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| **Advent 1**  **Subject: French Year: 6 Medium Term Planning:**  **Les Habitats (Habitats)** | | | | | | | |
| **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 | | | | | | | |
|  | VOICE 21 LESSON | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention for each lesson:** | I know how to pronounce ‘ch’, ‘ou’, ‘on’ and ‘oi’ in French.   (Early language teaching>phonics and pronunciation>Lesson 1) | I know the essential elements that all plants and animals need to survive. | I know some of the key habitats in French. | I know how to name in French which plants grow in specific habitats and why. | I know the verb habiter ‘to live and how to use it’ in written form. | I know how to say which animals and which plants live in a particular habitat. | Assessment |
| **Recall and retrieval** | Know that we pronounce some phonetic sounds differently in French. | Building on prior knowledge:  Recall activities from the weekend | * Know how to name essential elements that all plants and animals need to survive. | * Know how to name some of the key habitats in our world in French. | * Know how to name which plants grow in specific habitats and why. | * Know how to use the verb habiter ‘to live’. | * Know how to say which animals and which plants live in a particular habitat. |
| **Sequence of knowledge throughout the lesson** | Know how to pronounce the letters of the French alphabet and the 4 phonetic sounds visited.  Pronounce some key vocabulary in French, applying new knowledge. | Know how to hear and read vocab related to the essential elements plants and animals need to survive.  Match sound to picture/word/ phrase.  Learn to pick out cognates and more familiar words.  Be able to tackle unknown language with  increased accuracy | Know some of the key habitats in French.  Tackle unknown language with  increased accuracy by applying knowledge  learnt from 'Phonics Lessons 1 to 4'  including awareness of accents, silent  letters etc. Decode unknown language  using bilingual dictionaries. | Know how to name in French which plants grow in specific habitats and why  Write a piece of text using language from the unit covered. | Know the verb habiter ‘to live and how to use it’.  Write a piece of text using language from the unit covered.  Start to incorporate conjugated verbs. | Know how to say which animals and which plants live in a particular habitat  Present orally on an animal, their adaptation and their habitat with increased speed and  spontaneity. Engage in short conversations  on familiar topics, responding with  opinions and justifications where  appropriate. | Assessment of key skills and knowledge from the topic “Habitats”  All 4 skills of reading, writing, speaking and listening are covered. |
| **Task Type** | With a partner, use the provided flash cards to accurately pronounce each word, considering the phonetic pronunciation.  SPEAKING | Paired work listening to sentences and reading along  -slide 29  LISTENING AND READING | Complete worksheet 1 Reading to match the habitat to where it is world.  READING | Picture gap fill exercise completing sentences  WRITING | Understand verb “To live” and different use and complete sentences with use of “habite” in  WRITING | Orally rehearse and present thoughts on habitats in French.  SPEAKING | Skills Assessment Task  ALL SKILLS |
| **Scaffolding** | Use the provided flash cards with phonetic sounds highlighted to support focus on the 4 sounds learnt | mixed ability support in paired work. | Use picture vocab- print sheet from lesson 1 to support | Use word bank on sheet to support/ adult support if needed | Complete picture gap sheet, use word bank to select word choice to copy to complete sentence. | Children have progressive scaffold sheet to support structuring sentences orally bit by bit. Children can present as group so less to each say and offer support. |  |
| **Challenge** | Add given vocabulary into sentences to say ‘I love…’ ‘I like…’ or ‘I do not like…’.  Discuss: how does the pronunciation of each sound compare to our pronunciation in English? | Complete worksheet 2 Reading to continue, reading informative sentences in French about a given habitat and match. | Take off word bank from sheet | Complete habiter verbs first in books. Then write own animal/habitat sentences in books following modeled example | Use word scaffold sheet and an empty prompt sheet to help write up ideas for oral presentation. Practice with a partner. |  |
| **Key Vocabulary** | Oi, on, ch, ou, mouton, cheval, oiseau, cochon, j’adore, j’aime, je n’aime pas | animaux, plantes, habitat, Les animaux et les plantes ont besoin de/d, d'un abri, de nourriture, d'air, de soleil, d'eau | La forêt tropicale, La prairie,L’océan, Le désert, L’Arctique, ...est un habitat dans… Le Sahara, L’Amazonie, Le parc national South Downs, L’Océan Pacifique, Le Groenland, Le chameau | les plantes, chaud, froid, aride, les épines, les feuilles, les algues, les racines, les tiges, pousse, poussent, soleil, pluie, résistante. | habiter, j’habite, tu habites, il habite, elle habite, nous habitons, vous habitez, ils habitent, elles habitent | habite, poussent, La forêt tropicale, La prairie,L’océan, Le désert, L’Arctique, ...est un habitat dans… Le Sahara, L’Amazonie, Le parc national South Downs, L’Océan Pacifique, Le Groenland, Le chameau, animaux, plantes, chaud, froid, aride, les épines, les feuilles, les algues, les racines, les tiges, pousse, poussent |  |