

w/c	31/10	07/11	14/11	21/11	28/11	05/12	12/12
MFL States of Being	Being a Linguist Memory techniques & hooks	Being a Linguist Memory techniques & hooks	Being a Linguist Memory techniques & hooks	Being a Linguist Memory techniques & hooks	Being a Linguist Memory techniques & hooks	Being a Linguist Memory techniques & hooks	Being a Linguist Memory techniques & hooks
Skills Progression	Applying what we have learned to write numbers & minibeast names from memory and show we know which minibeasts are M / F	Join in with some words from song Listen to / recall, begin to read key vocabulary Observe cultural differences in school life France	Join in with song, sometimes from memory Identify memory hooks to help learn pencil case object names. Read a simple sentence	Know that nouns have a gender (m / f) and begin to recognise which article goes with each gender. Intro to making a sentence negative	Read and write a simple sentence using a model Ask and answer a familiar question with a rehearsed answer.	Applying what we have learned to write familiar words / a simple sentence using a scaffold, sometimes from memory.	PPA / Class Christmas Party
Phonics	Recall of all phonemes seen last term	Ou, an (on)	Eau, on	G vs ge and e (le, je, de)	l / y	Recall of all phonemes seen this term	
Key Vocab	Saying Greetings & Numbers to 20, writing numbers to 10 writing & saying minibeast names	une trousse , un stylo, un sac a dos, une salle, un livre, un petit tableau blanc Dans mon sac il y a	Trousse, stylo, règle, gomme, cisce aux , taille crayon Dans mon sac j'ai	un petit tableau blanc un marquer	All pencil case objects & classroom objects learned to date	All pencil case objects & classroom objects learned to date	
Grammar / sentence structure	Most nouns add an S to make them plural	Writing a list of objects	As-tu un stylo ? Oui j'ai un stylo	Ne pas to make a sentence negative	Use of the word de / un / une in our sentence builder	Reminder that j'ai un and il y a un becomes je n'ai pas DE and il n'y a pas DE	
While you wait (DPS / TPS)	Write numbers in French on your WB	Write minibeast names on yr whiteboard from memory	What's the word ? p85 Children to identify & write the words which have been cut in half	Play 5-en ligne with a partner to read & recall numbers	What's the word ? p85 Children to identify & write the trousse words which have been cut in half	Play morpion with a partner (pencil case objects grid)	
Recall at start	What's the word ? Can they recognise and write the words correctly on WBs. (Cut the words in half horizontally) Phoneme recall	Repetez si c'est vrai C'est un papillon C'est une coccinelle C'est une escargot (F) C'est un chenille (F) What mistake did I make ? AfL un = m noun, une = f noun	Dans ma trousse il y a ... song	AfL - Use word mat to answer "qu'est-ce que c'est + object / flashcard ? Replying with C'est un / une XXX.	Quickwrite the items in the pencil case verse of the song.	Version Pendu for Qu'est-ce qu'il y a dans ma trousse ?	
Main Teach	AfL minibeast names and noun gender through:	Watch BBC video BBC Being French – a primary school in Marseille, slow speed down to x0.8	Teach Names of different pencil case items from the song PLUS crayon	Look at the sentence: Dans ma trousse j'ai un stylo.	Use the sentence builder to write sentences about what they do and don't have in their bag / pencil case.	Invisible words Read a sentence as a class: Dans ma trousse il y a un crayon mais il n'y a pas de gomme.	

	<p>Qu'est-ce qu'il y a dans ma boîte ? Version Pendu</p> <p>Plural Slides - Answer the questions using Il y a + number + noun sentence structure</p> <p>Complete the counting mat: HA – from memory with whole sentence starting Il y a... MA – same sentence writing numbers from memory, minibeast names using word mat LA – number + noun (checking spelling on word mat before writing) SEND – match the number & noun tiles to the picture tiles</p>	<p>What is different about French primary school ? What French words did you hear ? Voici mon école, ma classe, mon maître AND children saying their name. What did all the children have on their back ? Un sac à dos</p> <p>What might be in their bag ? Une trousse Un livre Un cahier Un agenda Listen to the song V2</p>	<p>Play qu'est-ce que manque ? (children write their answers on WB) using word mat to get spelling accurate.</p> <p>Teach how to use sentence builder to create a sentence Play Trappe as a class, all reading the whole sentence</p> <p>OR for less able / slower class of children Build the song by sorting the words into the right order (p107) Or play invisible words (p108) to help the children memorise the sentence.</p>	<p>Identify the nouns and say how you know. Identify the verb Intro to verb sandwich with ne pas wrapped round the verb</p> <p>Je ne suis pas Je n'ai pas de Il n'y a pas de</p> <p>Match the English sentences to the French</p> <p>Children to practice asking the question "as-tu un stylo ?" And replying in the negative Non je n'ai pas de stylo</p>	<p>Decorate their pencil case, fold & stick the concertina book when finished</p>	<p>Keep reading as I rub out words. Can you recall the whole sentence.</p> <p>Children to complete the sentence / phrase / word writing for their mini pencil case book</p>	
Plenary activity / task	Loop Card game	What's in the box ? Une gomme	Qu'est-ce qu'il y a dans ma boîte ?	Show them the minibook pencil case They make theirs	As-tu un xxx ? You have 5 guesses to find what I have in my pencil case.	Share pencil case work with a friend / the class	
Outcome	Children (& I) can see their progress in recall of minibeast names and spelling of numbers.	Children can join in pencil case song and hold up correct object when they hear its name	Children can recall names of pencil case objects and find them on word mat	Children sing the song from memory and recall which nouns are feminine / masculine explaining how they know (un / une)	Children can use sentence builder to describe what is / isn't in their pencil case / classroom.	Children have sense of pride when sharing their pencil case minibook with a friend.	

By the end of this unit:

Most children should be able to read aloud & verbally recall names of classroom and pencil case objects, know whether these are M / F, list words which have a given phoneme and use the positive and negative sentence starters Il y a / Il n'y a pas de by following the scaffold

Some children **may also be able to** write pencil case objects from memory, independently use the sentence starters to describe what is / isn't in their pencil case using the questions "as-tu un xxx? Oui j'ai un xxx or Non je n'ai pas de xxx"

Some children **might only be able to** sing along to the pencil case song and find pencil case object names on a picture word mat