

# Lacock School C of E Primary School

## Medium Term Planning for French - Beech Class Spring Term 2 2022-2023

Topic / key question	Our school			
Lesson 1	<b>Learning Intent:</b>  To ask and explain where things are in the classroom	<b>Learning ladder success criteria:</b> <ul style="list-style-type: none"><li>I can identify and name a range of classroom objects.</li><li>I can use 'ou....?' to ask where things are.</li><li>I can use 'il/elle est la or Ils/Elles sont la' to say where things are.</li></ul>	<b>Starter</b> <b>Qu'est-ce qu'il y a dans la salle de classe ? [What's in the Classroom?]:</b> Use the <b>Lesson Presentation</b> to introduce the statement Voici la salle de classe [This is the classroom] and model the answer structure. Can the children guess what is being said? Can they guess what la salle de classe [classroom] means? Do they know what voici [here is] means? Remind them of language-learning strategies, e.g. using visual information, listening for cognates and familiar words. Use the <b>Lesson Presentation</b> to introduce seven more classroom objects. Children listen to the modelled pronunciation and repeat. Then check understanding by asking children to look at the images and identify the correct word for each from the word bank. Can they identify and name a range of classroom objects? Then, check if they can choose the right determiner (le/la/l'/les) for each noun. <b>Où est... ? [Where is...?]:</b> Model the question Où est la porte ? [Where is the door?] and the answer Elle est là. [Here it is]. Repeat the question with another example. What do children think is being said? Use the <b>Lesson Presentation</b> to show that they can use elle to say 'it' instead of a feminine noun and il to say 'it' instead of a masculine noun. Play the sound files and ask children to repeat. In the next examples, can they see that Où est... ? [Where is...?] has become Où sont... ? [Where are...?] in front of a plural noun? Can they also see that Elle est là. and Il est là. become Elle sont là. and Ils sont là. in front of plural nouns? Then allow them a short time to spot the differences between the questions and answers. <b>Match Up!:</b> Give out a set of <b>What's in the Classroom? Matching Cards</b> per pair. One child chooses a word card and asks their partner to find the matching picture card using Où est/sont... ? [Where is/are...?] Once Partner 2 finds the right card, they give it to Partner 1 by saying Il(s)/elle(s) est/sont là. [Here it is/they are]. Ask children to shuffle the cards every turn. Can	Notes:

			<p>children use the French phrases appropriately to ask and say where things are? Can they use 'Où... ?' and 'Il(s)/Elle(s) est/sont là.' to ask and say where things are?</p> <p><b>Écoutez ! [Listen!]:</b> Give out a mini whiteboard and pen per pair. Click on the play button to hear the description of a classroom. Children listen and decide if the matching answer is A or B on the <b>Lesson Presentation</b>. They write their answer on the mini whiteboard. Click on the correct letter to reveal the answer and the transcript. Can children see that they can use et [and] to link their sentences?</p> <p><b>Main teaching activity</b>  <b>Activity 1 –</b>  Using the differentiated <b>What's in the Classroom? Activity Sheets</b>, children demonstrate their understanding of classroom objects with a listening task – this may be repeated several times. Then, they draw and label their own classroom in French and tell their partner in French where all the objects are. Encourage them to use the key question from the lesson Où est/sont... ? [Where is/are...?] to ask each other where the objects are. Can they ask and explain where things are in the classroom?</p> <p>Year 3 – Children listen and identify the correct classroom object from a choice of 5, using labelled illustrations. Word bank provided for the speaking activity. (1 star)</p> <p>Year 4 – children listen and identify the correct classroom objects from a choice of 5, using illustrations only. Word bank provided for the speaking activity. (2 star)</p> <p><b>Plenary -</b></p>	
Lesson 2	<p><b>Learning Intent:</b></p> <p>To describe the contents of my pencil case.</p>	<p><b>Learning ladder success criteria:</b></p> <ul style="list-style-type: none"> <li>I can name a range of objects in a pencil case.</li> <li>I can convert 'le' to 'un' and 'la' to 'une'</li> <li>I can adapt the sentence 'J'ai un/une... dans ma trousse' to make new sentences.</li> </ul>	<p><b>Starter</b></p> <p><b>Qu'est-ce que c'est ? [What Is It?]:</b> Follow the <b>Lesson Presentation</b> to introduce seven pencil case items. Children can repeat each item of vocabulary to consolidate the meaning and practise their pronunciation. Then, check understanding by allowing children to see the partial image for a few seconds in order to guess which pencil case item it is. Once the answer is revealed, children listen to the modelled pronunciation and repeat. Can they name a range of objects in a pencil case?.</p> <p><b>Main teaching activity</b></p> <p><b>La grammaire [Grammar]:</b> Use the <b>Lesson Presentation</b> to show that each pencil case item has either le or la before it, which means 'the'. Explain that le is masculine and la is feminine. Can they remember whether the pencil case items have le or la before them? Introduce un and une, which mean 'a' and practise converting le and la to un and une. Can children convert 'le' to 'un' and 'la' to 'une'?</p>	Notes:

**Ma trousse My Pencil Case]:** Follow the **Lesson Presentation** to introduce the question *Qu'est-ce qu'il y a dans ta trousse ?* [**What's in your pencil case?**]. Can the children guess what is being said? Do they know what *dans* [**in**] means? Can they remember what *trousse* [**pencil case**] means? Then, model the answer structure. Are they familiar with *j'ai* [**I have**]? Can they work out what *dans ma trousse* [**in my pencil case**] means? Remind them of language-learning strategies, e.g. using visual information, looking out for familiar words and listening to intonation. Children can then repeat each sentence in full, which adapts *J'ai un/une... dans ma trousse* [**I have... in my pencil case**] each time, to consolidate the meaning and practise their pronunciation. Then play the game and match up the sentences with the corresponding illustrations. Encourage children to say the sentence out loud each time. Use the quiz to check their understanding of the sentence structure and pencil case objects. Point out that they use *et* [**and**] if they want to say more than one item. Encourage them to put their hand up to say the correct answer (A or B) in French or they can answer on their mini whiteboards.

**Who's Got...?** In small groups, children play a game with the **What's in Your Pencil Case? Loop Cards**. Divide the cards equally among the group and one of them starts the loop by putting a card down and reading out the 'Who has...?' request. Whoever has the matching French sentence puts their card down, reads the French sentence aloud and calls out the next request and so on until the loop is complete. This could also be played as a whole class activity where the objective is to practise as many different sentences as possible, instead of trying to complete the loop. Children swap their cards each time they find a matching card so they can practise a different sentence each time. Encourage children to use the target question *Qu'est-ce qu'il y a dans ta trousse ?* [**What's in your pencil case?**] on every turn. Can they adapt the sentence '*J'ai un/une... dans ma trousse*'?

#### **Independent work (HA / MA /LA)**

**Allez-y ! [Off you go!]:** Using the differentiated **What's in Your Pencil Case? Activity Sheets**, children demonstrate their understanding with a writing task. Then, in pairs, they ask each other what's in their pencil case. Can they describe the contents of their pencil case?

Year 3 – children complete the sentences using the word banks and the initials of each word as a hint. Example provided for support. Speaking activity can be completed using the previous word banks. Sentence structure provided for reference. (2 star)

			<p>Year 4 – children write the sentences by themselves using the word banks. Example provided for support. Speaking activity can be completed using the previous word banks. Limited support provided.</p>	
<h2>Lesson 3</h2>	<p><b>Learning Intent:</b></p> <p>To express opinions about school subjects</p>	<p><b>Learning ladder success criteria:</b></p> <ul style="list-style-type: none"> <li>I can name a range of school subjects.</li> <li>I can say whether I like or dislike subjects using j’aime... and je n’aime pas</li> <li>I can ask someone if they like a subject</li> </ul>	<p><b>Starter</b></p> <p><b>Les matières [School Subjects]:</b> Use the <b>Lesson Presentation</b> to introduce the vocabulary for ten school subjects. Show children the word in French and listen to the sound file. Can they guess what each word means? Click to reveal a picture or click on the Aide ! <b>[Help!]</b> button for the translation. Encourage children to repeat each item of vocabulary to consolidate the meaning and practise their pronunciation. Then, play the spinning wheel game to check understanding of the school subjects. Click to spin the wheel and play the word it lands on. Children repeat the word and identify the matching illustration. Can they name a range of school subjects?</p> <p><b>Main teaching activity</b></p> <p><b>Activity 1</b></p> <p><b>Les opinions [Opinions]:</b> Follow the <b>Lesson Presentation</b> to introduce the opinions J’aime... <b>[I like...]</b> and Je n’aime pas... <b>[I don’t like...]</b>. Can the children guess what is being said? Can they see the difference between the two sentences? Then children read and listen to the opinions about school subjects in French and find the matching illustration from a choice of five books. Encourage them to use their knowledge of French numbers to identify their chosen answer.</p> <p><b>Aimes-tu... ? [Do You Like...?]:</b> Using the prompts on the <b>Lesson Presentation</b> children work with a partner and take it in turns to say which subjects they like and don’t like. Can they say whether they like or dislike subjects using ‘j’aime...’ and ‘je n’aime pas...’?.</p> <p>Then, follow the <b>Lesson Presentation</b> to introduce the question Aimes-tu... ? <b>[Do you like...?]</b>, pointing out oui <b>[yes]</b> and non <b>[no]</b>. Children then work with a partner to ask and answer the questions, giving full answers each time, e.g. Oui, j’aime l’histoire <b>[Yes, I like history]</b> or Non, je n’aime pas les sciences <b>[No, I don’t like science]</b>. Can they ask someone if they like a subject?</p> <p><b>Jouez ! [Play!]:</b> Children work in small groups with a set of differentiated <b>School Subjects Matching/Snap Cards</b> and a <b>School Subjects Word Mat</b>, if required, per group. They match the pictures to the correct French opinion, saying the French aloud each time to practise their pronunciation. Encourage them to use the question Aimes-tu... ? <b>[Do you like...?]</b> each time as well. Once they have matched up the cards, children can play a fun pairs game. Having placed the cards face down on the table, children take turns to try and find the matching pairs, reading the French aloud as they turn the cards over. For an extra challenge, there is also</p>	<p>Notes:</p>

			<p>a set of word cards with just the initial letters of the French words with dashes and a set with the initials and full lines for children to fill in the gaps themselves. They can use the <b>School Subjects Word Mat</b> to support if needed.</p> <p><b>Independent work (HA / MA /LA)</b></p> <p><b>Allez-y ! [Off you go!]:</b> Using the differentiated <b>School Subjects Activity Sheets</b>, children conduct a survey of the class’s subject likes and dislikes. Then, they complete a short writing task to say which subjects they like and dislike. Can they express opinions about school subjects?</p> <p>Year 3 – question and answer prompts provided with a word bank. Writing activity can be completed using the vocabulary from the previous exercise.</p> <p>Year 4 – children ask the questions by themselves using the question and answer prompts and word banks. Writing activity can be completed using the vocabulary from the previous exercise.</p>	
<p>Lesson 4</p>	<p><b>Learning Intent:</b></p> <p>To listen to commands and follow instructions.</p>	<p><b>Learning ladder success criteria:</b></p> <ul style="list-style-type: none"> <li>I can demonstrate my understanding of instructions</li> <li>I can follow instructions when I hear them.</li> <li>I can give an instruction to someone else.</li> </ul>	<p><b>Starter</b></p> <p><b>Do You Remember...?</b> Use the <b>Lesson Presentation</b> to show the illustrations of some of the different classroom instructions children previously saw in Year 3 All About Me: Lesson Pack 1. Ask the children if they remember how to say these instructions in French. Can they remember each instruction without support? Click on the Aide ! <b>[Help!]</b> button to show them the vocabulary if necessary. On the next slide, match the words to the correct pictures and ask the children to repeat to ensure correct pronunciation.</p> <p><b>Main teaching activity</b></p> <p><b>Activity 1 –</b></p> <p><b>L’éducation physique [PE]:</b> Use the <b>Lesson Presentation</b> to explain that children are going to be learning some new PE instructions that follow a similar pattern to the ones they saw in Year 3 All About Me: Lesson Pack 1. Can they remember how to say ‘PE’ in French from last lesson? Introduce the nine instructions (they will already know levez-vous <b>[stand up]</b> and asseyez-vous <b>[sit down]</b> from the previous exercise) and encourage children to listen to the modelled pronunciation and repeat. You could also ask them to do actions at the same time. Then click on a card at random to perform the action and say the instruction phrase together. Encourage them to choose a card by saying the correct number in French. As a variation, when the sound file plays, you demonstrate an action for the class to see. If it’s correct, the children repeat. If not, they stay silent.</p> <p><b>Penalty Shootout:</b> Play the penalty shootout to check comprehension. Children listen to the PE instructions and identify the corresponding picture to score a goal.</p>	<p>Notes:</p>

Encourage them to repeat the French phrase before and after they indicate the correct picture. Can children demonstrate their understanding of instructions?

**Les feux [Traffic Lights]:** This activity can be conducted in the classroom, but you may prefer to move to the hall or an outside space. If you decide to move, please ensure that your own school's policy for PE and Health and safety is followed. Before moving, use the **Lesson Presentation** to introduce children to the traffic light instructions for this game, including the new instruction Changez de direction ! **[Change direction!]**. Children move around the space, taking care not to bump into each other, changing the action that they are doing each time you call out a new instruction. Hold up one of the **PE Lesson Traffic Lights Game Cards** each time: the red light card (le feu rouge) is for the instruction Arrêtez ! **[Stop!]**, the amber light card (le feu orange) is for the instruction Changez de direction ! **[Change direction!]** and the green light card (le feu vert) is for the instruction Allez-y ! **[Off you go!]**. You may also wish to incorporate the other classroom instructions from Year 3 All About Me: Lesson Pack 1 revised at the start of the lesson: regardez **[look]**, écoutez **[listen]**, taisez-vous **[be quiet]**. Use the **PE Lesson Words and Pictures Instruction Cards** as visual prompts if needed. If appropriate, children can also take it in turns to give out the instructions or hold up the **PE Lesson Traffic Lights Game Cards**. Can they follow instructions when they hear them?

**PE Lesson:** As above, this can be played in the classroom or you may want to move to a larger area. Model the activity by using the **PE Lesson Words and Pictures Instruction Cards** to give commands for children to follow instructions. They then work in small groups and take it in turns to be the PE teacher, giving instructions to the rest of their group who then perform the actions. The activity can also be repeated using only the **Words Instruction Cards** or even with no visual prompts if the children feel confident. Why not encourage them to play a Jacques a dit **[Simon says]** game if there is time? Can they give an instruction to someone else?

#### **Independent work (HA / MA /LA)**

##### **Activity 2 –**

**Allez-y ! [Off you go!]:** Using the differentiated **PE Lesson Activity Sheets**, children demonstrate their understanding of PE instructions with a writing task. They match the instruction picture to the correct phrases and copy the correct spellings. Then, they work with a partner to practise the instructions. They take it in turns to choose an instruction and say it out loud. Their partner then has to demonstrate the corresponding action. Can they listen to commands and follow instructions?

- Year 3 – children have the first letter of each word in the phrase to match. word bank provided. Speaking activity can be completed using the vocabulary

			<p>from the previous exercise. (1 star)</p> <ul style="list-style-type: none"> <li>Year 4 – children have the number of letters of each word in the phrases to match. word bank provided. Speaking activity can be completed using the vocabulary from the previous exercise.</li> </ul>	
<p><b>Lesson 5</b></p>	<p><b>Learning Intent:</b></p> <p>To ask and answer questions about places in school.</p>	<p><b>Learning ladder success criteria:</b></p> <ul style="list-style-type: none"> <li>I can recognise and name places around the school.</li> <li>I can ask the questions 'Où es-tu?'</li> <li>I can say where I am using 'Je suis dans / sur'</li> </ul>	<p><b>Starter</b></p> <p>À l'école [At School]: Use the <b>Lesson Presentation</b> to introduce the vocabulary for six places around the school. Show children the word in French and listen to the sound file. Encourage children to repeat each item of vocabulary to consolidate the meaning and practise their pronunciation. Then play the matching game to check understanding. Use the <b>Lesson Presentation</b> to introduce the words for two outdoor places at school, before asking children to be detectives and use their language skills, e.g. prior knowledge, recognition of cognates, familiar sounds, to work out what the remaining places mean. Click to reveal a picture or click on the Aide ! [Help!] button for the translation. Point out that although we usually use 'Head Teacher' instead of 'Headmaster' or 'Headmistress', the distinction between masculine and feminine titles is still made in French. Then play the matching game to check understanding. Can they recognise and name places around the school?</p> <p><b>Main teaching activity</b></p> <p>Où es-tu ? [Where are you?]: Model the question Où es-tu ? [Where are you?] and the answer Je suis dans la salle de classe. [I am in the classroom]. Repeat the question with another example. What do children think is being said? Play the sound files and ask children to repeat. Then children read and listen to the puppet saying where it is and choose the matching illustration from a choice of three. Encourage them to use their knowledge of French numbers to identify their chosen answer then to practise their pronunciation by repeating the question and answer. In the next example, can they see that je suis dans... [I am in...] has become je suis sur... [I am on...]? Explain that dans means 'in' and sur means 'on' (they will only need to use sur [on] for je suis sur le terrain de jeux [I am on the playing field] as all the other places from the lesson will use dans [in].</p> <p><b>Match Up!:</b> Give out a set of <b>Around School Matching Cards</b> per pair. One child chooses a word card and asks their partner to find the matching picture card using Où es-tu ? [Where are you?]. Once Partner 2 finds the correct card, they give it to Partner 1 by saying Je suis dans/sur... [I am in/on...] followed by the correct place name. Ask children to shuffle the cards every turn. Can children use the French phrases appropriately to ask and say where they are? Can they ask the question 'Où es-tu ?' and say where they are using 'Je suis dans/sur...'?</p>	<p>Notes:</p>

			<p><b>Independent work (HA / MA /LA)</b></p> <p><b>Activity 3 –</b></p> <p><b>Allez-y ! [Off you go!]:</b> Using the differentiated <b>Around School Activity Sheets</b>, children show their understanding of places around school with a listening task. Play the recordings – these may be repeated several times. Children listen and circle the correct picture. In pairs, they then look at a map of the school and ask and answer the question OÙ es-tu ? [<b>Where are you?</b>]. Can they ask and answer questions about places in school?</p> <p>Year 3 – children circle the correct picture from a choice of 3. Children ask and answer the questions using all of the vocabulary from the word bank</p> <p>Year 4 – children circle the correct picture from a choice of 4. children ask and answer the question without extra support.</p>	
<p><b>Lesson 6</b></p>	<p><b>Learning Intent:</b></p> <p>To construct simple sentences to say what I like to do at school.</p>	<p><b>Learning ladder success criteria:</b></p> <ul style="list-style-type: none"> <li>● I can name a range of school activities</li> <li>● I can express opinions using 'J'aime' and infinitive verbs.</li> <li>● I can add extra detail using familiar vocabulary.</li> </ul>	<p><b>Starter</b></p> <p><b>La grammaire</b> [Grammar]: Say or play the vocabulary and ask children what type of words these are. Can children remember or guess the meaning of these words and identify them as verbs? Make links to their English grammar knowledge. Then use the <b>Lesson Presentation</b> to explain that children will be learning infinitives, which are the simplest forms of verbs.</p> <p><b>Main teaching activity</b></p> <p><b>Activity 1</b></p> <p><b>Les activités</b> [Activities]: Decide on a key gesture for each activity and practise so that the whole class is familiar with them. Use the <b>Lesson Presentation</b> to introduce the first set of vocabulary and practise each of the new activities in French, ensuring that the children use their gestures to increase recall and understanding. Listen to the sound files and ask them to repeat. Then play the games and match up the infinitives with the corresponding illustrations. Repeat with the second set of vocabulary. Encourage children to say the French out loud and use the gestures each time. Can they name a range of school activities?</p> <p><b>Les opinions</b> [Opinions]: Follow the <b>Lesson Presentation</b> to introduce the question Qu'est-ce que tu aimes faire ? [What do you like to do?] and the answer J'aime... [I like...] followed by a verb in the infinitive. Can the children guess what is being said? Then, using the prompts on the <b>Lesson Presentation</b>, children work with a partner and take it in turns to ask each other the question and say what</p>	<p>Notes:</p>



they like doing at school. Can they express opinions using 'J'aime...' and infinitive verbs?

**Qu'est-ce que tu aimes faire ?** [What Do You like to Do?]: Follow the **Lesson Presentation** to show how to add more detail to opinions by adding the places around the school from the previous lesson. Children then work with a partner, using the prompts on the **Lesson Presentation**, to ask and answer the question, giving an opinion and a place each time, e.g. J'aime lire dans la bibliothèque [I like to read in the library] or J'aime danser dans la grande salle [I like to dance in the hall]. Encourage more able children to use additional places around the school that are not listed, e.g. le bureau [office], le couloir [corridor], la salle des professeurs [staff room] and le bureau du directeur/de la directrice [Head Teacher's office], or to say what they don't like, using Je n'aime pas... [I don't like...] which they learnt in lesson 3. Can they add extra detail using familiar vocabulary?

**Independent work (HA / MA /LA)**

**Allez-y ! [Off you go!]**: Children play the differentiated **What Do You Like to Do?** Board Game in similar ability groups of 2-5 to consolidate the key vocabulary and grammar from the lesson. They take it in turns to roll the dice and move around the board. If they land on a space with a question mark on it, one of the group asks the question **Qu'est-ce que tu aimes faire ?** [What do you like to do?] and the child whose turn it is takes one Verb Card and one Place Card. They make a sentence in French from the cards by using J'aime... [I like...] to say what they like to do and where. The other players must then repeat what they said. If they land on a pointing finger, they ask the same question to another child in the group. If they land on a picture, they follow the instructions on the key. You may wish to put the previous slide back on the screen when they are playing the game so that children can see the prompts to help them. Can they construct simple sentences to say what they like to do at school?

Year 3 – verb and place cards have vocabulary prompts and illustrations. children make sentences using J'aime...

Year 4 – verb and place cards have just illustrations. children make sentences using J'aime... challenge children to create sentences using Je n'aime pas...' or incorporating more places in school