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Year 5 - Medium Term Plan - Cultural Explorers - MFL

Notre École - How can we describe aspects of our school to a French speaker?



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Aspect of Study

- Lesson/school equipment vocabulary
 - Time and timetables
 - Classroom instructions
- Using adjectives and adverbs to describe

Transferable Knowledge:

- Maths - time and timetables
- Grammatical features - Literacy

National Curriculum Overview of Programme of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

During this area of study students should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Real World Links:

Learning to communicate with someone who does not share your language. Link to members of our community for whom English is an additional language.

Greetings used in our 'Language of the month'.

Comparison between school life in France and the UK.



Communication – Understand how to speak to new people

Influential Figures

OPAL links

Vocabulary displayed in yards

Curriculum Coverage

(Previous, expected and what follows on)

Prior Curriculum Coverage	Curriculum Coverage	Subsequent Curriculum Coverage KS3
<p>Listening</p> <ul style="list-style-type: none"> Gain an overall understanding of an extended spoken text which includes some familiar language <p>Speaking</p> <ul style="list-style-type: none"> Take part in conversations and express simple opinions giving reasons Adapt known complex sentences to reflect a variation in meaning <p>Reading</p> <ul style="list-style-type: none"> Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation <p>Writing</p> <ul style="list-style-type: none"> Write phrases and some simple sentences from memory and write a short text with support from a word/phrase bank Use a wide range of adjectives to describe people and things <p>Grammar</p> <ul style="list-style-type: none"> Know how to conjugate some high frequency verbs Adapt sentences to form negative sentences and begin to form questions 	<p>Listening</p> <ul style="list-style-type: none"> Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard <p>Speaking</p> <ul style="list-style-type: none"> Engage in longer conversations, asking for clarification when necessary Create own sentences using knowledge of basic sentence structure <p>Reading</p> <ul style="list-style-type: none"> Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation Attempt to read a range of texts independently, using different strategies to make meaning <p>Writing</p> <ul style="list-style-type: none"> Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic Select appropriate adjectives to describe a range of things, people and places <p>Grammar</p> <ul style="list-style-type: none"> Know how to conjugate a range of high frequency verbs Have an awareness of similarities and differences in grammar between different languages 	<p>Grammar and vocabulary</p> <ul style="list-style-type: none"> Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues Use accurate grammar, spelling and punctuation. <p>Linguistic competence</p> <ul style="list-style-type: none"> Listen to a variety of forms of spoken language to obtain information and respond appropriately Transcribe words and short sentences that they hear with increasing accuracy Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address Express and develop ideas clearly and with increasing accuracy, both orally and in writing Speak coherently and confidently, with increasingly accurate pronunciation and intonation Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Language plan

Key vocabulary	Concepts	Speaking and listening
<ul style="list-style-type: none"> ● Nouns - names of lessons and equipment ● Verbs - to like, to love, to dislike, to hate, to have, to learn ● Adjectives - appearance and personality adjectives ● Adverbs - kindly, helpfully, carefully, quickly 	<ul style="list-style-type: none"> ● Gender of nouns ● Changing a sentence to form the negative (ne...pas) ● Use of personal pronouns <ul style="list-style-type: none"> ● Use of articles ● Order of adjectives in sentences - after the noun rather than before as in English ● Position of adverbs in a sentence 	<ul style="list-style-type: none"> ● Turn taking in conversations ● Expressing and justifying opinions <ul style="list-style-type: none"> ● Asking questions ● Use of accurate pronunciation



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Sequence of Teaching and Learning

Notre École - How can we describe aspects of our school to a French speaker?

	LO/EQ?	Lesson ideas/differentiation
1	L.O: To respond to and use classroom instructions in French	Introduce vocabulary for classroom instructions. Play 'Simon à dit...' with children following the instruction that 'Simon says'. Children create display posters for each of the instructions.
2	L.O: To know the names of classroom equipment in French	Introduce the vocabulary for the names of classroom equipment. Play a game where children race to find the equipment stated. Children draw and label the equipment.



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Sequence of Teaching and Learning

	LO/EQ	Lesson ideas/differentiation
3	<p>L.O: To know the names for different lessons in French</p>	<p>Introduce vocabulary for lessons. Model how to write sentences describing the lessons in a day.</p> <p>Extension - use of the future tense</p>
4	<p>L.O: To use time and timetables to describe our day in French</p> <p>Link to maths- time and timetables</p>	<p>Introduce how to tell the time in French. Look at the conventions for writing the time in French and how this differs from English. Children use French times to create a timetable for their school day.</p>



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Sequence of Teaching and Learning

	LO/EQ	Lesson ideas/differentiation
5	L.O: To use adjectives and adverbs to describe our teachers in French	Model how to talk about a person in French. Look at how gender affects pronouns and spelling of adjectives. Children write sentences describing their teachers appearance, personality and how they help the children to learn.
6	E.Q: How can we describe aspects of our school to a French speaker?	Children use the knowledge they have gained this term to write an email to a French child describing what our school is like. They should include information on the lessons we study, our daily routines and what our teachers are like.