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| **Pentecost 2**  **Subject: French Year:6 Medium Term Planning:**  **Moi dans le monde (Me in the world)** | | | | | | |
| **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 about the Francophone world and realise many people speak French around the globe. | I know about festivals in French speaking countries. | I know about religious celebrations in French speaking countries. | I know and compare children’s lives in different French speaking countries. | I know how to help protect the planet and explain this in French. | Assessment |
| **Recall and retrieval** | *.*Building on prior knowledge:  Recall countries involved in WW2 and topical vocabulary. | Know about the Francophone world and realise many people speak French around the globe. | Know about festivals in French speaking countries. | Know about religious celebrations in French speaking countries. | Know and compare children’s lives in different French speaking countries. | Know how to help protect the planet and explain this in French. |
| **Sequence of knowledge throughout the lesson** | Know about the Francophone world and realise many people speak French around the globe.  Be able to tackle unknown language with  increased accuracy by applying knowledge | Know about festivals in French speaking countries.  Write a paragraph using familiar language.Learn to  manipulate the language and be able to substitute words for suitable alternatives.  EG: My name, my age, where I live, a pet I  have, a pet I don't have and my pet's  name. | Know about religious celebrations in French speaking countries.  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. | Know and compare children’s lives in different French speaking countries.  Read aloud short pieces of text applying  knowledge learnt. Understand most of what we read in  the foreign language when it is based on  familiar language**.**Be able to tackle unknown language with  increased accuracy by applying knowledge learnt. | Know how to help protect the planet and explain this in French  Write some short phrases/ a paragraph using familiar language. Learn to  manipulate the language and be able to substitute words for suitable alternatives. | Assessment of key skills and knowledge from the topic “Moi dans le monde.”  All 4 skills of reading, writing, speaking and listening are covered |
| **Task type** | Complete word search looking for francophone countries**.**  READING | Write about the characters from PowerPoint- name, age and where they live and their favourite festival.  WRITING | Work in pairs with an oral scaffold to ask questions about a character and answer with given information on sheet.  SPEAKING | Matching task- children read a fact and decide which French speaking country it applies to compare/contrast them.  READING | Create a poster to think about how to help the planet.  WRITING | Skills Assessment Task  ALL SKILLS |
| **Scaffolding** | Complete easier word search sheet. | Children have wordbank on sheet to support filling in blanks to make sentences make sense. | Mixed ability pairing with HA leading and responding first to model. HA could also use 2 different characters. | Adult support to read through and understand phrases and work as a small group to sort. | Use word bank to support ways of saving the planet.Adult support to discuss understanding of phrases. |  |
| **Challenge** | Children also need to work out the article to go in front of the given country and highlight. | Children write their own email introducing themselves, where they live and about a fête in a French speaking country. | Match up statements to French speaking countries independently. | Children create their own detailed posters on how to save the planet**.** |  |
| **Key Vocabulary** | Benin, Ivory Coast, Congo, France, Gabon, Guinea, Monaco, Mali, Niger, Senegal, Togo, Je m’appelle,quel age as tu, ou habite tu, j’habite, ou se trouvent. | Je m’appelle, J’habite, Ma fête préférée est, Aïd Port-au-Prince Paris Canada le 14 juillet la Fête Du Canada des défilés de chars le Mardi Gras Sénégal des feux d'artifice des plats spéciaux des défilés militaires | Comment tu t’appelles ? Quel âge as-tu ? Où habites-tu ? Quelle est ta fête préférée ?Je m’appelle… J’ai … ans …en Inde Ma fête préférée est... ...on offre des cadeaux parce qu’… J’habite à… | Salut, J’habite, Nous avons un climat, Il y a, En plus.. | Qu’est-ce que tu vas faire pour protéger notre planète,Je vais utiliser moins de combustibles fossiles, Je vais utiliser moins de plastique, Je vais utiliser moins de papier,Je vais utiliser moins de carton, Je vais utiliser moins d’électricité, Je vais utiliser moins d’eau. | Comment tu t’appelles ? Quel âge as-tu ? Où habites-tu ? |