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| **Pentecost 1**  **Subject: French Year:6 Medium Term Planning:**  **Le seconde guerre mondiale (WWII)** | | | | | | |
| **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 look at topical words in French and decode these. | I know some of the countries and languages involved in World War II in French. | I know how to listen and decode a story in French. | I know key words in French to name things an evacuee saw. | I know adjectives in French to compare city and country life | Assessment |
| **Recall and retrieval** | Building on prior knowledge:  Know names of pets from previous Y5 topic. | Know how to look at topical words in French and decode these. | Know some of the countries and languages involved in World War II in French. | Know how to listen and decode a story in French. | Know key words in French to name things an evacuee saw. | Know adjectives in French to compare city and country life. |
| **Sequence of knowledge throughout the lesson** | Know how to look at topical words in French and decode these.  Consolidate our understanding of nouns…adjectives and verbs. | Know some of the countries and languages involved in World War II in French.  Be able to tackle unknown language with increased accuracy | Know how to listen and decode a story in French.  Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. | Know key words in French to name things an evacuee saw.  Read familiar words and short phrases accurately by applying knowledge. | Know adjectives in French to compare city and country life  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. | Assessment of key skills and knowledge from the topic “Le seconde guerre mondiale (WWII)”  All 4 skills of reading, writing, speaking and listening are covered |
| **Task type** | Using word cards to sort words into nouns, verbs and adjectives- do in books.  GRAMMAR | Locate countries on a map that are written in French and then identify what language they speak.  READING | Listen to text and follow along to be able to understand content and order, then work on phrases in French.  LISTENING | Word and picture match- read given words in French and match up to WWII picture.  READING | Use the oral scaffold sheet to support structuring a letter as evacuee explaining what life is like- follow given sentences and make comparisons.  WRITING. |  |
| **Scaffolding** | Work in mixed ability pairings, for MA to support LA. | Work as a group to locate with use of atlas to find countries in English and correlate these in French in pairs. | Look over slides with T on IWB again and go over cognates they can use to recognise some words. Talk over sentence meaning. Go over true/false questions with T support to discuss and solve. | Use cognates to help work out words. Work in mixed ability pairings, for MA to support LA | Cut up sheet to support manipulating and constructing sentences to then copy out for written letter. . Comment on life in the village and what they see there as an evacuee. |  |
| **Challenge** |  | If complete ordering and phrasing sheet, then answer True/False questions independently. | Write a whole letter with use of oral scaffold to help and write out with comparisons between city and village life. |  |
| **Key Vocabulary** | seconde, la guerre, Londres, septembre, le premier ministre, Chamberlain, Churchill, Hitler, était, le roi, la reine, les enfants, avaient, étaient, les dames, les usines, travaillaient, les hommes, les soldats, mondiale, triste, puis, mais, un traître, beaucoup. | en, aux, parle, ou est, l’Angleterre l’Italie la France l’Allemagne la Pologne la Tchécoslovaquie, l’anglais, le français, l’italien, le polonais, l’allemand, le tchécoslovaque | j'habite, je suis heureux, je suis triste, la campagne, beaucoup, bombes, parce que, avec, d'autres, dangereux | des bombes, des insectes, des soldats, des masques à gaz, des oiseaux, des animaux, des arbres, des avions, des fleurs | des bombes, des avions, des soldats, des masques à gaz, des insectes, des arbres, des animaux, des fleurs, Je suis à la campagne… Je suis en ville… |  |