

Ashtree Primary School and Nursery Medium Term Plan for French

Year 5 Summer Term 2022-2023 30 -minute sessions

Prior Knowledge –Autumn / Spring Term Year 5

- Learn, practise and embed key phonics sounds.
- Build up a vocabulary bank of verbs and use these in sentences.
- Learn and use classroom language.
- Language related to asking for and giving (time)
- Express likes and dislikes.
- Express preferences

Lessons

Step 1 -To extend the range of language to give levels of like / dislike.

Step 2- To identify different types of music and give likes / dislikes.

Step 3- To look up new nouns to check for meaning using an online dictionary.

Step 4– To practise decoding by matching animals and instruments.

Step 5 – To ask and answer, 'Do you know how to play...?'

Step 6 – To revise the pronouns.

To learn the 6 verb endings for JOUER, a regular -ER verb.

Steps 7– To learn some new adjectives.

Steps 8- To use adjectives to give reasons for liking / disliking music or instruments.

Steps 9- To practise dialogues asking / answers questions about music and instruments.

Step 10 – To use language learnt for a new purpose.

Step 11 –To develop confidence in performance and develop memory skills.

Step 12- To practise evaluating own and others' performances and giving.

Perform to class, school and parents.

Prior Skills -Autumn/Spring Year 5

- Pronounce phonic sounds correctly.
- Developing dictionary skills
- Able to build up longer sentences using a range of verbs.
- Use daily classroom language to show and describe.
- Use key phrases related to asking and giving
- Personalise language by expressing likes and dislikes.

Key Skills: Vocabulary to be covered.

Step 1 – Revision of likes / dislikes

J'aime, Je n'aime pas, J'adore, Je déteste

Focus on using verbs of opinion with nouns/accurate gender.

Step 2 –Different types of music

Giving opinions of different types of music

in my opinion (I think that)

Step 3– Saying what instruments you hear.

Identifying French words for instruments

un clavier, un saxophone, une guitare (classique/électrique), une trompette, une flûte (à bec), une batterie Referring to a dictionary (3)

Step 4– L'orchestre des animaux

Step 5– Asking & saying which instrument you play.

Tu sais jouer du / de la...?

Oui, je sais jouer / Non, je ne sais pas jouer...

Step 6– To learn to use the verb 'JOUER' [to play]

Je joue, tu joues, il/elle joue, nous jouons, vous jouez, ils/elles jouent

Step 7– Learning to give reasons with 'parce que' (quiet / noisy) (exciting / boring) (fun / serious) (traditional / modern)

Step 8– Learning to give reasons with 'parce que' (Do you like?)

(Why do you like...?)

Parce que c'est + adjective (masc. / fem. ending)

Steps 9– Interviews about music

Step 10 – Creating own song/rap.

Step 11/12 – Performing -a rap and evaluate others' work.

Curriculum Enhancements

- Performance to class work from work related to writing and performing a rap (Links to Spring 2 English, children wrote and performed a rap in the style of Karl Nova). Class may move this work forward if needed .
For the French rap, use vocabulary that children already know and any topic that they could write about in French.
- Performance to school assembly and to parents after class performance.
- Develop a French display board in class and add to the French display board in the corridor.

Misconceptions

Mispronunciations of sounds spelt the same but sounded differently.

Gender articles (be able to use correctly)

PHONICS

Some of the phonics sounds to be covered this term:

jouer as in jouer

ous as in nous

pas

c'est

are as is guitare.

ez as in jouez

This will lead to . . .

- Use a dictionary for independent work.
- Ask and express opinions.
- Express opinions confidently in spoken and written form.
- Develop a vocabulary bank of sports nouns and be able to express likes, dislikes and talk about sports that they do.
- Use the vocabulary about to listen, express, question.
- Use pronouns and verbs in spoken and written French.
- Give and follow instructions.