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| Y5 | **EXPECTATIONS** | **At the end of this section most pupils will:**   * Say the planets’ names * Describe the position of the planets and some of their characteristics * Write short sentences in a mini-book | At the end of this section some pupils will not have made so much progress and will:   * Understand the names of the planets * Say single words * Need prompting to recall vocabulary and structures * Copy short phrases | | | At the end of this section some pupils will have progressed further and will:   * Retrieve facts from extended information about the planets |
| Unit15 | **OBJECTIVES** | **Pupils should learn:**   * To say the planet names in French * The order that the planets are away from the Sun * To say and write sentences describing the planets * To say and write sentences saying how close the planets are to the Sun | | OUTCOMES | Pupils:   * Say the planet names in French * Say order that the planets are away from the Sun * Say and write sentences describing the planets * Say and write sentences saying how close the planets are to the Sun | |
| Les Planètes | CORE | adjectival position  adjectival agreement  est  et  très  assez  de + le = du | | **PERIPHERAL** | Mercure une planète le soleil la lune  Vénus  La Terre chaud(e) minuscule  Mars froid(e)  Jupiter rapide + colours from unit 4  Saturne lent(e)  Uranus grand(e) loin de  Neptune petit(e) près de  Pluton énorme | |
| **ACTIVITIES** | **Possible activities include:**   * Listen to a poem about the planets and identify the planet names (mostly cognate) by sound and look * Say the planet words with actions * Look at French mnemonic for remembering the order of the planets * Fill in gaps in sentences about planets using appropriate adjectives or planet names * Unmix sentences about the planets * Phonic focus é j on u * Compare planet names with days of the week * True/false sentences about the planets * Write sentences using a writing frame   **Stories, poems, songs and rhymes:**   * Non-fiction texts about space * Poem: Les planets * Song: Mercure Vénus | | | | |
| RESOURCES | * Writing frame | | | | |
| **SUMMATIVE TASK** | Concertina planet book, where each fold contains a sentence about a different planet | | | | |
| **“I CAN”** | I can:   * Say and understand the names of the nine planets * Say the names of the nine planets in the right order * Describe the planets’ size, speed and colour * Say how far the planets are from the sun * Say and write sentences about the planets using actions to help me to remember | | | | |
| **PoS** | **Listening:**  - Listen attentively to spoken language and show understanding by joining in and responding  - Appreciate rhymes in the language  - Understand facts  **Speaking:**  - Describe places orally  - Communicate facts  - Speak in sentences using familiar vocabulary, phrases and basic language structures  **Reading:**  - Read carefully and show understanding of words, phrases and simple writing  - Appreciate rhymes in the language  - Understand facts in writing  **Writing:**  - Write at varying length (complex sentences)  - Adapt sentences to create new sentences to express ideas clearly  - Describe places in writing  **Grammar:**   * Gender – adjectival agreement * Key features and patterns of the language – norms of description   **Language learning skills:**   * Explore how the patterns, grammar and words of the new language are different from or similar to English | | | | |

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