



# Medium Term Unit Planning

<b>Topic Name:</b> French (Pets)	
<b>Learning outcome:</b> The children will learn how to repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. In practising these nouns, they will be able to tell somebody in French if they have or do not have a pet, as well as ask somebody else. To finish the unit, the children will create longer phrases regarding the pets they own using the connectives et and mais. All of this will support them in creating a presentation about their pets.	
<b>Hook</b> Animal guessing game (including song).	<b>Topic Showcase (e.g. display, museum, performance, presentation)</b> Pets' presentation
<b>Oracy:</b> The children will recite French words and phrases in front of each other as part of the general structure of each lesson.	<b>Key Vocabulary:</b> j'ai, avoir, qui s'appelle, connectives, et, mais, un, une, as-tu un animal?, un chien, un chat, un lapin, un oiseau, un hamster, un poisson rouge, une tortue, une souris, je n'ai pas d'.
<b>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):</b> Under review	
<b>Citizenship/Community Opportunities:</b> <b>(Focus – change in attitude/increase knowledge and awareness/make a difference)</b> The children will have an awareness of other cultures and languages and be able to compare these to their own.	



# Medium Term Unit Planning

Experiences/Visits/Visitors			
<b>Main Subjects covered:</b> <b>French</b>			
<b>Read fluently</b> This concept involves recognising key vocabulary and phrases. <b>Write imaginatively</b> This concept involves using key vocabulary and phrases to write ideas. <b>Speak confidently</b> This concept involves using key vocabulary and phrases to verbally communicate ideas. <b>Understand the culture of the countries in which the language is spoken</b> This concept involves the background knowledge and cultural capital needed to infer meaning from interaction.			
<b>Notes:</b> This learning will centre around the children producing extended responses. There will be opportunities to practise listening, speaking, reading and writing skills; however, the unit will predominantly foster the children's speaking skills.			
Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To learn the eight nouns and matching gender articles	<b>Write imaginatively</b> This concept involves using key vocabulary and phrases to write ideas.	Use dictionaries or glossaries to check words.	The children will be informed of the aim of this unit. After this, the children will guess in English what



# Medium Term Unit Planning

<p>for the different pets.</p>	<p><b>Read fluently</b> This concept involves recognising key vocabulary and phrases.</p>	<p>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p> <p>Show confidence in reading aloud, and in using reference materials.</p>	<p>the eight animals might be in French. They will then be properly introduced to eight new words for pets. The children will play a game of pets picture bingo as a class to consolidate this learning. They will then draw pets labelled in French and English.</p>
<p>2. To use 'J'ai' plus a pet along with a connective (et) when talking about pets.</p>	<p><b>Write imaginatively</b> This concept involves using key vocabulary and phrases to write ideas.</p> <p><b>Speak confidently</b> 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>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p>	<p>The children will be introduced to how to use "J'ai..." ("I have...") to say which pet they have so they can answer the target question "As-tu un animal?" ("Do you have a pet?") using a short sentence in French. The children will learn a French pets song to help consolidate their learning.</p>





# Medium Term Unit Planning

		Be understood with little or no difficulty.	the information they will write what pet they have and what it is called.
4. To learn how to use the negative structure <i>je n'ai pas de / d'...</i>	<p><b>Write imaginatively</b> This concept involves using key vocabulary and phrases to write ideas.</p> <p><b>Speak confidently</b> This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Write short texts on familiar topics.</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p>Vary language and produce extended responses.</p>	The children will begin the lesson by recapping the French pet's song. The children will then be introduced to the negative structure <i>"je n'ai pas de / d'..."</i> to enable them to say what pet they do not have. They will practise saying and writing this in the lesson. They will then choose a pet for one another to write that they do <b>not</b> have.
5. To learn how to link their language together using the connective <i>"mais"</i> ("but").	<p><b>Write imaginatively</b> This concept involves using key vocabulary and phrases to write ideas.</p> <p><b>Speak confidently</b> This concept involves using key</p>	Use knowledge of grammar to enhance or change the meaning of phrases.	The children will be introduced to the connective word <i>"mais"</i> ("but") to enable them to say what pet they have and what it is called "but" also what pet they do not



# Medium Term Unit Planning

	<p>vocabulary and phrases to verbally communicate ideas.</p>	<p>Include imaginative and adventurous word choices.</p> <p>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p> <p>Understand the main points and opinions in spoken passages. Give a short prepared talk that includes opinions.</p>	<p>have. Time will spent practising saying this to one another. The children will then prepare for a pet's presentation in which they explain which pets they do and don't have. They will be given a word bank to aid them containing the words they have learnt over this unit. A planning sheet will be provided to aid the children in preparing. The children will then present to the class.</p>
<p>6. To revise all language covered so far when presenting</p>	<p><b>Read fluently</b> This concept involves recognising key vocabulary and phrases.</p>	<p>Show confidence in reading aloud, and in using reference materials.</p>	<p>ALL language from the unit will be revised today as the children complete their assessment tasks.</p>



# Medium Term Unit Planning

<p>information about their pets.</p>	<p><b>Speak confidently</b> This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Understand the main points and opinions in spoken passages.</p> <p>Give a short prepared talk that includes opinions.</p> <p>Vary language and produce extended responses.</p> <p>Be understood with little or no difficulty.</p>	<p>The children will present their pet presentations.</p>
--------------------------------------	---	--	---