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| **Lent 1**  **Subject: French Year:6 Medium Term Planning:**  **A l’ecole (At school)** | | | | | | |
| **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 vocabulary for school subjects. | I know how to give an opinion on a subject in French. | I know how to tell the time by the hour in French. | I know how to say what time I study a subject in French. | I know how to discuss school subjects, opinions and time. | Assessment |
| **Recall and retrieval** | Building on prior knowledge:  Recap on weekend activities from the previous topic. | Know vocabulary for school subjects | Know how to give an opinion on a subject in French. | Know how to tell the time by the hour in French. | Know how to say what time I study a subject in French. | Know how to discuss school subjects, opinions and time. |
| **Sequence of knowledge throughout the lesson** | Know vocabulary for school subjects.  Write some short phrases based on  familiar topics. | Know how to give an opinion on a subject in French.  Write a piece of text using language from a variety of units covered and learn to adapt  any models provided to show solid  understanding of any grammar covered. Also start to incorporate conjugated verbs  and learn to be comfortable using  connectives/conjunctions, adjectives and  possessive adjectives. EG: A presentation or description of a typical school day  including subjects, time and opinions. | Know how to tell the time by the hour in French.  Write some short phrases based on  familiar topics. | Know how to say what time I study a subject in French.  Listen to longer texts and more authentic language. Learn to pick out cognates and familiar words and learn to “gist listen.” | Know how to discuss school subjects, opinions and time  Learn to recall previously learnt language and incorporate it with new  language 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 “A l’ecole” (At school.)  All 4 skills of reading, writing, speaking and listening are covered |
| **Task type** | Write name of subject in French next to given picture.  WRITING | Translate comments from character into French about subjects she does and doesn’t like and why.  WRITING | Write in words the times on the clock faces on sheet using numbers 1-12 for hours.  WRITING | Use slide 30-31 on PowerPoint to listen and then answer on sheet. Listen to name, subject, time and opinion.  LISTENING | Use oral scaffold to discuss lessons they have, on what days and time and what like or dislike about these**.**  SPEAKING |  |
| **Scaffolding** | Complete writing (easy) sheet with support of word bank to choose words from. | Fill in missing parts of sentences to make them make sense to show what character does or does not like about subjects. | Complete writing (easy) sheet. Time is written in numbers and children then write this in french words choosing from given word bank**.** | Use pupil unit glossary sheet (in unit detail) and listen to TA say subject study and what day. Work out and share as a group what they think heard. | Work in mixed ability pairs with HA supporting in following and reading from scaffold. |  |
| **Challenge** | Complete writing (hard) sheet writing French word unaided under correct picture. | Write their own paragraph in French books talking about subjects they are learning and which they like or dislike and why. Can use vocab sheet to support if needed. | Complete writing (hard) sheet. Work out time on the clock and then write out in french words. | Listen carefully to commentary from PowerPoint and fill in a given table with name, subjects, time and opinion. |  |
| **Key Vocabulary** | La musique, l'informatique, le français, l'histoire, l‛anglais, les maths, le sport, les sciences, la géographie, le dessin. | Je m’appelle, j’habite, À l’école j’étudie…,J’aime..préférée parce que…je n’aime pas, je déteste,J’adore | Il est une heure. Il est deux heures. Il est sept heures. Il est huit heures. Il est neuf heures. Il est dix heures. Il est minuit. Il est onze heures. Il est midi. Il est douze heures. Il est trois heures. Il est quatre heures. Il est cinq heures. Il est six heures. | La musique, l'informatique, le français, l'histoire, l‛anglais, les maths, le sport, les sciences, la géographie, le dessin, j'étudie, lundi, mardi, mercredi, vendredi, jeudi | j'étudie, La musique, l'informatique, le français, l'histoire, l‛anglais, les maths, le sport, les sciences, la géographie, le dessin, lundi, mardi, mercredi, vendredi, jeudi, parce qu' est, c’est, ennuyeux, difficile,inutile, utile, intéressant, amusant, facile, Je déteste Je n’aime pas, J’adore, J’aime. |  |