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| **Advent 1**  **Subject: French Year:5 Medium Term Planning:**  **Les Romains (Romans)** | | | | | | |
| **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 | | | | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention for each lesson:** | I know about the legend of Romulus and Remus in French. | I know about some of the key people in Roman history in French. | I know the names in French for some Roman gods and goddesses. | I know about some famous Roman inventions in French. | I know how to explore the French language when comparing the lives of the rich and poor in ancient Rome**.** | Assessment |
| **Recall and retrieval** | Building on prior knowledge:  Recall Y4 topic on cafe snacks that they can name. | Know about the legend of Romulus and Remus in French. | Know about some of the key people in Roman history in French. | Know the names in French for some Roman gods and goddesses. | Know about some famous Roman inventions in French | Know how to compare the lives of the rich and poor in ancient Rome**.** |
| **Sequence of knowledge throughout the lesson** | Know about the legend of Romulus and Remus in French  Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and  context. Increase our knowledge of  phonemes and letter strings using  knowledge learnt. | Know about some of the key people in Roman history in French.  Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. | Know the names in French for some Roman gods and goddesses.  Write some short phrases based on  familiar topics. | Know about some famous Roman inventions in French  Start to decode meaning of  unknown words using cognates and  context. Increase our knowledge of  phonemes and letter strings using  knowledge learnt from 'Phonics Lessons 1  to 3'. | Know how to explore the French language when comparing the lives of the rich and poor in ancient Rome**.**  Communicate on a wider range of topics  and themes. Remember and recall a range  of vocabulary with increased knowledge,  confidence and spontaneity. | Assessment of key skills and knowledge from the topic “Les Romains” (The Romans.)  All 4 skills of reading, writing, speaking and listening are covered |
| **Task type** | Read and order story cards of legend.  READING | Slide 16 PowerPoint listen and complete Listening Memory sheet  LISTENING | Match the god/goddess picture to the correct name.  WRITING | Complete crossword using French words for different Roman inventions. | Use oral scaffold to communicate with talk partners. Each child chooses to be a rich or poor child from Rome and gives details of life dependent on this in French.  SPEAKING |  |
| **Scaffolding** | TA support and together, use picture and word cards to match up as a group and review understanding of the legend by going over again.Encourage children to pick out the keywords they hear**.** | TA support, saying words again for them to hear and pick out cognates. | Gap fill (easy) sheet to read name and match then use given words to work out missing letters. | Crossword (easy) to complete using wordbank to support and match up to english inventions. | Use flashcards to support constructing ideas in general about their learning of topic vocabulary in French. Review PowerPoint for rich and poor Roman children and use some simple phrases using “Je suis…” to be one of them. Support in structuring simple sentences to repeat. |  |
| **Challenge** | Order cards in their French book independently in mixed ability MA/HA pairs discussing their understanding of text and translating. | Once completed the listening task- choose one of the people they heard about and write a fact in English that they learnt in French today. | Gap fill (hard) sheet writing whole name correctly next to god/goddess picture. | Crossword (hard) to complete reading english invention and working out French word to fit into correct place on crossword. | Use oral scaffold with talk partner to portray life of poor or rich Roman child.Try to speak in full sentences and develop detail with conjunction use. |  |
| **Key Vocabulary** | les jumeaux, le dieu, le déesse, une louve, un berger, la femme, Rome, Italie, Romulus, Remus | des esclaves, les plébéiens, Romulus Augustule, Jules César, Tarquin le superbe, Augustus, les sénateurs |  | la mosaïque, la numération romaine, la sculpture romaine, le chauffage central, le latin, les aqueducs, les ponts romains, les routes romaines, les thermes romaines. | Je suis un garçon riche, Je suis un garçon pauvre, Comment tu t’appelles? Quelle âge as-tu? Où habites-tu? Je vais à l’école.Je mange de la viande Je porte une toge, Je travaille |  |