|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Pentecost 1**  **Subject: French Year:6 Medium Term Planning:**  **Le Week-end (The Weekend)** | | | | | | |
| **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 tell the time in French. | I know vocabulary for time and learn phrases for weekend activities. | I know how to talk about activities I do on the weekend in French. | I know how to combine activities and time with use of connectives. | I know how to talk about what I do and don’t do on the weekend. | Assessment |
| **Recall and retrieval** | Building on prior knowledge:  Recap habitats around the world from previous topic. | Know how to tell the time in French. | Know vocabulary for time and learn phrases for weekend activities. | Know how to talk about activities I do on the weekend in French. | Know how to combine activities and time with use of connectives. | Know how to talk about what I do and don’t do on the weekend. |
| **Sequence of knowledge throughout the lesson** | Know how to tell the time 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. | Know vocabulary for time and learn phrases for weekend activities.  Be able to tackle unknown language with increased accuracy by applying knowledge  learnt from 'Phonics Lessons 1 to 4.' | Know how to talk about activities I do on the weekend in French.  Learn to pick out cognates and familiar words and learn to “gist listen.” | Know how to combine activities and time with use of connectives.  Be able to 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 talk about what I do and don’t do on the weekend.  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.  Become familiar with a wider range of  connectives/ conjunctions. | Assessment of key skills and knowledge from the topic “Le Week-end” (The Weekend)  All 4 skills of reading, writing, speaking and listening are covered |
| **Task type** | Pupils to work with a partner to play SNAP. Using snap cards, one pupil will have time cards and the other will have the activity. When a card is picked up, read what is on the card and see if it matches with partner.  SPEAKING | Match time on clock to time written in French to revise clock times using snap cards (pg 4 & 6.) Then use picture activities to match to words pg 5 & 8.)  READING | Slide 16 on PowerPoint and listen to the speaker and what activities they do- match up on a given sheet.  LISTENING | Read sentences in French and select answers for what the characters have said.  READING | Use oral scaffold/ presentation to talk about do and don’t do at the weekend.  SPEAKING  GRAMMAR |  |
| **Scaffolding** | Have bank of vocabulary with English translations to help. | Complete matching task picture to words only with support if needed. | Use activity snap cards from the last lesson to review and TA say activity and children find matching picture. | Complete reading (easy) sheet. Read sentences about 1 character to read and select which answer correct from 2 choices. | Use oral scaffold to follow and talk about what you do/don’t do and with times. |  |
| **Challenge** | Complete writing (hard) sheet with more varying times. | Complete both matching tasks, reading times on clock and reading activity words. | Complete listening task on Slide 16. | Complete reading (hard) sheet. Read what each character has said and then answer questions by finding the answers in French and working out. | Use the presentation scaffold (hard) sheet to help structure ideas to talk about what do at weekend in order with conjunction use. |  |
| **Key Vocabulary** | Quelle heure est-il? Il est…heures, et quart, et demie, moins le quart, cinq, dix, vingt, vingt-cinq, trente, trente-cinq, | Qu’est-ce que tu fais le week-end? Je me lève. Je prends mon petit-déjeuner. Je vais au cinéma, Je lis des bandes dessinées, Je joue au foot, Je joue à l’ordinateur, Je vais à la piscine, Je regarde la télé, J’écoute de la musique, Je me couche. | Qu’est-ce que tu fais le week-end? Je me lève. Je prends mon petit-déjeuner. Je vais au cinéma, Je lis des bandes dessinées, Je joue au foot, Je joue à l’ordinateur, Je vais à la piscine, Je regarde la télé, J’écoute de la musique, Je me couche. | Normalement le week-end, je joue,je me lève. Je prends mon petit-déjeuner. Je vais au cinéma, Je lis des bandes dessinées, Je joue au foot, Je joue à l’ordinateur, Je vais à la piscine, Je regarde la télé, J’écoute de la musique, Je me couche. | Le week-end, Après et, Finalement, je prends mon petit déjeuner, je me lève, huit heures et demie, je joue à l’ordinateur, j’écoute de la musique, je me couche,je joue au foot, je lis des bandes dessinées, je vais au cinéma, je vais à la piscine |  |