

Ashtree Primary School and Nursery Medium Term Plan for French

Year 6 Spring Term 2022-2023 30 -minute sessions

Prior Knowledge – Autumn Term Year 6

- 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 learn new words for different areas /types of places to live.

Steps 2

To practise talking about where you live in more detail.

Step 3 -To learn words to say what is in a town.

Dictionary skills.

Step 4– To create sentences to say/write there is /there is not and build a conversation (nouns above)

Step 5– to explore a French poem.
Memory and Performance skills.

Step 6 -To create their own version of a famous poem.

Steps 7– To learn about French festivals using the present tense verb of more ER verbs.

Steps 8 To learn about French festivals.

Step 9- To learn about French festivals.

Step 10 – Danser -regular verbs in the present tense

Step 11 -To use a writing frame to write a text about a festival in England.

To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words).

Prior Skills -Autumn Year 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.
- Able to select words from known vocabulary to express preferences.

Key Skills: Vocabulary to be covered

Step 1 - Où habites-tu? J'habite à Cambridge près de Londres
Cambridge, c'est comment? C'est une ville. C'est une grande ville._
C'est une petite ville. C'est un village. C'est à la montagne.
C'est à la campagne._ C'est au bord de la mer.
C'est en banlieue._ C'est en centre-ville.

Step 2 Language as above, plus: et (and), mais (but), aussi (also)
- Nouns for places in town. Indefinite articles un/une.

Step 3 (a cinema) un cinéma (a park) un parc (a museum) un musée (a castle) un château (a restaurant) un restaurant (a sports centre) un centre sportif (a stadium) un stade (a market) un marché (a shopping centre) un centre commercial (a university) une université (a shop) un magasin (a swimming pool) une piscine

Step 4- Dans mon village, il y a... un/une/des, il n'y a pas de..._A (Cambridge) il y a..., il n'y a pas de...

Step 5/6 Exploring a French poem_Dans Paris- Paul Eluard and create their own version.

Step 7 - Introduction to six festivals/festive days in France- on mange, on porte, on commémore, on fait, on voit

Step 8- Le Carnaval à Dunkerque on mange, on chante, on danse, on joue d'un instrument, on porte, on voit

Step 9- La fête des lumières à Lyon_
C'est quand la fête? Ça dure combien de jours? Où est la fête? Qu'est-ce qu'on porte? Quel temps fait-t-il? Que font les visiteurs/les habitants?

Step 10 - je, tu, il, elle, on, nous, vous, ils, elles_
-e, -es, -e, -ons, -ez, -ent (danser, porter, regarder, chanter, manger, jouer, aimer, adorer, détester)

Step 11 -Describe a festival in England.

PHONICS

Some of the phonics sounds to be covered this term:

es as in elles

agne as in champagne

est as in C'est

on as in mon

oit as in voit

res as in lumières

Misconceptions

Mispronunciations of sounds spelt the same but sounded differently.

Gender articles (be able to use correctly)

Curriculum Enhancements

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.