





# Medium Term Unit Planning

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
French – At School – language Angels			
1. Phoneme and pronunciation recap	<p><b>Read fluently</b></p> <p><b>Speak confidently</b></p>	<p>Take part in conversations to seek and give information.</p> <ul style="list-style-type: none"> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> </ul>	<p>Recap on phonemes 'oi', 'on', 'ou', 'ch' and how they are pronounced differently in English and French. Look at French vocabulary relating to these sounds. (Repeat this pronunciation starter at the beginning of each lesson with different phonemes). Recap on words they may know, how French language is different but also has cognates and near cognates, read a simple sentence or passage in French and translate by 'getting the gist!'.</p>
2. Vocabulary – use of dictionaries	<p><b>Read fluently</b></p> <p><b>Speak confidently</b></p>	<p>Take part in conversations to seek and give information.</p> <p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> </ul>	<p>Starter – phonemes; 'ie', 'in', 'ille', 'ique' write words with these in. Introduce the French dictionaries – look at format and how to find vocab. Task to find words given in English, in French – words already covered in KS2. Then add colours if able – poisson rouge, ballon bleu etc... build up own vocab bank.</p>



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<p>3. Café lesson – ordering food</p>	<p><b>Read fluently</b></p> <p><b>Speak confidently</b></p>	<p>Take part in conversations to seek and give information.</p> <ul style="list-style-type: none"> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> </ul>	<p>Lesson 3</p>  <p>Starter – phonemes; Look at the ACCENTS over the e. Write words with them in and practice orally. Ordering food from a café. Go over how to order food and have a conversation with a waiter/ waitress. Cards for children to practice with each other. Present – stand and deliver – if able.</p>
<p>4. Deciphering text</p>	<p><b>Read fluently</b></p> <p><b>Speak confidently</b></p>	<p>Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> </ul>	<p>Lesson 4</p>  <p>Starter – phonemes;</p> <p>Lesson 4 – recap all phonemes across 4 lessons. Go over 'liaison' where the end of one word usually not pronounced, is pronounced when the letter of the next word is a vowel. E.g. 'vous avez' the 's' is pronounced. Try to complete a passage – orally then written using the phonemes learnt over the past 4 weeks. Ext: Can anyone write their own using words given and sentence format? Can they decipher what something says in French? Use of dictionaries.</p>
<p>5. Recap on introducing themselves and writing this down.</p>	<p><b>Read fluently</b></p> <p><b>Write imaginatively</b></p> <p><b>Speak confidently</b></p>	<ul style="list-style-type: none"> <li>• Use knowledge of grammar (or pitch in Mandarin)</li> </ul> <p>to enhance or change the meaning of phrases.</p> <ul style="list-style-type: none"> <li>• Use dictionaries or glossaries to check words.</li> </ul>	<p>Vocab check - recap all phonemes across 4 lessons and words used – Language Angels. Can anyone remember how to introduce themselves? Recap on greetings and have mini conversation. Me in the world - progressive teaching unit or Je me presente in intermediate. Write about themselves and read it back.</p>



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		<ul style="list-style-type: none"><li>• Refer to recent experiences or future plans, as well as to everyday activities.</li></ul>	
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