

Unit 5 : Le temps	Unit context: progression in basic language learning skills	
In this unit pupils learn to understand simple weather phrases and say them aloud, they can identify the weather outside during each French lesson, along with the day and date, they also revise numbers to 50 and learn higher numbers to 100..	New language content: numbers 50 to 100, weather phrases.	New contexts: weather, talking about daily events.
By the end of this unit pupils:		
some pupils will not have made so much progress and will: understand, identify and say simple weather phrases trying hard to imitate pronunciation; understand and try to say numbers to 100 in French.	most pupils will: understand simple weather phrases although may not be able to say or pronounce them particularly well; identify weather phrases when given choices; understand numbers to 100 in French, perhaps being able to say them accurately.	some pupils will have progressed further and will: understand, identify and say all weather phrases learned imitating pronunciation well and using each phrases appropriately; understand and say numbers to 100 in French, and perhaps higher numbers, doing independent work on learning them and using them, during speaking work pronouncing all numbers correctly.
Prior learning: numbers to 50		
Resources required include: weather flashcards, worksheets,number games and worksheets, small whiteboards and pens.		
Out of School Learning: practise vocabulary learned.	Future Learning: pupils will reuse the language learned in this unit in many different contexts, being able to ask questions and understand what is asked of them.	
Teaching & Learning Activities: flash card games; guessing games, strategies for memorising vocabulary, spellings and genders; bingo games with numbers and words; hotter and colder games; number games, counting, chanting, maths activities, countdown, against the clock games; speed challenges; small whiteboard and pens to practise, learn and revise vocab and numbers ; practising numbers using maths games; using worksheets to practise vocabulary and become familiar with the written word in French; listening activities from the cd; speaking activities with teacher, partner and group.		

<p>Assessment Opportunites: Summative assessment - marking of worksheets, self marking of tasks and peer marking of work completed. Teacher observation during lessons and monitoring of progress made throughout class time. Mini tests on vocabulary studied for recall, understanding and spelling. Mini tests on recall and comprehension of times and weather phrases. Ongoing assessment of listening and reading skills though use of cd and text tasks.</p>	<p>Assessment for Learning: success criteria decided upon and shared with the class; clear objectives set for each lesson; pupils to recall any prior learning which could support their learning in each lesson; target setting clear to pupils - pupil set own targets + teacher targets where appropriate for individuals, groups, whole class; effective questioning by teacher and pupils; peer/self assessment and feedback; pupils setting tasks/testsfor each other.</p>
<p>Special Educational Needs: Cloze activities rather than written sentences, close support on speaking and listening tasks, use of small whiteboards to reinforce vocabulary, and understanding.</p>	<p>Gifted and Talented: Extended writing tasks; use of dictionaries to promote independent thinking and learning; extra vocab work to practise and learn using the new language in different contexts.</p>
<p>Interventions: :Additional supported reading tasks to become more familiar with vocabulary. Aided writing to support progress. Specific worksheets tailored to improve comprehension.</p>	
<p>Thinking Skills: Thinking maps activities, sequencing, questioning, diamond ranking, odd one out</p>	
<p>Literacy Skills: Speaking and listening to basic questions and answers; writing and spelling weather phrases; reading and understanding daily event phrases and using examples to write them.</p>	