

Pioneer Federation
Medium term plan
Cycle 1, Term 6
MfL



Subject: French	
Key Concept/ Theme: 'On the Move'	
Prior Learning links: seasons, animals, shapes, all about me	
Vocabulary: Voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], cheval (m) [horse], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], à [on].	
1.	<p>Reconnection: recap previous units and some vocab of places around the school – this will help later on as they can use their direction skills to get to places around the school.</p> <p>LO: To tell other people about types of transport</p> <p>Activity: Bingo – end of lesson game – focusses on listening and reading</p> <p>Extra: Matchit: Use the Transport Picture and Word Matching Cards to play a matching/snap game, OR use them to match up the words/pictures together. Mimeit: Choose a type of transport and mime travelling by that method. Can anyone guess the right word? C'est un taxi? C'est une voiture?</p>
2.	<p>Reconnection: recap different types of vocab for transports. Use cards from lesson 1 to support.</p> <p>LO: To use the verb 'to go' in a simple sentence</p> <p>Activity: *Complete missing words in the question/ answer sentences and match the types of transport vocabulary to each picture. **Order the question/ answer sentences and match the types of transport vocabulary to each picture. ***Order the question/ answer sentences and match the types of transport vocabulary to each picture, completing alternate letters missing from each word</p> <p>Extra: Call out a sentence, e.g. Je vais à l'école à vélo. Children move around the space being the type of transport.</p>

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3	<p>Reconnection: recap different transports and the verb 'to go'</p> <p>LO: To recognise and pronounce a familiar spelling pattern in different words.</p> <p>Activity: Give each group a set of Spot The Sound Activity Cards. Children take turns to pick up a card and read the word, phrase or sentence aloud. If it contains the sound /sh/, they put finger to lips and say "SHHH!" When they've had a go with all the cards, they can sort the English, French and 'bilingual' words.</p> <p>Extra: Labelit: Depending on your school policies, put up signs saying e.g. Marchez à gauche to remind children to keep left on the stairs. Moveit: Get your class lining up smartly, whispering à gauche, à droite or Regardez tout droit as you pass down the line.</p>
4	<p>Reconnection: play simon says with transport/actions</p> <p>LO: To use my knowledge of actions and directions to give instructions</p> <p>Activity: Bougez, bougez ! [Move it, Move it!] Give out a set of Body Part Cards and Action-Direction Cards to each group. Children shuffle and lay out the body parts in random order, then assign each an action and/or direction (as appropriate – not all combinations will work!) Pairs work together to construct short sequences, saying the phrases as they do each action, e.g. Liez la main – they link hands – Sautez à cloche-pied tout droit – they hop straight ahead. Put on music and encourage the class to use it in developing their sequences for presentation.</p> <p>Extra: Drawit: Make a poster to record all the body vocabulary and the new verbs</p>
5	<p>Reconnection: recap body parts</p> <p>LO: To combine familiar language to create new sets of sentences.</p> <p>Activity: Children work with a partner to ask for and give directions to places on their differentiated Twinklville Map. Turn over a Places in Town Picture Flashcard to choose the destination.</p> <p>Extra:</p>

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	<p>Mapit: Lay out a map using strips of border roll on large poster paper sheets. Position Places In Town Picture Flashcards at random to make your own map. Ask for help and challenge a friend to direct you to a place.</p> <p>Findit: Make a copy of your local OS map or A-Z guide. Locate and mark different local amenities on the map in French.</p>
6	<p>Reconnection: recap directions, give directions for children to follow</p> <p>LO: To give a sentence subject-verb agreement.</p> <p>Activity: Children select four cards from the Make a Sentence Activity set and order them to make a correct sentence: pronoun; verb; to the [place]; by [transport]. Draw attention to the preposition 'to' on the place cards and ensure they are pronouncing au, à la and à l'.... correctly. Extension: hold up a picture card for pronoun, transport or place and the children race to construct that sentence.</p> <p>CHILDREN TO WRITE SETENCES IN BOOKS ALSO</p> <p>Extra: Showit: (You will need some space for this.) Say a sentence, e.g. Je vais à l'école./Nous allons au marché. Depending on the pronoun, children get into groups/point to themselves or others/etc.</p> <p>Extendit: Use a fronted adverbial by adding a Days of the Week card at the beginning of the sentence, e.g. Dimanche, ils vont à l'église en taxi.</p> <p>End of unit quiz</p>
<p>Assessment: See LKS2 quiz in folder</p>	
<p>End Points:</p> <ul style="list-style-type: none"> • • 	
<p>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.</p>	