

Pioneer Federation
Medium term plan
Cycle 1, Term 3
MfL



Subject: French	
Key Concept/ Theme: Boucle d'or et les Trois Ours (Goldilocks and the Three Bears)	
Prior Learning links: Numbers, animals, presenting myself, my home, my class, my family	
Vocabulary:	
1.	<p>Reconnection: Numbers, animals, places Check the children know the story in English – this is important to be able to learn it in French</p> <p>LO: to learn new vocabulary by using a well-recognised story ‘Boucle d’or et les trois ours’ (Goldilocks & The Three Bears)</p> <p>Activity:</p> <ul style="list-style-type: none">- Listen to the French story- Sequence the story using picture cards in groups- Staying in their groups the children try to provide or remember the correct French word for each of the pictures- PLENARY: How could the children tell what the word was in French? (Maybe it was like the English or it was the position in the story etc). <p>Suggestion – Print/draw pictures from the story and label in French and English to start a wall display – this will support learning, make French visible in the classroom and link to how we story map in English</p>
2.	<p>Reconnection: Do they remember any words in French, remember the story?</p> <p>LO: To learn and retain new vocabulary by improving reading skills using word cards</p> <p>Activity:</p> <ul style="list-style-type: none">- Play the story on ppt- The word cards (provided in your resources pack) should be copied and distributed – one set per group/table. The learners are asked to sort out the cards. These are the instructions and they are deliberately vague. No examples are given. We want the children to sort out the cards in their group as they see fit. See support sheet in your resources pack for more detail as to what we’re looking to achieve here.

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	<ul style="list-style-type: none"> - Consolidate learning by asking the children to draw a picture for each of the words on the cards. (key aim – to spend time looking at/reading/recognising the words) - PLENARY: Is it easier to learn with picture or word cards?
3	<p>Reconnection: what words can they remember? Make it a game – what table can remember the most?</p> <p>LO: To learn and retain new vocabulary using phrase cards of the story</p> <p>Activity:</p> <ul style="list-style-type: none"> - Give each group/table phrase cards face down. Each child takes a turn to pick a card and read out to group – other children to support/encourage/correct - Group to put the phrase cards in the correct order of the story (this could be supported by the working wall for LA/SEND if you have started a story map) - Play the story for the children to check/correct their cards - PLENARY: How much of each of the phrase cards could they understand? Is it easier to decode unknown language than they thought?
4 & 5	<p>Reconnection: play the story to refresh memory</p> <p>LO: To write their own Goldilocks story in French</p> <p>Activity:</p> <p>The children will spend 2 lessons creating their own book. This could be done in groups/tables, individually for HA/MA and groups for LA/SEND, it could also be done on the computer on a story making program (purple mash?)</p> <p>There is a story board template on the resource pack which could be used for LA/SEND, everyone to plan before creating, or everyone could use the picture/cut them up to support creating. There is also the picture cards, word cards and phrase cards from previous lessons to support.</p> <p>How the story is completed is down to each ind school/class</p>
6	<p>Reconnection: children to show/read some of their stories</p> <p>LO: To revise all language covered so far and complete assessment for the unit.</p> <p>Activity: End of unit quiz</p>

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Assessment: See UKS2 quiz

End Points:

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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.