|  |  |  |  |
| --- | --- | --- | --- |
| **Title:**  **Year 6 – Half-term 3 – Lesson 1** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **Le weekend dernier**  (Last weekend) | **To be able to describe what I did last weekend**   * Am I able to recall free-time activities in French? * Am I able to recognise past tense verbs in French? * Am I able to independently describe my recent free-time activities? | 1. Share the ‘learning journey’, cultural information and objectives with pupils. Stress the ‘journey’ element to pupils about how their learning in this topic builds on prior knowledge from Year 5. 2. Show pupils the sentence builder. Pupils then listen to the pronunciation of the words (recording provided) as well as reading/noting the phonetic spellings provided. Practise repeating the words to familiarise with sound patterns. 3. Using mini-whiteboards, read sentences aloud in English (or French) and have pupils translate these onto their boards to check understanding. You may want to start off with single words and then develop into sentences. 4. ‘Beat the teacher’ – The teacher points at a phrase and reads it aloud in French. If the teacher reads the phrase they are pointing to, the class are to repeat it. However, if the teacher points at ‘hier’ but verbally says ‘en ville’ the pupils must stay silent. If the pupils stay silent they get 1 point. If anyone repeats or starts to repeat the incorrect phrase, the teacher wins a point – **you can repeat the activity several times.** 5. ‘Trapdoor’ – working in pairs, pupils write a sentence in French on their whiteboard (without showing their partner). Each take it in turns to guess the other’s sentence in French. If one partner guesses wrong, the other partner has a turn. Each time a pupil gets a word wrong, on their next go, they must start from the beginning (it becomes a game of memory and pronunciation practice) – **you can repeat the activity several times.** 6. OPTIONAL ‘Bob up’ – Split the class in 2 & allocate a number to each pupil 1-10. When the teacher says a number aloud, the pupils with that number must stand up and read their phrase aloud in both French and English. The quickest pupil (or the one with the best pronunciation) wins a point for their team – **you can repeat the activity several times.** 7. Pupils then have 3 minutes to write down as many French phrases (with their English translations) that they can remember. Teacher can have students give them examples to check their understanding. 8. To finish and meet their objective, without their sentence builder, pupils are to write 2 sentences about what they did at the weekend. They can use their sentence builders to support, but some may be able to use it only as reference (the sentences do not have to be true). | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary from the lesson to perfect pronunciation. |

**Year 6 – Half-term 3 – Lesson 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title:** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **Le weekend dernier**  (Last weekend) | **To be able to describe what I did last weekend**   * Am I able to recall free-time activities in French? * Am I able to recognise past tense verbs in French? * Am I able to accurately write past tense sentences? | 1. Share the ‘learning journey’, cultural information and objectives with pupils. 2. Recap the sentence builder. Pupils can re-listen to the pronunciation of the words (recording provided) as well as the phonetic spellings provided as a refresher. 3. ‘Mind reader’ - Pupils write a random sentence on their mini-whiteboard. Teacher also writes a random sentence on mini-whiteboard. All pupils stand up, teacher reads their sentence aloud. If at any point, the pupils have something in their sentence that matches the teacher, they must sit down. The last pupil(s) standing is/are the winner(s). Pupils then do the same with their partner. 4. ‘Delayed copying’ – there are 6 phrases across 6 slides. Pupils (without writing anything) have 30 seconds to memorise as much of the sentence as possible in French. Once the phrase disappears (30 seconds), they have the time it takes the frog to cross the screen to write down (as accurately as possible) the phrase in French. They will (at the end) get a point per word that is correct including spelling/accents etc. Stress to pupils that it is more important to memorise less words but spell these correctly rather than try to write every single word. 5. Translation – using the 6 sentences from the ‘delayed copying’ exercise, pupils translate these sentences into English, independently, to demonstrate their understanding. Can they add a connective to each sentence for challenge or write their own translation for the class to guess? | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary from the lesson to perfect pronunciation. |

**Year 6 – Half-term 3 – Lesson 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title:** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **The past tense** | **To be able to describe what I did last weekend**   * Am I able to recall free-time activities in French from memory? * Am I able to recognise & describe past tense verbs in French? * Am I able to independently describe my recent free-time activities? | 1. Share the ‘learning journey’, cultural information and objectives with pupils. 2. Recap the sentence builder. Pupils can re-listen to the pronunciation of the words (recording provided) as well as the phonetic spellings provided as a refresher. 3. On the slide, pupils have 3 sentences. In each sentence are pictures; pupils must re-write the phrases replacing the pictures with the words needed. Prompt pupils to do this without their knowledge organisers but offer it as support for those who may need more help. 4. Use slides 8-10 to talk pupils through conjugating verbs in the past tense – use their knowledge of verbs in English to support this e.g. “to play” changes to “I played” in the past tense. Pupils can note these ‘rules’ down in their books for reference. 5. Slide 11 – there are 6 sentences on the board (in French) to consolidate understanding of the past tense in French (at this stage, students just need to recognise the verb endings and identify if the sentence is past or present tense. 6. OPTIONAL – Pupils could translate the 6 sentences into English to consolidate the past tense. This can be done instead of the Unfair game. 7. ‘Le jeu injuste’ (the Unfair Game). The teacher splits the class into 2 teams. They then choose sentences/phrases in either French or English form the sentence builder. In turn they ask each team to translate the sentence/phrase. If the team get the translation correct, they choose a number from the grid. On clicking the number, that team get the corresponding reward/consequence. The winning team is the team with the most points. | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary from the lesson to perfect pronunciation. |

**Year 6 – Half-term 3 – Lesson 4**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title:** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **Les opinions**  (Opinions) | **To be able to describe opinions on what I did last weekend**   * Am I able to recall free-time activities in French? * Am I able to recognise past tense opinion phrases in French? * Am I able to independently describe my recent free-time activities? | 1. Share the ‘learning journey’, cultural information and objectives with pupils. 2. Pupils recall their understanding from lessons 1-3, by playing Boggle. Pupils must create as many words from Sentence Builder 1 as they can, using the Boggle box of letter (the \* allows students to use a letter of their choosing). Some example words are in the notes section of the slide for teacher reference. 3. Show pupils sentence builder 2. Pupils then listen to the pronunciation of the words (recording provided) as well as reading/noting the phonetic spellings provided. 4. Using mini-whiteboards, read sentences aloud in English (or French) and have pupils translate these onto their boards to check understanding. You may want to start off with single words and then develop into sentences. 5. ‘Mosaic Listening’ – slide 9. Pupils listen to 4 sentences in French (audio provided on the slide – each sentence is repeated twice, but can be played as many times as needed, and colour code the boxes to translate the sentences into English. Answers provided on slides 10-13. 6. Translate the sentences back into French (slide 14) – pupils may use their sentence builders for support as this is their first lesson exposed to this vocabulary. Answers provided. | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary form the lesson to perfect pronunciation. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Title:** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **Les opinions** (Opinions) | **To be able to describe what I liked/disliked doing last weekend?**   * Am I able to recall free-time activities in French? * Am I able to apply past tense opinion phrases in French? * Can I define an ‘infinitive’ and use one to describe my opinions? | 1. Pupils can re-listen to the pronunciation of the words (recording provided) as well as the phonetic spellings provided as a refresher. The teacher can use this as an opportunity to question pupils on what they remember about past tense verbs in French from previous lessons. 2. ‘Suivre le son’ (‘follow the sound’) – pupils listen to the recordings again of the sentence builders and must clap when they hear the ‘AY’ phonic sound, and stomp their feet when they hear the ‘UH’ phonic sound. This is to consolidate their understanding of French phonic sounds. 3. Slides 7-8 – Recap the definition and use of infinitives in French. Pupils must understand what an infinitive is and how they’re used in opinion phrases. 4. ‘Popcorn reading’ - Pupils listen to the recording of the text in French. After, a pupil then volunteers to start reading the text in French. Once they’ve read a few words, they ‘popcorn’ to another person in the class who picks up where they left off. This continues until the text has been fully read. 5. ‘Analysis’ – pupils must now read the text again and highlight all of the past tense verbs that they can see in the text. They must then highlight all of the opinion phrases that they can see in the text. Then, they must highlight all of the infinitive verbs that they can see in the text. (To be done in different colours). 6. ‘Comprehension’ – now that pupils have been well-exposed to this text, they must answer the comprehension questions in English, to check their understanding of the text. | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary from the lesson to perfect pronunciation. |

**Year 6 – Half-term 3 – Lesson 5**

**Year 6 – Half-term 3 – Lesson 6**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title:** | **Objective & outcomes:** | **Activities:** | **Homework opportunities:** |
| **Production** | **To be able to describe what I did on the weekend and what I thought of it**   * Am I able to recall free-time activities & opinions in French? * Am I able to define key term related to past tense verbs & infinitives in French? * Can I independently apply past tense & infinitive structures in extended writing? | 1. Share the ‘learning journey’, cultural information and objectives with pupils. 2. Pupils complete the quiz about past tense verbs, infinitives and recalling adjectives & activities. Answers provided (there may be more answers/options than those given). 3. ‘Writing’ – Using the text from last lesson, pupils need to now write their own short paragraph about what they did at the weekend & their opinion of it in French. They should include a range of adjectives, opinion & infinitive structures, a range of activities, and a range of connectives. The teacher may also model one of their own using both sentence builders to help on slide 8. Encourage students to include information from memory, but they are able to use the sentence builders as support if needed. | Pupils can take the sentence builders home to practise speaking out loud to a parent/guardian using the vocabulary from the lesson to perfect pronunciation. |