




## ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: *Les Vêtements*

YEAR GROUP: 5

TERM: Spring 1

<p><b>Vocabulary</b>  <i>Qu'est-ce que tu portes à l'école?</i>  <i>Je porte</i> = I wear  <i>Un pantalon</i> = a pair of trousers <i>Un maillot de bain</i> = swim wear <i>Un pull</i> = a jumper <i>Un tee shirt</i> = a tee shirt  <i>Un manteau</i> = a coat <i>Un short</i> = a pair of shorts <i>Un chemisier</i> = a blouse <i>Une robe</i> = a dress <i>Une cravate</i> = a tie <i>Une écharpe</i> = a scarf  <i>Une jupe</i> = a skirt Unit - <i>Les Vêtements</i>   Page 4 <i>Une veste</i> = a jacket <i>Une chemise</i> = a shirt <i>Une casquette</i> = a cap</p>	<p><b>Vocabulary</b>  <i>Des collants</i> = a pair of tights *  <i>Des gants</i> = a pair of gloves * <i>Des bottes</i> = a pair of boots * <i>Des chaussures</i> = a pair of shoes *  <i>Des chaussettes</i> = a pair of socks * <i>Des sandales</i> = a pair of sandals * <i>Des lunettes</i> = 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</p>	<p><b>Skills/Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for a variety of clothes in French</li> <li>Use the appropriate genders and articles for these clothes</li> <li>Describe what they and other people are wearing</li> <li>Say what they would wear in different weather</li> <li>Understand the layout of a bilingual dictionary and be encouraged to use it</li> <li>Read and pick out key information through learned vocabulary, reading strategies and sometimes independent research e.g. using a dictionary</li> <li>Read and demonstrate understanding of a text by adapting it to create own with support</li> <li>Begin to understand and apply the principles of conjugation of high-frequency regular verbs</li> </ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"> <li><i>le/la/un/une</i> – masculine/feminine</li> <li>Follows on from weather in Year 5 Autumn 2 – clothes we wear depending on the weather</li> </ul> <p><b>Other/Cross Curricular Links with English/Maths – None</b></p> <p><b>Cultural links</b>  Differing weather across France e.g. along the Mediterranean and South of France</p>
<p><b>Illustration</b></p> 	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>Writing and Reading exercises – gap fills, crosswords, sorting, puzzles,</li> <li>Listening exercises</li> <li>Asking and answering questions</li> <li>Writing a message</li> <li>Research task: French designer</li> </ul>	<p><b>Grammar/Phonics/Pronunciation/Spelling</b></p> <ul style="list-style-type: none"> <li>Explain why some items use des instead of un or une? (These are plural items and des means 'some').</li> <li>Use the verb PORTER in French – er regular verb and how it looks in French looking for patterns: <i>Je porte</i> = I wear      <i>Tu portes</i> = you wear  <i>Il porte</i> = he wears      <i>Elle porte</i> = she wears      <i>Nous portons</i> = we wear      <i>Vous portez</i> = you all wear      <i>Ils/elles portent</i> = they all wear</li> <li>The final 's' is not pronounced in gants, sandales and vacances</li> <li>-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.</li> <li>The French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front.</li> <li>É sound in écharpe</li> <li>E sound in chemise &amp; chemisier</li> <li>EAU sound in manteau</li> </ul>	
<p><b>Adaptation for SEND</b></p> <ul style="list-style-type: none"> <li>Flashcards on display centrally in the classroom for children to access throughout any lesson</li> <li>Each lesson has differentiated activities with more/less scaffolded support</li> <li>Children should work in mixed attaining partners sometimes</li> <li>Teacher/teaching assistant can take a guided group to focus learning</li> </ul>			