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| **Lent 1**  **Subject: French Year:5 Medium Term Planning:**  **Quel temps fait-il?(What is the weather?)** | | | | | | |
| **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 new vocabulary connected to the weather. | I know weather phrases to describe the weather. | I know how to listen to and know different weather types. | I know how to read a weather map and describe the weather in different parts of the country. | I know weather information learnt to use as a French weather presenter. | Assessment |
| **Recall and retrieval** | Building on prior knowledge:  Recap days of the week and months of the year from the previous topic. | Know new vocabulary connected to the weather. | Know weather phrases to describe the weather. | Know how to listen to and know different weather types. | Know how to read a weather map and describe the weather in different parts of the country. | Know weather information learnt to use as a French weather presenter. |
| **Sequence of knowledge throughout the lesson** | Know new vocabulary connected to the weather.  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 weather phrases to describe the weather.  Write some short phrases based on  familiar topics. | Know how to listen to and know different weather types.  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 how to read a weather map and describe the weather in different parts of the country  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 from 'Phonics Lessons 1 to 3'. | Know weather information learnt to use as a French weather presenter.  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 “Quel temps fait-il?”(What is the weather?)  All 4 skills of reading, writing, speaking and listening are covered |
| **Task type** | Read the given sentences and decide which fits best to the weather picture.  READING | Place weather phrases correctly onto a crossword puzzle.  WRITING | Use the listening task zip folder to complete the table with what weather type there is on which day.  LISTENING | Read a paragraph about weather across different places in France and then draw on weather symbols onto the map to match this.  READING | Work in talk partners with oral scaffold to talk about the weather in different places in France.  SPEAKING |  |
| **Scaffolding** | Use weather pictures andfrench vocabulary (T made-can use from unit detail picture vocab and cut up) to match up and then practice simple phrases together**.** | Complete crossword (easy) sheet. Use word bank to support selecting words to fit into the crossword. | Work with TA who will give weather type on a given day and repeat for children to hear and find with support of picture vocabulary sheet. | Use the reading (easy) sheet. Read the given statements and look at symbols on the map. Decide if the statement matches so if it is true or false. | Use oral scaffold to follow through and talk about the weather with words and pictures to support. |  |
| **Challenge** | Use the writing (medium) sheet. Read the sentences and select the correct one to the picture. If complete, can translate the sentences into English. | Complete crossword (hard) sheet and work out french phrases needed to match english phrases and fit into the crossword. | Complete the listening task sheet by filling in a table with what weather is on which day. | Use the reading (hard) sheet to read the paragraph in French and then answer the questions below. | Use the sample weather forecast as a model to create their own weather forecast-adapting phrases. Children can write out in their own book following scaffold and using the weather terminology sheet. Then practice reading aloud as report. |  |
| **Key Vocabulary** | il pleut, il fait chaud, il fait froid il fait mauvais, il fait beau, il y a du vent, il y a un orage, il y a du soleil, il neige | il pleut, il fait chaud, il fait froid il fait mauvais, il fait beau, il y a du vent, il y a un orage, il y a du soleil, il neige | il pleut, il fait chaud, il fait froid il fait mauvais, il fait beau, il y a du vent, il y a un orage, il y a du soleil, il neige | la mateo en France, il pleut, il fait chaud, il fait froid il fait mauvais, il fait beau, il y a du vent, il y a un orage, il y a du soleil, il neige | Bienvenue à la météo, aussi, après, finalement,Dans le nord de la France,Dans le sud de la France, Dans l’est de la France, Dans l’ouest de la France,Dans le centre de la France,il pleut, il fait froid, il fait chaud, il fait beau, il y a du vent, il fait mauvais, il y a du soleil, il neige, il y a un orage |  |