

Implementation

Medium Term Plan UKS2

Year: 25-26 Term: 1

Subject: French

Key Concept/ Theme: Pleased to Meet You - Based on Twinkl 'PlanIt' scheme Year 5 Unit

Skills and Knowledge for subject units:

Vocabulary for unit: Please see under each lesson for specific vocabulary.

Federation/school specific areas to cover

1. Prior learning reconnection: A brief summary of topics covered in Year 3 and 4.
LO: I can recall a range of vocabulary topics from my previous learning.
This lesson is designed to recap the language topics and skills covered in Planit French Y3 and Y4 as a lead-in to new learning in upper KS2.
What Do You Know? Children move around the classroom and greet their friends with as many French expressions for 'Hello' as they can recall. Encourage them to use different voices and body language. Je peux... [I Can...] Explain that they will be sharing and practising their prior learning from Y3 & Y4 via a range of activities.
End point: Children to draw a spidergram or mindmap of their current knowledge of French to cover greetings/ pets/ introductions/ family/ previously covered hobbies and time. Encourage the more able children to create sub-categories such as grammar or skills.
Vocabulary focus for this lesson: Comment dit-on...en français , Que veut dire...? Que portes-tu ? C'est quel jour aujourd'hui ? Je vais à l'école...
Comment vas-tu à l'école ?

Possible misconceptions to consider: Remind children the use of masculine/ feminine in French

2.	<p>Prior learning reconnection: Children to use Knowledge Organiser from previous topic to talk to each other to strengthen vocabulary and oracy skills</p> <p>LO: I can use 'je serai' to refer to my future. I can show how French future tense is different to English.</p> <p>End point:</p> <p>Children are able to name a range of jobs in French and are able to use the future tense to describe their ambitions verbally and in writing.</p> <p>Vocabulary focus for this lesson:</p> <p>Médecin (m/f) [doctor], dentiste (m/f) [dentist], coureur/ coureuse automobile [racing driver], aviateur/aviatrice [pilot], soldat [soldier], coiffeur/ coiffeuse [hairdresser], moniteur/monitrice de ski [ski instructor], professeur/ professeure [teacher], fermier/ fermière [farmer], artiste (m/f) [artist], pompier (m/f) [fire fighter], futur simple[simple future tense], verbe (m) [verb].</p> <p>Possible misconceptions to consider:</p> <p>When talking of future intentions, the English would say "I am going to be...". French has a similar tense structure, called futur proche, e.g. "Je vais manger chez moi ce soir." ("I'm going to eat at home tonight.") However, this is only for the near future, not aspirational ideas. This lesson focuses on the futur simple, literally "I will be..." In French, unlike in English, we do not use an article prior to the job word, e.g. Je suis fermier [I'm a farmer].</p>
3.	<p>Prior learning reconnection: Children to use Knowledge Organiser from previous topic to talk to each other to strengthen vocabulary and oracy skills – in particular to cover previous topics taught in this unit so far. First 10 minutes of the lesson is spent introducing themselves, explaining about their family, free time, and future ambitions etc</p> <p>LO: Broaden their vocabulary and develop their ability to understand new words in the context of describing emotions.</p> <p>End point: Children are able to identify adjectives to describe emotions in French and are able to recognise both the spoken and written version</p> <p>Vocabulary focus for this lesson:</p> <p>Agacé(e) [annoyed], heureux/euse [happy], fatigué(e) [tired], fier/fière [proud], impatient(e) [excited/hyper], anxieux/euse [worried/nervous], étonné(e) [shocked], content(e) [pleased], fâché(e) [angry/cross], triste [sad], gêné(e) [embarrassed], effrayé(e) [scared], adjectif (m) [adjective], comment ça va ? [how are you?], je suis... [I feel/am...]</p> <p>Possible misconceptions to consider:</p> <p>When discussing the adjective gêné(e), encourage them to make connections with their English grammar learning – this is the past participle of a verb (gêner – to bother) used as an adjective, exactly like embarrassed or annoyed.</p> <ul style="list-style-type: none"> • For adjectives ending é/ée, there is no change in pronunciation.

4	<p>Prior learning reconnection: Children to use Knowledge Organiser from previous topic to talk to each other to strengthen vocabulary and oracy skills – in particular to cover previous topics taught in this unit so far. First 10 minutes of the lesson is spent introducing themselves, explaining about their family, free time, and future ambitions, how they are feeling etc</p> <p>Cross – curricular links: How can Maths etc to be incorporated?</p> <p>LO: I can say what is ‘going to’ happen. I can show how the near future tense is made of aller plus infinitive.</p> <p>End point: Children are able to explain what they think is going to happen next in the story using the future tense.</p> <p>Vocabulary focus for this lesson:</p> <p>Aller [To go], Je vais [I go], Tu vas [You go], Il/ Elle/On va [He/She/It/One goes], Faire [To do/ make], Traverser [To cross], Manger [To eat], Arriver [To arrive], Propulser [To push], Tomber [To fall], Attendre [To wait], Marcher [To walk], Courir [To run], Bouc (m) [Goat] Vallée (f) [Valley], Colline (f) [Hill], Rivière (f) [River], Pont (m) [Bridge], Petit-déjeuner (m) [Breakfast], Sabot (m) [Hoof], Auxiliary verb, Infinitive.</p> <p>Possible misconceptions to consider:</p> <p>Futur proche is used only for imminent events (e.g. She’s going to fall/ They’re going to have lunch), rather than ambitions or other future intentions (e.g. I’m going to be an astronaut/They’re going to sell their house in a year or two), as is the case with the English version of ‘going to do something’.</p> <ul style="list-style-type: none"> • Je vais te manger tout cru in the story = (effectively) ‘I’ll eat you alive’
5	<p>Prior learning reconnection: Children to use Knowledge Organiser from previous topic to talk to each other to strengthen vocabulary and oracy skills – in particular to cover previous topics taught in this unit so far. First 10 minutes of the lesson is spent introducing themselves, explaining about their family, free time, and future ambitions, how they are feeling etc</p> <p>LO: I can recall key vocabulary and apply it to my writing.</p> <p>Children are able to describe people, places, things and actions orally and in writing in the context of describing themselves. This lesson brings together all that children have learnt this term and should be an opportunity for the children to describe themselves in French – allow children the opportunity to describe themselves and present this information in a way that is suitable for them.</p>

	<p>I can select key words for descriptions.</p> <p>Vocabulary focus for this lesson:</p> <p>Children will apply vocabulary from prior learning in this unit.</p> <p>Possible misconceptions to consider:</p> <p>Not all the vocabulary in the speaker's personal introduction will be known to the children, but this gives them a chance to use their language-learning strategies to see if they can work out meanings of unknown words.</p> <ul style="list-style-type: none"> • The lesson title literally means 'I introduce me'.
<p>Things to note:</p> <p>For a 6 week term 4 lessons and an assessment</p> <p>For a 7/8 week terms 5 lessons and an assessment</p>	
<p><u>Adaptions:</u></p> <p>Examples could be:</p> <ul style="list-style-type: none"> • resources (technology, physical/concrete) • Location of the lesson • Groupings/.staffing support • SEND/Inclusion 	
<p><u>Summative</u></p> <p><u>End Points:</u></p> <ul style="list-style-type: none"> • demonstrate their prior learning from previous units; • say a simple future sentence; • give an intention for the immediate future; • use body language or gesture to help understand; 	

- say how they are feeling;
- follow a simple story and recognise key vocabulary;
- present information about themselves with support.