

ADVENT TERM**FRENCH – Year 5 - Medium Term Planning – French Monster Pets**

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
<p>LEARNING INTENTION:</p> <p>To know that nouns change depending on their gender and whether they are singular or plural.</p> <p>Skills:</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms</p> <p>Aim:</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p>	<p>LEARNING INTENTION:</p> <p>To know that when we change colour adjectives from masculine to feminine, we can usually add an 'e'.</p> <p>Skills:</p> <p>Present ideas and information orally to a range of audiences</p> <p>Aim:</p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</p>	<p>LEARNING INTENTION:</p> <p>To know that adjectives need to agree with the noun they refer to.</p> <p>Skills:</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Aim:</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p>
<p>Key Vocabulary:</p> <p>la tête - the head les épaules (f) - the shoulders</p>	<p>Key Vocabulary:</p> <p>grand(s) (m) / grande(s) (f) - big court(s) (m) / courte(s) (f) - short</p>	<p>Key Vocabulary:</p> <p>elle habite dans le désert - she/it lives in the desert</p>

<p>les genoux (m) - the knees les pieds (m) - the feet les yeux (m) - the eyes les oreilles (f) - the ears la bouche - the mouth les bras (m) - the arms une antenne - an antenna les dents (f) - the teeth le nez - the nose le bec - the beak les cornes (f) -the horns les jambes (f) - legs les pointes - the points/peaks/spikes (on the monster's tail) la queue - the tail un oeil - an eye</p>	<p>long(s) (m) /longue(s) (f) - long petit(s) (m) / petite(s) (f) - small pointu(s) (m) / pointue(s) (f) - pointed or sharp beau/beaux (m) belle(s) (f) - beautiful vert(s) (m) / verte(s) (f) - green rouge(s) (m)/ rouge(s) (f) - red jaune(s) (m)/ jaune(s) (f) - yellow noir(s) (m)/noire(s) (f) - black bleu(s) (m)/bleue(s) (f) - blue</p>	<p>il habite dans la forêt - he/It lives in the forest elle habite dans l'océan - she/it lives in the ocean elle est un herbivore - she/it is a herbivore il est un carnivore - he/it is a carnivore il est un omnivore - he/it is an omnivore elle mange les petites fleurs - she/it eats little flowers il mange les petits poissons rouges - he/it eats little red fish elle mange les serpents noirs et les plantes vertes - she/it eats black snakes and green plants</p>
<p>Recap & retrieval:</p>	<p>Recall & retrieval: Nouns change depending on whether they are masculine or feminine. Nouns change depending on whether they are singular or plural.</p>	<p>Recall & retrieval: Nouns change depending on whether they are masculine or feminine. Nouns change depending on whether they are singular or plural. When we change colours to feminine from masculine, we can usually add an 'e'.</p>
<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> Nouns change depending on whether they are masculine (using le) or feminine (using la). 	<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> When we change colours to feminine from masculine, we can usually add an 'e'. When we change colours to plural, we can usually add an 's'. 	<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> Adjectives need to agree with the noun they refer to. <p>Teacher: As above.</p>

<ul style="list-style-type: none"> • Nouns change depending on whether they are singular or plural (eg. Leg or legs) • Cognates are words that sound or look similar to the English translation. <p>Teacher: As above.</p>	<p>Teacher: As above.</p>	
<p>Scaffolding: Work with an adult on the word sort, using the word mat for support. Work through singular nouns first – find body parts with ‘le’ for masculine and ‘la’ for feminine nouns. For plural nouns, check together on the word mat and highlight the ‘e’ at the end of the feminine nouns. Choose one monster description to read and decode together and find the picture to match.</p>	<p>Scaffolding: Should be encouraged to retain single words at a time, and can scribe on paper if they are unable to retain in memory. Alternatively, the teacher can choose and highlight two or three key words for children to find.</p>	<p>Scaffolding: Can work together with a teacher to make direct, simple changes to the original ‘elegirou’ text eg. change the body part for another one from the same box in the Carroll diagram or maybe change colour.</p>
<p>Learning Task: See Kapow. https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/monster-pets/lesson-2-body-parts-in-french-nouns-gender-and-number/</p>	<p>Learning Task: See Kapow. https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/monster-pets/lesson-4-about-a-beast-with-french-adjectives/</p>	<p>Learning Task: See Kapow. https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/monster-pets/lesson-5-fantastic-french-beasts/</p>
<p>Extension: Challenge the children to begin to create their own monster descriptions, using phrases from the match task or beginning</p>	<p>Extension: Ensure they check spellings, especially accents, carefully. Challenge them to</p>	<p>Extension: Challenge the children to experiment carefully with more information. For greatest accuracy, they should only be</p>

to adapt their descriptions e.g. with different colours.	translate the paragraph and think how they could add more detail.	editing the original fact file phrases with simple word changes/additions rather than writing new sentences from scratch.
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ADVENT TERM

FRENCH – Year 5- Medium Term Planning – Space Exploration in French

<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
<p>LEARNING INTENTION:</p> <p>To know that planets in our Solar System are cognates in French.</p> <p>Skills: Explore patterns and sounds of language</p> <p>Aim:</p> <p>Understand and respond to spoken and written language from a variety of authentic sources.</p>	<p>LEARNING INTENTION:</p> <p>To know that when we compare in French, we use “plus...que” around the adjective that we are using.</p> <p>Skills: Speak in sentences, using familiar vocabulary</p> <p>Aim:</p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</p>	<p>LEARNING INTENTION:</p> <p>To know that “parce que” means because.</p> <p>Skills: Understand basic grammar and apply to build sentences Write some words and phrases from memory</p> <p>Aim:</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p>
<p>Key Vocabulary:</p> <p>le système solaire - the solar system l’espace (m) - space une planète - a planet un astéroïde - an asteroid</p>	<p>Key Vocabulary:</p> <p>grand(s) (masculine), grande(s) (feminine) - big petit(s) (masculine), petite(s) (feminine) - small</p>	<p>Key Vocabulary:</p> <p>plus - more plus...que - more than moins - less moins...que - less than</p>

<p>une comète - a comet une étoile - a star orbiter - to orbit le Soleil - the Sun La Lune - the Moon Mercure - Mercury Vénus - Venus La Terre – the Earth Mars - Mars Jupiter - Jupiter Saturne - Saturn Uranus - Uranus Neptune - Neptune Pluton – Pluto</p>	<p>chaud(s) (masculine), chaude(s) (feminine) - hot froid(s) (masculine), froide(s) (feminine) - cold plus ... que - more ... than</p>	<p>parce que - because loin de - far from proche de - near to près de - near to</p>
<p>Recall & retrieval: Nouns change depending on whether they are masculine or feminine. Nouns change depending on whether they are singular or plural. When we change colours to feminine from masculine, we can usually add an ‘e’. Adjectives need to agree with the noun they refer to.</p>	<p>Recall & retrieval: Nouns change depending on whether they are masculine or feminine. Nouns change depending on whether they are singular or plural. When we change colours to feminine from masculine, we can usually add an ‘e’. Adjectives need to agree with the noun they refer to. Planets in our Solar System are cognates in French.</p>	<p>Recall & retrieval: Nouns change depending on whether they are masculine or feminine. Nouns change depending on whether they are singular or plural. When we change colours to feminine from masculine, we can usually add an ‘e’. Adjectives need to agree with the noun they refer to. Planets in our Solar System are cognates in French. We use “plus...que” to compare and the adjective we use goes in between them. (eg. Plus chaud que – hotter than)</p>
<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> Planets in our Solar System are cognates in French. 	<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> We use “plus...que” to compare and the adjective we use goes in 	<p>Key Knowledge: Child:</p> <ul style="list-style-type: none"> “parce que” means because.

<p>Teacher: As above.</p>	<p>between them. (eg. Plus chaud que – hotter than)</p> <ul style="list-style-type: none"> • “Plus...que” literally means more ... than ... <p>Teacher: As above.</p>	<p>Teacher: As above.</p>
<p>Scaffolding: May need to look at a selection of topic books in English to assess prior knowledge and scribe key vocabulary of the scientific words.</p>	<p>Scaffolding: Use simple pictures or items and describe with adjectives ‘grand/petit’ – big/small – and ‘chaud/froid’ – hot/cold. Begin comparing two items orally using ‘plus’ + adjective. They could add labels and photograph their chosen items.</p>	<p>Scaffolding: Complete the first slide only, using the Knowledge Organiser for support as needed. Play the game from the Attention Grabber in a small group to reinforce comparisons of size.</p>
<p>Learning Task: See Kapow. https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/space-exploration-in-french/lesson-1-the-solar-system-in-french/</p>	<p>Learning Task: See Kapow. https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/space-exploration-in-french/lesson-3-comparing-planets-in-french/</p>	<p>Learning Task: See Kapow. https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-5/space-exploration-in-french/lesson-4-a-galaxy-guide-in-french/</p>
<p>Extension: Could note any new French cognates beside their predicted English scientific words, noticing similarities and differences.</p>	<p>Extension: Challenge them to use adjectives from previous lessons to make comparisons, e.g ‘La Terre est plus belle que Mars’ – the Earth is more beautiful than Mars.</p>	<p>Extension: Can complete all levels and extend to create their own gap fill sentence to play the role of the teacher and challenge the class.</p>
<p>Assessment Cumulative quiz. Retrieval Practice. Kapow assessments.</p>		