



Medium Term Unit Planning

Topic Name: French (clothes)	
Learning outcome: The children will learn to repeat and recognise the vocabulary for a variety of clothes in French, as well as the appropriate genders and articles for these clothes. As they progress through the unit, the children will begin to show increasing confidence in saying and describing what they are wearing using verbs, adjectival agreement and possessives with increased accuracy to aid them. This will then be showcased in our French fashion show.	
Hook Items of clothing with French background.	Topic Showcase (e.g. display, museum, performance, presentation) French fashion show.
Oracy: The children will recite French words and phrases in front of each other as part of the general structure of each lesson.	Key Vocabulary: Les Vêtements, masculine, feminine, un pantalon, un maillot de bain, un pull, un tee shirt, un manteau, un short, un chemisier, une robe, une cravate, une écharpe, une jupe, une veste, une chemise, une casquette, des collants, des gants, des bottes, des chaussures, des chaussettes, des sandales, des lunettes, je porte, verb, tu, il, elle, nous, vous, ils, elles, mon, ma, mes, dans ma valise je vais metre, gender, possessive, colour, adjectival agreement.
Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): Under review	



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Citizenship/Community Opportunities:

(Focus – change in attitude/increase knowledge and awareness/make a difference)

The children will have an awareness of other cultures and languages and be able to compare these to their own.

Experiences/Visits/Visitors

French fashion show

Main Subjects covered:

French

Read fluently

This concept involves recognising key vocabulary and phrases.

Write imaginatively

This concept involves using key vocabulary and phrases to write ideas.

Speak confidently

This concept involves using key vocabulary and phrases to verbally communicate ideas.

Understand the culture of the countries in which the language is spoken

This concept involves the background knowledge and cultural capital needed to infer meaning from interaction.

Notes:

This learning will build on the children's understanding of French and whilst they are introduced to new vocabulary throughout, they will continue to revise the basic phonetics and grammar of the language. There will be several opportunities to practise this through speaking, writing, reading and listening.



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. To learn ten new nouns and articles for items of clothing.</p>	<p>Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interaction.</p> <p>Read fluently This concept involves recognising key vocabulary and phrases.</p> <p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p> <p>Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p> <p>Show confidence in reading aloud, and in using reference materials.</p> <p>Be understood with little or no difficulty.</p>	<p>To begin the unit, the children will learn about traditional items of French clothing, some of the history behind them and their names in French. Where possible, the children will see examples of these in real life. They can consider French designers they are aware of, both historic and current.</p> <p>The children are going to learn how to say what they wear in French. Today they will learn the first ten words for items of clothes. To help practise these nouns the children will find pictures/draw pictures of people and label what</p>



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			they are wearing. Finally, to consolidate a pupil will be asked to silently mouth one of the words learnt in today's lesson getting the other pupils to lip-read. The child that lip-reads correctly is then allowed to mouth the next word.
2. To learn the next eleven nouns and articles for items of clothing.	<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p> <p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Use dictionaries or glossaries to check words.</p> <p>Be understood with little or no difficulty.</p>	The children are going to expand their range of vocabulary for clothes by introducing eleven new items of clothing. How many can they remember from last week? In groups, the children will draw a life size pupil wearing a school uniform and label this in French. A child will then be asked to mime putting on an item of clothing and allow the other pupils to guess IN FRENCH what that



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			item is. The child that guesses correctly is then allowed to mime the next item.
<p>3. To consolidate the vocabulary for clothing and learn the verb structure 'I wear' – je porte.</p>	<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p> <p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Refer to recent experiences or future plans, as well as to everyday activities.</p> <p>Understand the main points and opinions in spoken passages.</p> <p>Take part in conversations to seek and give information.</p> <p>Vary languages and produce extended responses.</p>	<p>The children will consolidate all their previous language for clothes and add to it by learning how to say 'I wear' in French. In pairs, how many of the 21 words can they already remember from memory? They will then be introduced to the French phrase for 'I wear' - je porte. A French clothes song will be learnt to support this. Working in pairs ask one pupil to say what they are wearing in French (using Je porte... plus a selection of clothes) whilst the other pupil draws what they understand. They can</p>



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			<p>then switch roles. Finally, the children will draw and label their favourite outfit.</p>
<p>To be able to fully conjugate the ER verb - porter</p> <p>4. To fully conjugate the ER verb – porter.</p>	<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p> <p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p>Understand the main points and opinions in spoken passages.</p> <p>Give a short prepared talk that includes opinions.</p> <p>Take part in conversations to seek and give information.</p> <p>Vary language and produce extended responses.</p>	<p>The children will learn to consolidate all their previous knowledge for regular -ER verbs and add to it by exploring a whole verb conjugation and learning how to say 'I wear, you wear, he wears, she wears, we wear, you (plural) wear, they (masculine or mixed group) wear, they (feminine) wear' in French so that they can eventually describe what other people are wearing. The children will practise saying what they and a partner are wearing in French. Children will then come to the front and describe what 'we' are</p>



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			wearing in groups. The pupils will then consider appropriate clothing for the weather in French.
5. To use adjectival agreement when describing clothes in terms of colour (may require 2 lessons).	<p>Read fluently This concept involves recognising key vocabulary and phrases.</p> <p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p>	<p>Read and understand the main points and some of the detail in short written texts.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p>Write short texts on familiar topics.</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases.</p>	The children will learn how to describe clothes in terms of colour and how colours may change spelling depending on gender and plurality (adjectival agreement). This is a tricky concept and the children will see this grammatical concept revisited several times in the scheme, in different topics. Word order in the sentence will also change when compared to the same sentence in English. Children will practise aloud and consolidate their learning by labelling items in terms of their colour paying



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			attention to the adjectival agreement – where required! Where time allows, the children will partake in reading, writing and speaking challenges so that they are able to gain experience with all three.
6. To use the items of clothing and possessive adjective 'my' in French.	<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p> <p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p>Use dictionaries or glossaries to check words.</p> <p>Convery meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p>	<p>The children will further improve their grammatical knowledge as they are going to learn all about the French words for 'my' in French and use this with the items of clothing previously learnt. Once the children are confident having practised doing this, they will label items to pack in a suitcase and begin to produce sentences to describe its contents. Plenary - Find other clothes</p>



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		<p>Take part in conversations to seek and give information.</p> <p>Vary language and produce extended responses.</p>	<p>in French from a dictionary. This will help improve dictionary skills. Using new knowledge try and work out which possessive adjective should be used. A big classroom display of an open suitcase with labelled clothes 'my jumper' etc in French.</p>
<p>7. To revise all language covered so far in a French fashion show.</p>	<p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Give a short prepared talk that includes opinions.</p> <p>Refer to recent experiences or future plans, every day activities and interests.</p> <p>Vary language and produce extended responses.</p>	<p>In this lesson, the children will be assessed in their speaking, listening, reading and writing. They will have an opportunity to reflect and self-assess their own learning. The children will prepare for a French fashion show, using items of clothing to catwalk and comment on in French.</p>



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		Be understood with little or no difficulty.	
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