



Raffles International School Medium Term Plan

Subject: French		Number of sessions: 6 weeks		Year 5
<p>Outstanding attainment – Some students will be able to talk fluently introducing themselves Good attainment – Most students will be able to understand and name days of the weeks and months and asking about birthday date and age Acceptable attainment – All students will be able to make phonics difference</p>				
Learning Objectives:	Suggested activities	Assessment Opportunities and Learning Outcomes:	Resources:	Cross-Curricular Links:
<p><i>Greeting</i> <i>Unité 1: Durant l'année</i> <i>During the year</i> <i>What a day!</i></p>	<p><i>To write the date correctly. Matching phrases.</i></p> <p><i>Understand and name the seasons and the months and say when is their birthdays.</i></p> <p><i>Verb "to be" to the present tense. Use the structures learned in context. How old are you.</i></p> <p><i>Numbers up to 30.</i> <i>Phonics: difference between [oi] & [a]</i></p> <p><i>Imagine dialog & write it.</i></p> <p><i>How to make a French class Calendar.</i></p>	<p><i>A written review testing correct usage of target vocabulary,</i></p> <p><i>Comprehension and application of grammatical structures learnt.</i> <i>Oral Work – with emphasis on pronunciation</i></p> <p><i>Reading sentences (AfL for understanding and comprehension)Test</i></p>	<p><i>Visual Aids</i> <i>Flashcards</i> <i>Audio CD's</i></p> <p><i>Worksheets + Activities from the workbook</i></p>	<p><i>English</i> <i>Arabic</i> <i>Mandarin</i></p>
UAE Culture links / Values (If applicable):				



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Outstanding attainment – Some students will be able to use the structures in context Good attainment – Most students will be able to give names of places city Acceptable attainment – All students will be able to listen and to understand				
Learning Objectives:	Suggested activities	Assessment Opportunities and Learning Outcomes:	Resources:	Cross-Curricular Links:
<i>Greeting</i> <i>Unité 2 : En ville</i> <i>In the city</i> <i>Be careful!</i>	<i>Listen dialog and showing correct picture.</i> <i>Understand an address. Tick the correct answer.</i> <i>Understand an address</i> <i>Say where we will go. Give names of place's city.</i> <i>Crosswords. Answer the questions.</i> <i>Verb "to go" to the present tense. Understand the directions and give a path.</i> <i>Complete Sarah's message.</i> <i>Phonics: difference between [f] & [v].</i> <i>Use the structures learned in context.</i> <i>How to make a passport "road safety"</i>	<i>A written review testing correct usage of target vocabulary,</i> <i>Comprehension and application of grammatical structures learnt.</i> <i>Oral Work – with emphasis on pronunciation</i> <i>Reading sentences (AfL for understanding and comprehension)Test</i>	<i>Visual Aids</i> <i>Flashcards</i> <i>Audio CD's</i> <i>Worksheets + Activities from the workbook</i>	<i>English</i> <i>Arabic</i> <i>Mandarin</i>
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Subject: French		Number of sessions: 6 weeks		Year 5
Outstanding attainment – Some students will be able to invite somebody and accept invitation Good attainment – Most students will be able to know different sports Acceptable attainment – All students will be able to understand sports				
Learning Objectives:	Suggested activities	Assessment Opportunities and Learning Outcomes:	Resources:	Cross-Curricular Links:
<i>Greeting</i> <i>Unité 3: La semaine prochaine</i> <i>The next week</i> <i>You come at home?</i>	<i>Understanding sports and naming the places or on the practice</i> <i>Know different sports</i> <i>Invite somebody</i> <i>Accept an invitation</i> <i>Telling what we can do</i> <i>Using verb “to go+ infinitive”</i> <i>Difference between [p] and [b]</i>	<i>A written review testing correct usage of target vocabulary,</i> <i>Comprehension and application of grammatical structures learnt.</i> <i>Oral Work – with emphasis on pronunciation</i> <i>Reading sentences (AfL for understanding and comprehension)Test</i>	<i>Visual Aids</i> <i>Flashcards</i> <i>Audio CD’s</i> <i>Worksheets + Activities from the workbook</i>	<i>English</i> <i>Arabic</i> <i>Mandarin</i>
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