze douze treize quatorze quinze, seize, dix-sept, dix-huit, dix-neuf, vingt | dix, onze douze treize quatorze quinze, seize, dix-sept, dix-huit, dix-neuf, vingt | Comment tu t’appelles ? Je m’appelle, Bonjour, Salut, Ça va ? Ça va bien, Ça va mal, Comme ci, comme ça, Quel âge as-tu ? J’ai … ans, Où habites-tu, J’habite à … + city, À plus tard,Au revoir |  |