

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 3**  
**MfL**



<b>Subject:</b> French	
<b>Key Concept/ Theme:</b> Clothing, colours and adjectives to describe clothing in French.	
<b>Prior Learning links:</b>	
<b>Vocabulary:</b>	
1.	<p><b>Reconnection:</b></p> <p><b>LO:</b></p> <ul style="list-style-type: none"><li>• To recognise and use vocabulary relating to clothing</li><li>• I can pronounce new vocabulary</li><li>• I can build a statement from this new vocabulary</li><li>• I understand and can use appropriate determiners: un, une, des, mon, ma, mes</li></ul> <p><b>Activity:</b> variety of listening and writing (and spelling and reading if class teacher deems them appropriate) activities (as in resources) to embed new knowledge KAPOW website slides – with additional use of Twinkl PPT if required</p>
2.	<p><b>Reconnection:</b></p> <p><b>LO:</b> • To add colour adjectives, adapting the suffix in accordance with gender</p> <ul style="list-style-type: none"><li>• I know that I need to add an 'e' to the adjective if it is describing a feminine (la/une) word</li><li>• I know to put the colour adjective after the noun (object)</li><li>• I can recognise the written form of new words</li></ul> <p><b>Activity:</b> variety of listening and writing (and spelling and reading if class teacher deems them appropriate) activities (as in resources) to embed new knowledge Begin the lesson with this game to begin to consolidate the children's memory of the clothes vocabulary introduced in lesson 1 and to encourage the children to read the words and to pronounce them. Speaking – Dans ma valise il y a .... Another game to consolidate memory of the clothes vocabulary and to practise pronunciation is, Dans ma valise il y a... (In my suitcase there is ...). This is a memory game that the children may know as, 'I went to market', 'I went out to dinner' or 'In Grandma's basket'. Each child repeats what the previous person said and then adds a new item: Dans ma valise il y a... une chemise – In my suitcase there is a shirt Dans ma valise il y a...une chemise et un maillot de bain – In my suitcase there is a shirt and a swimming costume</p>

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	Play this as a whole class, and use a ball to select the next person so that everyone has to listen and be ready. Use the vocabulary that was introduced in with the addition of the words:
3	<p><b>Reconnection:</b></p> <p><b>LO:</b> • To understand adjectival position and agreement for gender and number</p> <ul style="list-style-type: none"> <li>• I know that colour words come after the noun (object) they describe and that size words come before the noun (object) they describe</li> <li>• I know that I need to add an 's' to the adjective if it is describing a plural word.</li> <li>• I can listen to someone describe an outfit and pick the picture they are describing</li> </ul> <p><b>Activity:</b> variety of listening and writing (and spelling and reading if class teacher deems them appropriate) activities (as in resources) to embed new knowledge  Listening/reading  Red herrings  There are 36 cards in the Activity: Red herrings. You may want the children to work in pairs for this exercise or individually and you can print out as many sets of the cards as you want as it will not matter if there are duplicates and the exercise is likely to be more interesting if the children have several cards each.</p>
4	<p><b>Reconnection:</b></p> <p><b>LO:</b> • To express an opinion (like/dislike)</p> <ul style="list-style-type: none"> <li>• I can say if I like or dislike an outfit</li> <li>• I can use a range of adjectives to describe clothing</li> <li>• I can label items of clothing using nouns and adjectives</li> </ul> <p><b>Activity:</b> variety of listening and writing (and spelling and reading if class teacher deems them appropriate) activities (as in resources) to embed new knowledge</p>
5	<p><b>Reconnection:</b></p> <p><b>LO:</b> • To describe an outfit using adjectives correctly</p> <ul style="list-style-type: none"> <li>• I can say what someone is wearing</li> <li>• I know whether to use il or elle</li> <li>• I know when adjectives need to go before or after the noun</li> <li>• I can put the right ending on an adjective to make it match (agree with) its noun</li> </ul> <p><b>Activity:</b> variety of listening and writing (and spelling and reading if class teacher deems them appropriate) activities (as in resources) to embed new knowledge</p>

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6	<b>Activity:</b> End of unit quiz
<b>Assessment:</b> See LKS2 quiz	
<b>End Points:</b> <ul style="list-style-type: none"><li>• Children are able to describe what they and others are wearing.</li><li>• They can express their likes and dislikes</li><li>• They can use adjectives correctly in their sentences both written and verbal.</li></ul>	
<b>Evaluation:</b> 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.	