ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: MFL - ***Les Vêtements*** **(clothes) and Goldilocks** **YEAR GROUP:** 5 **TERM:** Summer

Vocabulary

Qu'est-ce que tu portes à l'école?
Je porte = I wear
Un pantalon = a pair of trousers *Un* ***maillot de bain*** = swim wear ***Un pull*** = a jumper ***Un tee shirt*** = a tee shirt ***Un manteau*** = a coat ***Un short*** = a pair of shorts ***Un chemisier*** = a blouse ***Une robe*** = a dress ***Une*** *cravate* = a tie ***Une écharpe*** = a scarf ***Une jupe*** = a skirt Unit - ***Les Vêtements*** | Page 4 ***Une veste*** = a jacket ***Une chemise*** = a shirt ***Une casquette*** = a cap

Vocabulary

Des collants = a pair of tights * ***Des gants*** = a pair of gloves * ***Des bottes*** = a pair of boots * ***Des chaussures*** = a pair of shoes * ***Des chaussettes*** = a pair of socks * ***Des sandales*** = a pair of sandals **** Des lunettes*** = a pair of glasses/sunglasses * * The article "des" actually translates to "some" but that would be poor English hence our use of "a pair of…" instead

Skills/Learning Objectives

- Repeat and recognise the vocabulary for a variety of clothes in French
- Use the appropriate genders and articles for these clothes
- Describe what they and other people are wearing
- Say what they would wear in different weather
- Understand the layout of a bilingual dictionary and be encouraged to use it
- Read and pick out key information through learned vocabulary, reading strategies and sometimes independent research e.g. using a dictionary
- Read and demonstrate understanding of a text by adapting it to create own with support
- Begin to understand and apply the principles of conjugation of high-frequency regular verbs

What we already know

- ***le/la/un/une*** – masculine/feminine
- Follows on from weather in Year 5 Autumn 2 – clothes we wear depending on the weather

Other/Cross Curricular Links with English/Maths – None

Cultural links

Differing weather across France e.g. along the Mediterranean and South of France

Application/ Outcomes

- Writing and Reading exercises – gap fills, crosswords, sorting, puzzles,
- Listening exercises
- Asking and answering questions
- Writing a message
- Research task: French designer

Adaptation for SEND

- Flashcards on display centrally in the classroom for children to access throughout any lesson
- Each lesson has differentiated activities with more/less scaffolded support
- Children should work in mixed attaining partners sometimes
- Teacher/teaching assistant can take a guided group to focus learning

Grammar/Phonics/Pronunciation/Spelling

- Explain why some items use des instead of un or une? (These are plural items and des means 'some').
- Use the verb PORTER in French – er regular verb and how it looks in French looking for patterns: ***Je porte*** = I wear ***Tu portes*** = you wear ***Il porte*** = he wears ***Elle porte*** = she wears ***Nous portons*** = we wear ***Vous portez*** = you all wear ***Ils/elles portent*** = they all wear
- The final 's' is not pronounced in gants, sandales and vacances
- -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense.
- The French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front.
- É sound in écharpe
- E sound in chemise & chemisier
- EAU sound in manteau