



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: *Le Week-end* (The Weekend)

YEAR GROUP: 5

TERM: Summer

<p>Vocabulary</p> <p><i>Quelle heure est-il?</i> <i>Et quart = quarter past /Et demie = half past /Moins le quart = quarter to</i> <i>il est huit heures</i> <i>il est sept heures et demie</i> <i>il est six heures vingt</i> <i>il est quatre heures moins vingt-cinq</i> <i>il est dix heures moins le quart</i> <i>il est dix heures et quart</i> <i>il est quatre heures vingt-cinq</i> <i>il est deux heures dix</i> <i>il est quatre heures moins dix</i> <i>il est une heure cinq</i> <i>Aussi</i> Also / <i>Plus tard</i> Later <i>Finalement</i> Finally <i>Je me lève</i> = I get up <i>Je prends mon petit déjeuner</i> = I have my breakfast</p>	<p><i>Je regarde la télé</i> = I watch TV <i>Je lis des bandes dessinées</i> = I read comic books <i>J'écoute de la musique</i> = I listen to music <i>Je joue à l'ordinateur</i> = I play on the computer <i>Je joue au foot</i> = I play football <i>Je vais à la piscine</i> = I go to the swimming pool /<i>Je vais au cinéma</i> = I go to the cinema <i>Je me couche</i> = I go to bed <i>Qu'est-ce qu tu fais le week-end?</i> <i>C'est génial!</i> = It's amazing / incredible! <i>C'est super!</i> = It's great! <i>C'est amusant!</i> = It's fun! <i>C'est fatigant!</i> = It's tiring/exhausting! <i>C'est barbant!</i> = It's boring/tedious! <i>C'est nul!</i> = It's not great/awful! (Challenge section) <i>J'adore ça!</i> = I love it! /<i>Je déteste ça!</i> = I hate it!</p>	<p>Skills/Learning Objectives</p> <ul style="list-style-type: none"> • Ask what the time is in French • Tell the time accurately in French • Express what they do at the weekend in French • Learn to integrate conjunctions into their work • Present an account of what they do and at what time at the weekend • Use a wider range of sentence structures to name and describe and justify opinion 	<p>What we already know</p> <p>Activities/verbs Year 3 Summer <i>Je peux...</i> Time has been taught in Year 5 Days of the week Y4</p> <hr/> <p>Other/Cross Curricular Links with English/Maths</p> <p>Maths - Telling the time</p> <p>Cultural links</p> <p>French pastimes are similar to those in England</p>
<p>Application/ Outcomes</p> <p>Writing activities – matching, translations Listening and Reading exercises Asking and answering questions Presentations/role play dialogue</p>	<p>Grammar/Phonics/Pronunciation/Spelling</p> <ul style="list-style-type: none"> • If you want to say you do an activity AT a specific time you use "à" plus the time • "<i>J'adore ça!</i>" as "I love it!" and "<i>Je déteste ça</i>" as "I hate it!" The more literal accurate translation would be "I love that!" and "I hate that!" In French they use "that" instead of "it" as we are referring to activities in general, more abstract. • Pronunciation focus: <i>Beaucoup</i> (final 'p' pronounced when should be 'silent') <i>Choses</i> (final 's' pronounced when should be 'silent') <i>Prends</i> (final 's' pronounced when should be 'silent') <i>Cependant</i> (final 't' pronounced when should be 'silent') <i>Heures</i> (final 's' pronounced when should be 'silent') • Dropping the last letter of a word (in this case the 'e' in 'je') and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is to aid pronunciation. • QU sound in <i>quelle</i> & <i>musique</i>, AN sound in <i>amusant</i> & <i>intéressant</i>, EN sound in <i>prends</i> 		
<p>Adaptation for SEND</p> <ul style="list-style-type: none"> • 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 • Those with weaker numeracy skills may need support 			