




MFL

ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: *Les Habitats* YEAR GROUP: 6 TERM: Spring

<p><b>Un Animal? Vocabulary</b>  <i>Qu'est-ce que c'est un habitat?</i>  <i>Les animaux et les plantes ont besoin de/d'</i> The animals and the plants need..  <i>Le chameau</i> The camel  <i>Un abri</i> Shelter  <i>La nourriture</i> Food  <i>L'ours blanc</i> The polar bear  <i>L'air Air Le singe araignée</i> The spider monkey  <i>Le soleil</i> Sun  <i>Le requin</i> The shark  <i>L'eau</i> Water  <i>Habite</i> (he/she/it) lives</p>	<p><b>Vocabulary</b>          use the verb <i>pousser</i> ('to grow') in the form <i>poussent</i> describing which plants grow (<i>poussent</i>) in each habitat.</p>	<p><b>Skills/Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Key elements animals and plants need to survive in their habitat</li> <li>• Examples of the most common habitats for plants and animals and give a named example of these habitats</li> <li>• Which animals and plants live in these different habitats</li> <li>• Pupils adapt language from memory to build new sentences</li> <li>• Recognise cognates</li> <li>• Starting to understand and apply the principles of conjugation of high frequency regular verbs</li> <li>• Express specific need using words, phrases and some improvisation</li> <li>• Give a short presentation using a wider range of phrases on the topic</li> <li>• Listen carefully to and understand, respond to and perform a wider range of oral texts on familiar themes</li> </ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"> <li>• <i>vrai/faux</i></li> <li>• <i>habite</i> – Year 4 Summer 2 Les Habitats</li> <li>• <i>mais</i> – but Year 4 Spring 2 <i>As-Tu Un Animal?</i></li> </ul> <p><b>Other/Cross Curricular Links with English/Maths</b>          Links to Year 5 Summer 2 Science – Living Things and their Habitats          Links to Geography across the school e.g. continents, map work</p> <p><b>Cultural links</b> – None</p>
<p><b>Illustration</b></p> 	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>• Writing exercises – gap fill, crosswords</li> <li>• Listening and Reading exercises</li> <li>• Asking and answering questions</li> <li>• Oral presentation to the class</li> <li>• Compare wildlife/climate in France/England.</li> </ul>	<p><b>Grammar/Phonics/Pronunciation/Spelling</b></p> <ul style="list-style-type: none"> <li>• We use the plural form of the verbs <i>pousser (poussent)</i> and <i>habiter (habitent)</i> as we are asking which plants (<i>plantes</i>) and which animals (<i>animaux</i>) (both plural) grow and live in each habitat.</li> <li>• The 's' is not pronounced in <i>planètes, bras, dans</i> and the 't' is not pronounced in <i>et</i> or <i>seulement</i> and 'd' is not heard in <i>chaud</i>. The letters s,x, z, t, d, n and m are normally silent when at the end of a word.</li> <li>• '-ent' is not pronounced in <i>habitent</i> or <i>poussent</i>. This verb ending when seen on 3rd person plural present tense endings is never pronounced.</li> </ul> <ul style="list-style-type: none"> <li>• QU sound in <i>arctique &amp; queue</i></li> <li>• Ç sound in <i>balançant</i></li> <li>• EN sound in <i>endroit, parfaitement &amp; seulement</i></li> <li>• AN sound in <i>dans, océan &amp; année</i></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>			