

NB we have carried over les planetes topic as the children are keen to write fact files which provides them with a great opportunity to showcase their sentence writing ability. We will aim to start the new topic in their wk4 or 5 as we also need time each week to practice the French song we are learning for the school festival in summer term. (On écrit sur les murs). IF we don't have 2 weeks at end of term we will use last week to learn about how Easter is celebrated then do the Je m'habille topic next term

Note	Adjectives work from last term	Superlatives & reading model fact file	Planning a fact file	Writing your fact file for display	Clothing & Je m'habille story	Colour adjectives for clothes
	20/02/23	27/02/23	06/03/23	13/03/23	20/03/23	27/03/23
MFL States of Being	Being a Linguist Sentence detective	Being a Linguist Sentence Detectives	Being a Linguist Sentence Detectives	Being a Linguist Sentence Detectives	Being a Linguist Memory techniques & Sentence detectives	Being a Linguist Memory techniques & Sentence detectives
Skills Progression	Begin to apply the rule of agreement & position for adjectives in sentence writing. Use a scaffold to describe a planet	Write sentences to describe a planet / solar system object. Begin to apply the rule of agreement and position for adjectives	Adapt vocabulary in a model fact file to write your own planet fact file. Use a sentence builder to write your fact file	Write sentences to describe a planet / solar system object. Begin to apply the rule of agreement and position for adjectives	Read and write with increasing phonetic accuracy familiar and unfamiliar words	Recall / Retell & adapt a simple story using colour adjectives (position and agreement rule)
Phonics	Oi in loin, ill and eu in rocailleuse	Oi and /e/ in lointaine	/ill/ and /eu/ in rocailleuse	/z/ for s sandwiched between vowels & recall	Ch, /oh/ /ss/ an (pantalon and manteau)	/ay/ in Je mets and mes
Key Vocab	Proche / lointaine, chaude / froide, petite / grande, enorme, gazeuse	Proche / lointaine, chaude / froide, petite / grande, la plus	Froide / grande, rocailleuse, lumineuse, gazeuse, la plus, anneaux, lunes, 79, poussiere		Je mets..... t-shirt, culottes, pull, pantalon, chaussettes, bottes, manteau,	Les couleurs and les vêtements from the story
Grammar / sentence structure	BANGS adjectives go before the noun. Others go after the noun. All adjectives agree with gender & number of the noun	La plus proche / chaude / froide / grande / petite / lointaine goes after La planete to form the superlative.	Word order in sentences		Ma / mon / mes – possessive adjective meaning MY varies for gender and number of the noun. Your / His / her follow same language pattern	Adjective agreement rule for colours. Which colours don't change in the singular form ? rouge / orange / jaune No agreement if ONE item is two colours!
While you wait (DPS / TPS)	Write the date (from memory) & title Adjectives & Superlatives to describe a planet		Planning a Fact File			
Recall at start	<b>Phonics</b> – quickfire recall all to date. Focus on /oi/ /e/ and /ill/ Match correct phonemes to the words lointaine and rocailleuse	<b>Phonics</b> – quickfire recall all to date. Focus on /oi/ /e/ and /ill/ Match correct phonemes to the words lointaine and rocailleuse	Which adjective would you use to create the superlatives: La plus _____ (brightest, biggest, smallest, coldest, hottest, rockiest)	For each phoneme name one word (from memory) from planet topic which contains the phoneme.	Listen to the song on Bitesize French. How many items of clothing can you recall after listening to the song? Have a go at writing them on your whiteboards (think phonics!)	Name that colour sign (makaton) and write the colour names from memory on WBs (AFL)

	20/02/23	27/02/23	06/03/23	13/03/23	20/03/23	27/03/23
<b>Main Teach</b>	<p>using previous knowledge / cognates tell me... What do these adjectives mean ?</p> <p>Recall – what do we know about the word order with adjectives in French (Italian and Spanish) ? Generally adjectives go AFTER the noun except for BANGS (memtech) The spelling and pronunciation changes to agree with the gender and number of the noun so chaud vs chaude</p>	<p>Adjective charades to aid recall of: Chaude / froide, petite / grande / enorme / proche de / loin de, lumineuse, rocailleuse. Which goes before the noun and why ? petite / grande because they are adjectives of size.</p> <p>What is a superlative ? How are they formed in English ? Biggest / smallest / hottest / closest And in French (Spanish &amp; Italian) ? la plus + adjective, position and agreement as per adjective rule</p>	<p>Write a class fact file together using the sentence builder.</p> <p>Jupiter is one of the 8 planets in our solar system. Jupiter is a gas giant and is the largest planet in the solar system. Jupiter has 79 moons. (not for translating but... 4 were spotted by Galileo Galilei in 1610!! Jupiter has rings which are made of dust. One day on Jupiter is equal to 10 earth hours. One year on Jupiter is equal to 12 earth years</p>	<p>Create your own fact file by either editing last week's fact file about Jupiter OR by using the sentence builder.</p> <p>Golden rule ! – Keep it simple, stick to using vocabulary / sentences we know.</p>	<p>Share the simple story: Je m'habille et je te croque Pausing for the children to complete the item of clothing.</p> <p>Grammar focus: ma/ mon / mes (why ? and how do you know which to use ?) Je mets mes Je mets mon Je mets ma</p>	<p>Repetez si c'est vrai Je mets mon T-shirt(m) Je mets mes pantalons (always singular) Je porte un jupe (f) Je mets mon chaussettes. What mistake did I make ? ?Afl un = m noun, une = f noun &amp; noun recall IF we want to add the colour description, where does the adjective go ? after the noun What else do we need to remember ? agreement with gender and number of the noun: Les chaussettes vertes / violettes Une jupe rouge / noire / verte / bleue Un t-shirt rouge / noir / vert Un t-shirt rouge et noir = a red &amp; black t-shirt not 2 t-shirts one red one black. Children to adapt the story by adding colour adjectives for their clothing items (SEND to work as a group with me)</p>
<b>Plenary activity / task</b>	Read and translate these sentences to decide which adjective is needed to complete the sentence.	Mind the Gap - Read the sentences and write in the correct planet name to make the sentences true.			Put the clothing items in order as they appeared in the story	HA to read the story SEND have written
<b>Outcome</b>	Children know which topic adjectives go before / after the noun and can choose the correct form based on gender / number of the noun.	Children can recall key topic adjectives AND use the superlative form in a sentence.	Children can use a sentence builder & their grammar knowledge to translate (into French) sentences which describe a planet.	Children take pride in the work they have produced. Complex sentence writing including applying grammar rule re adjective position and agreement.	Children can recall name of basic items of clothing and join in to retell a story from memory.	Children can apply agreement and position grammar rule for colour adjectives.

Assessment for Learning - By the end of this unit:

**Most children should be able to** use a sentence builder to write sentences with adjectives to describe an element of the solar system (planet / moon / sun). They know that size adjectives go before the noun but, most other adjectives follow the noun. They know that adjectives agree with the gender and number of the noun but, will need to use a table to find the correct spelling format for an adjective.

Some children **may also be able to** use a conjunction to join two sentences using a superlative in one clause e.g. Mercure est une planete chaude car elle est la planete la plus proche du soleil

Some children **might only be able to** use a sentence builder to translate planet fact sentences from English to French.