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|  **Lent 2** **Subject: French Year:5 Medium Term Planning:****As-Tu un animal (Do you have a pet?)** |
| **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 languageDescribe 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 how to say eight names of pets in French. | I know how to say “I have…” in French and consolidate names of pets in French. | I know how to use the structure “qui s’appelle…”to say what my pet is called. | I know how to use the negative structure “je n’ai pas de / d’…”to say what pet I don’t have | I know how to use the connective word “mais” (“but”) to say what pet they have “but” also what pet they don’t have. | Assessment |
| **Recall and retrieval** | Building on prior knowledge:Recap on weather phrases from previous topic.  | Know how to say eight names of pets in French. | Know how to say “I have…” in French and consolidate names of pets in French. | Know how to use the structure “qui s’appelle…”to say what my pet is called. | Know how to use the negative structure “je n’ai pas de / d’…”to say what pet I don’t have | Know how to use the connective word “mais” (“but”) to say what pet they have “but” also what pet they don’t have. |
| **Sequence of knowledge throughout the lesson** | Know how to say eight names of pets in French.Write some short phrases based onfamiliar topics**.** | Know how to say “I have…” in French and consolidate names of pets in French.Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates andcontext. Increase our knowledge ofphonemes and letter strings usingknowledge learnt from 'Phonics Lessons 1 to 3'. | Know how to use the structure “qui s’appelle…”to say what my pet is called.Write a paragraph using familiar languageincorporating connectives/ conjunctions, anegative response and adjectivalagreement where required. Learn tomanipulate the language and be able tosubstitute words for suitable alternatives.EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet'sname. | Know how to use the negative structure “je n’ai pas de / d’…”to say what pet I don’t have.Use the negative form and possessiveadjectives.Listen more attentively and for longer. Understand more of what we hear.  | Know how to use the connective word “mais” (“but”) to say what pet they have “but” also what pet they don’t have.Communicate on a wider range of topicsand themes. Remember and recall a rangeof vocabulary with increased knowledge,confidence and spontaneity. | Assessment of key skills and knowledge from the topic”As-Tu un animal?” (Do you have a pet?)All 4 skills of reading, writing, speaking and listening are covered |
| **Task type** | Write the name of the pet in French next to the correct animal. WRITING | Read the french sentence and draw the pet that it details. Then translate into English. READING | Write each character’s name, age and pets they have in French. WRITING | Slide 27 PowerPoint. Tick and cross whether the speaker in the listening task does or does not have certain pets. LISTENING | Create a pet presentation using a given scaffold to help know what to speak about. SPEAKING |  |
| **Scaffolding** | Gap fill (easy) sheet using word bank to support finding the french word to match pet picture.  | Complete reading (easy) sheet. Draw the pet to match the sentence below once read. | Complete writing (easy) sheet filling in parts of sentence stems with use of word bank..  | Work with TA in a small group and have phrases J’ai and Je n’ai pas. Say one of phrases and animal and children work together to sort pictures of animals into 2 piles based on what TA says. Photo after done. | Use oral scaffold to follow along words and pictures about names and pets they have. Work in pairs with TA supporting where needed.  |  |
| **Challenge** | Gap fill (hard) sheet to write French words for each pet.  | Complete reading (hard) sheet. Read the paragraph from the character recalling previous learning and learning about pets. Answer questions about what he says by reading French and writing answers.  | Complete writing (hard) sheet, writing out full sentences for each character on name, age and pets they have.  | Complete listening sheet. Listen to the speaker and decide which animals he does or does not have. Mark with tick or cross on a given table. | Use a presentation scaffold (hard) sheet to structure sentences about self, age and pet animals have and do not have- this can be made up or real.  |  |
| **Key Vocabulary** | un chien, une souris, un oiseau, un chat, un hamster, un poisson rouge, un lapin, une tortue | As-tu un animal? J’ai un…,un chien, une souris, un oiseau, un chat, un hamster, un poisson rouge, un lapin, une tortue | Je m’appelle, J’ai…ans. J’ai un… qui s’appelle…un chien, une souris, un oiseau, un chat, un hamster, un poisson rouge, un lapin, une tortue | As-tu un animal? J’ai un…Je n’ai pas, un chien, une souris, un oiseau, un chat, un hamster, un poisson rouge, un lapin, une tortue | Je m’appelle,et j’ai… ans. J’ai…qui s’appelle mais je n’ai pas de**…**un chien, une souris, un oiseau, un chat, un hamster, un poisson rouge, un lapin, une tortue |  |