




ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: *As-Tu Un Animal?* YEAR GROUP: 5

TERM: Autumn

<p>Vocabulary <i>As-tu un animal?</i> = Do you have a pet? <i>J'ai un chien</i> = I have a dog <i>J'ai un chat</i> = I have a cat <i>J'ai un lapin</i> = I have a rabbit <i>J'ai un oiseau</i> = I have a bird <i>J'ai un hamster</i> = I have a hamster <i>J'ai un poisson</i> = I have a fish <i>J'ai une tortue</i> = I have a tortoise <i>J'ai une souris</i> = I have a mouse</p>	<p>Vocabulary <i>et</i> = and <i>..qui s'appelle</i> = ...that is called... Example: <i>J'ai un chien qui s'appelle Fido</i> = I have a dog that is called Fido <i>mais</i> – but <i>J'ai un souris qui s'appelle Mimi mais je n'ai pas de lapin.</i> I have a mouse that is called Mimi but I do not have a rabbit</p>	<p>Skills/Learning Objectives</p> <ul style="list-style-type: none"> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French Tell somebody in French if they have or do not have a pet Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”) Understand and use high frequency target language and use simple phrases to give information creating short sentences Decode simple sentences and pick out key information Demonstrate an understanding of the similarities and differences between English and French e.g. how to create negative construction 	<p>What we already know</p> <ul style="list-style-type: none"> Articles and gender Indefinite <i>une/une</i> <i>J'ai</i> <i>Je n'ai pas de</i> (En classe Year 4 Spring 2) <i>Je m'appelle...</i> (<i>Je me présente</i> Year 4 Autumn 1) <i>J'habite...</i> (<i>Je me présente</i> Year 4 Autumn 1)
<p>Illustration</p> 	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> Ask and answer questions Simple written/matching activities – puzzles, gap fills, listening exercises, reading exercises Pet presentation- written and speaking task Class survey of pets 	<p>Grammar/Phonics/Pronunciation/Spelling</p> <ul style="list-style-type: none"> In this unit, the children will revise how to use and integrate the negative language structure “<i>je n'ai pas de... / d'...</i>” (“I do not have...”) into their written and spoken work – revision of previous unit. Silent letters. ‘S’ is not pronounced in <i>mais</i> or <i>souris</i> and the t is not pronounced in <i>et</i>, <i>chat</i>. ‘S’ & ‘T’ are often silent at the end of French words. Dropping of the last letter of a word (in this case the ‘e’ in ‘de’) 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. <ul style="list-style-type: none"> E sound in <i>je</i> & <i>de</i> EAU sound in <i>oiseau</i> É sound in <i>Cécile</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 Teacher/teaching assistant can take a guided group to focus learning 			

Other/Cross Curricular Links with English/Maths

None

Cultural links

- More than half of all French households have a pet - with many owning cats and / or dogs. Birds and fish are also very popular.