

Leavening CP School Medium Term Plan

Subject: French	Number of Sessions: 7 AUTUMN TERM B	Class: Oak Trees
<p>At the end of this unit; Most children will be able: Name the colours in French. Year 3/4 will be able to express which colours they like/dislike and will be able to ask others about their favourite colours. Yrs 5/6 will understand and use the correct grammar when using colours in sentences and will also understand that the endings of the adjective must agree with the noun's gender. All pupils will be able to pronounce colours, numbers and months correctly and spell most correctly in written work. All will be able to recite the months of the year, say their age and explain when their birthday is. They will be able to understand information about age and birthdays in listening/ reading tasks. Children will understand key differences between Christmas in France and England. Y3/4 will learn vocabulary for Christmas icons whilst Y5/6 will try to use future tense and explore presents in French.</p> <p>Some children who have not made much progress will be able: Name the colours in French. Year 3/4 will be try to express which colours they like/dislike and will try to ask others about their favourite colours with some support . Yrs 5/6 will try to use the correct grammar when using colours in sentences and will also be aware that the endings of the adjective should agree with the noun's gender, however will need reminding of this. All pupils will be able to pronounce colours, numbers and months correctly with some support and use them in written work. All will be able to recite the months of the year, say their age and explain when their birthday is with support. They will try to understand information about age and birthdays in listening/ reading tasks with support. Children will understand key differences between Christmas in France and England. Y3/4 will learn vocabulary for Christmas icons whilst some Y5/6 will try to use future tense with support and explore presents in French.</p> <p>Some children will have developed further and will be able: Name the colours in French with no hesitation. Year 3/4 will be able to confidently express which colours they like/dislike and will be able to ask others about their favourite colours. Yrs 5/6 (and some Year 4) will understand and use the correct grammar when using colours in sentences and will also understand that the endings of the adjective must agree with the noun's gender and apply this in written and oral work confidently. All pupils will be able to pronounce and spell colours, numbers and months correctly. All will be able to recite the months of the year, say their age and explain when their birthday is confidently. They will be able to understand and translate with ease information about age and birthdays in listening/ reading tasks. Children will understand key differences between Christmas in France and England. Y3/4 will learn vocabulary for Christmas icons whilst Y5/6 will try to use future tense and explore presents in French.</p>		<p>Curriculum References:</p> <ul style="list-style-type: none">• Understand and respond to spoken/ written language• read carefully and show understanding of words, phrases and simple writing• Speak with increasing confidence – improving accuracy of pronunciation and intonation• speak in sentences, using familiar vocabulary, phrases and basic language structures• Write for different purposes• 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;• describe people, places, things and actions orally and in writing• understand basic grammar

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Learning Objectives:	Planned Learning Experiences:	Assessment Opportunities and Learning Outcomes:	Resources:	Cross-Curricular Links:
<p>Explore patterns and sounds of French through songs and poems French grammar – placement of adjectives Writing accurately in French</p> <p>Listen attentively to spoken French Respond to questions in French through listening and reading.</p> <p>Develop knowledge of French culture.</p> <p>Secure and confidently use french vocabulary for greetings, numbers, colours, days of the week and months when reading, listening and writing in French</p>	<p>Y3/4 Secure colours through song. Explore I like/ I don't like linked to colours and create graph of research. Y5/6 Link colours to facial parts with Monster ppt (Y3/4 can recognise colours) explore adjective endings, and complete work on adjectival agreement. Simple descriptions of faces – create 'Wanted' poster.</p> <p>Sing the months and link to birthdays – be able to say age (link to numbers) Y3/4 1 – 20, Y 5/6 1 – 100. Year 5/6 birthday puzzle. Dates and birthdays through singing/ speaking tasks tasks, listening tasks and writing tasks (invitations).</p> <p>Christmas – link to colours and develop vocabulary.y3/4 Y5/6 work on presents.</p> <p>Christmas in France Mindmap to complete, Christmas quiz in teams, buche de noel to try(?)</p>	<p>Able to say, write and read the colours correctly in French. Year 5/6 understand and use adjectival agreement and placement correctly in their verbal and written work. (Graphs and wanted posters) Children are able to create sentences both orally and in writing to express ideas clearly considering French grammar rules. Singing reinforces French vocab Answer questions posed in French using vocabulary for numbers, months, age and birthdays when speaking and writing/ reading. Understand Christmas in France – culture. Develop oral skills exploring language previously learned and confidence should be strong</p>	<p><i>Computer</i> <i>North Yorkshire scheme</i> <i>French stories</i> <i>Singing French</i> <i>Chantez plus fort</i> <i>DS worksheets</i> <i>Powerpoints</i></p>	<p>Music PSHE Geography Art Maths</p>

Key questions

Quelle est ta couleur préférée? Quelle est la date aujourd'hui? Quelle est la date de ton anniversaire? What do French people eat at Christmas? What do they call Father Christmas?