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| **Pentecost 1**  **Subject:French Year:5 Medium Term Planning:**  **Chez Moi (At my house)** | | | | | | |
| **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 how to say the type of home I live in and where it’s located in French | I know the names for five rooms of the home. | I know another five nouns for rooms of the home. | I know how to recognise what rooms they have and do not have in French. | I know how to share information about myself including name, age and where I live in French | Assessment |
| **Recall and retrieval** | Building on prior knowledge:  Recall items from the classroom. | Know how to say the type of home I live in and where it’s located in French | Know the names for five rooms of the home. | Know another five nouns for rooms of the home. | Know how to say what rooms they have and do not have in French. | Know how to share information about myself including name, age and where I live in French |
| **Sequence of knowledge throughout the lesson** | Know how to say the type of home I live in and where it’s located in French  Communicate with others with improved  confidence and accuracy. Learn to ask and  answer questions based on the language  covered in the unit. | Know the names for five rooms of the home.  Read aloud short pieces of text. Understand most of what we read in  the foreign language when it is based on  familiar language. | Know another five nouns for rooms of the home.  Write some short phrases based on  familiar topics and begin to use  connectives/ conjunctions. | Know how to say what rooms they have and do not have in French.  Learn to listen to longer passages and  understand more of what we hear by picking out keywords and phrases covered in the current unit. | Know how to share information about myself including name, age and where I live in French  Communicate with others with improved  confidence and accuracy. Learn to ask and answer questions based on the language  covered in the unit. Learn to listen to  understand more of what we hear by picking out keywords and phrases covered in the current unit. | Assessment of key skills and knowledge from the topic “Chez Moi”  All 4 skills of reading, writing, speaking and listening are covered |
| **Task type** | Use Slide 38 sheet to name different house types. Say which type they live in using a question and reply with the phrase “J’habite dans…” Choose and say different places they would like to live. Then complete the listening task on the given sheet.  SPEAKING & LISTENING | In mixed pairs, children can read sentences describing which rooms they have in their house.  READING | Write the words to match the ten rooms of the house.  WRITING | Slide 45 children say what rooms they do not have in house, children listen and record name of character matching to A-E on task sheet  LISTENING | Use an oral scaffold sheet to talk about name, age, where you live and house type. Role play in pairs.  SPEAKING & LISTENING | Skills Assessment Task  ALL SKILLS |
| **Scaffolding** | Adult to say the word in French and children point to matching picture. | Mixed ability pairs to support. HA child in mixed pair to lead the reading and support in matching. LA have the picture part. | Children have part of the word filled in on an easier task sheet. | Children work with adult who says single phrase of room don’t have, children point to picture of this on sheet (use revision sheet for pictures) | Children supported by a stronger partner leading. Children can also cut up their scaffold sheet to restructure to make easier to follow sentences when they say out loud. |  |
| **Challenge** | Lead questioning in pairs about different places they can live. | Children have no word bank and write all ten rooms. | Children can attempt to say their own rooms don’t have in a house if complete listening task. | Children lead partners and use more complex sentences with detail in response to questions. |  |
| **Key Vocabulary** | Ou habites tu, J’habite, chez moi, une maison,un appartement, en ville, à la campagne,à la montagne, bord de la mer | Chez moi il y a, Ou habites tu, J’habite, chez moi,une maison,un appartement, en ville, à la campagne,à la montagne, bord de la mer, une chambre, une salle à manger, une cuisine, salle de bains, une buanderie | Une chambre, Une salle de bains, Un sous-sol, Une salle à manger, Une salon, Une cuisine, Une buanderie, Un garage Un jardin, Un bureau | Chez moi il n’y a pas de...Une chambre, Une salle de bains, Un sous-sol, Une salle à manger, Une salon, Une cuisine, Une buanderie, Un garage Un jardin, Un bureau | Chez moi il y a, Ou habites tu, J’habite, chez moi,une maison,un appartement, en ville, à la campagne,à la montagne, bord de la mer,Chez moi il n’y a pas de...Une chambre, Une salle de bains, Un sous-sol, Une salle à manger, Une salon, Une cuisine, Une buanderie, Un garage Un jardin, Un bureau | Chez moi il y a, Ou habites tu, J’habite, chez moi,une maison,un appartement, en ville, à la campagne,à la montagne, bord de la mer,Chez moi il n’y a pas de...Une chambre, Une salle de bains, Un sous-sol, Une salle à manger, Une salon, Une cuisine, Une buanderie, Un garage Un jardin, Un bureau |