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| **Pentecost 2**  **Subject:French Year:5 Medium Term Planning:**  **Les vetements** | | | | | | |
| **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 ten new nouns and of clothing in French | I know the next eleven items of clothing in French | I know the verb structure ‘I wear’ to describe clothes I’m wearing. | I know how to recognise clothes in terms of colour. | I know how to describe clothes I am wearing using the possessive adjective “my” in French | Assessment |
| **Recall and retrieval** | Building on prior knowledge:  Know names of sports played in The Olympics | Know ten new nouns and of clothing in French | Know the next eleven items of clothing in French | Know the verb structure ‘I wear’ to describe clothes I’m wearing. | Know how to describe clothes in terms of colour. | Know how to describe clothes I am wearing using the possessive adjective “my” in French |
| **Sequence of knowledge throughout the lesson** | Know ten new nouns and of clothing in French  Write some short phrases based on  familiar topics. | Know the next eleven items of clothing in French  Understand most of what we read in  the foreign language when it is based on  familiar language. Start to decode meaning of  unknown words using cognates and  context. | Know the verb structure ‘I wear’ to describe clothes I’m wearing.  Communicate on a topic. Remember and recall a range  of vocabulary with increased knowledge,  confidence and spontaneity. | Know how to describe clothes in terms of colour.  Understand longer passages in the foreign  language and start to decode meaning of  unknown words using cognates and  context. | Know how to describe clothes I am wearing using the possessive adjective “my” in French.  Communicate on a topic. Remember and recall a range  of vocabulary with increased knowledge,  confidence and spontaneity. | Assessment of key skills and knowledge from the topic “ Les Vetements.”  All 4 skills of reading, writing, speaking and listening are covered. |
| **Task type** | Children have pictures of clothing and write the word in french next to it.  WRITING | Snap game- reading and matching up clothing word to picture.  READING | Children take a picture card and hold up against them as if wearing it. Tell a partner what item of clothing they are wearing in French with “I wear”.  SPEAKING | Read what the character says they are wearing. Then draw and colour this into their books.  READING | Use oral scaffold to role play what can be wearing, the colour and when would wear this. Use mon/ma/mes for “my…”  SPEAKING | Skills Assessment Task  ALL SKILLS |
| **Scaffolding** | Children have words slide 27 to support in finding and copying correct words to pictures. | Focus on just using the new clothing words learnt today to match up. Work in a larger group with adult. | Children can use pictures from the snap game last week. Have words on IWB for children to look up vocabulary too. | Simpler sheet with use of coloured clothes bank to support. | Use an oral scaffold sheet and with adult support discuss items of clothing they have. |  |
| Challenge | Encourage children to work out grammar une/un choice and can complete sorting activity on IWB slide 26. | Lead mixed ability pairs in matching task. | Extend children to find clothes for different weathers e.g. beach, snow and school. | Children have harder sheet with no pictures to support. | Use suitcase sheet to draw, colour and label the items of clothing that you take on holiday. Then children tell partner what is in their suitcase using “my” |  |
| **Key Vocabulary** | echarpe, casquette, cravate, chemise, veste, jupe, robe, maillot de bain, tee-shirt,manteau | un pantalon un maillot de bain u n pull, un tee shirt un manteau un short, un chemisier, une robe, une cravate, une écharpe, une jupe,une veste, une chemise, une casquette, des collants,des gants,des bottes, des chaussures,des des chaussettes, des sandales, des lunettes | je porte, Qu’est-ce que tu portes à l’école? un pantalon un maillot de bain u n pull, un tee shirt un manteau un short, un chemisier, une robe, une cravate, une écharpe, une jupe,une veste, une chemise, une casquette, des collants,des gants,des bottes, des chaussures,des des chaussettes, des sandales, des lunettes | une casquette, un pantalon, une chemise, un pull, un tee-shirt, une veste, jaune,bleu, rouge,grise blanche | Dans ma valise je vais mettre, mon, ma, mes, un pantalon un maillot de bain u n pull, un tee shirt un manteau un short, un chemisier, une robe, une cravate, une écharpe, une jupe,une veste, une chemise, une casquette, des collants,des gants,des bottes, des chaussures,des des chaussettes, des sandales, des lunettes, jaune,bleu, rouge,grise blanche | Dans ma valise je vais mettre, mon, ma, mes, un pantalon un maillot de bain u n pull, un tee shirt un manteau un short, un chemisier, une robe, une cravate, une écharpe, une jupe,une veste, une chemise, une casquette, des collants,des gants,des bottes, des chaussures,des des chaussettes, des sandales, des lunettes, jaune,bleu, rouge,grise blanche, je porte, Qu’est-ce que tu portes à l’école? |