

**Pioneer Federation**  
**Medium term plan**  
**Cycle 2, Term 1**  
**MfL**



<b>Subject:</b> French	
<b>Key Concept/ Theme:</b> Je me présente (Language Angels)	
<b>Prior Learning links:</b> Year 3/4 All About Me ( Term 4, Cycle 1)	
<b>Vocabulary:</b> Salut, Bonjour, ça va bien, ça va mal, comme ci comme ça, au revoir, Je m'appelle, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, français, française, anglais, anglaise, irlandais, irlandaise, gallois, galloise, écossais, écossaise	
<b>1.</b>	<p><b>Reconnection:</b> What can children remember from French last year? Write key words/phrases up to display around the classroom as reminders.</p> <p><b>LO:</b> revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in French.</p> <p><b>Activity:</b> writing own answers to 'how are you?' Drawing emotions on faces and writing phrases to match how someone is feeling.</p>
<b>2.</b>	<p><b>Reconnection:</b> Draw a face on the board – ask children to reply in French how that character is feeling. Ask each individual to say how they are feeling in French.</p> <p><b>LO:</b> learn how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.</p> <p><b>Activity:</b> Write question and answer for what is your name for variety of characters</p>
<b>3</b>	<p><b>Reconnection:</b> Role play in pairs asking name and how they are feeling.</p> <p><b>LO:</b> To consolidate numbers 1-10 and to introduce numbers 11-20 in French.</p> <p><b>Activity:</b> Word puzzle and crosswords to learn spellings of French numbers to 20.</p>
<b>4</b>	<p><b>Reconnection:</b> Count round as a class up to 20. Ask specific children to introduce themselves in French and say how they are feeling.</p> <p><b>LO:</b> To consolidate knowledge of numbers 1-20 in French and to learn how to ask and answer the question 'Quel âge as-tu ?' (How old are you?).</p> <p><b>Activity:</b> Translating information about someone from English into French</p>
<b>5</b>	<p><b>Reconnection:</b> Ask each other how old they are and recap other questions/answers from the previous lessons.</p> <p><b>LO:</b> consolidate all previous knowledge from the unit, to learn how to ask and answer the question 'Où habites-tu ?' (Where do you live?), and to learn the basics of adjectival agreement in French.</p> <p><b>Activity:</b> Designing an ID card to show name, age, town or city and nationality.</p>
<b>6</b>	<p><b>Reconnection:</b> Share ID cards from last lesson – can children match them up from the French translation to the correct person?</p> <p><b>LO:</b> revise all language covered so far and to complete the end of unit assessment.</p> <p><b>Activity:</b> End of unit assessment</p>
<p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Count to 20.</li> <li>● Say their name and age.</li> <li>● Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</li> <li>● Tell you where they live.</li> </ul>	

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- Tell you their nationality and understand basic gender agreement rules.
- By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.

**Evaluation:** What have the pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP.