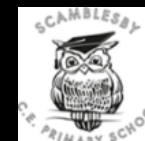


SCAMBLESBY CE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y5/6 FRENCH – YEAR A



Autumn Term 1 – Phonics and Ice Creams

Key Knowledge:

Les glaces

phonics

sound in:
on • citron

sound in:
ch • pistache

&

guttural 'r'

The 'r' sound in French is guttural from the back of the throat like in the words 'fraise' and 'citron' .

silent letters

There are many last consonant silent letters in French. The final letter 't' is silent in the word 'chocolat' .

vocabulary

10 ice-cream flavours in French.

How to ask for a pot, cone and the number of scoops in French.

Je voudrais une glace s'il vous plaît. Je voudrais deux boules à la vanille s'il vous plaît.

*I would like an ice-cream please.
I would like 2 scoops of vanilla please.*

grammar

In French there are 2 words for the English determiner 'a'. These are often referred to as indefinite articles:

un **une**

Singular determiner 'a/an'

The high frequency verb 'je voudrais' means (I would like) in French.

Je voudrais...

I would like...

By the end of this unit:

- Objective 1: I will learn and become more familiar with 5 ice-cream flavours in French.
- Objective 2: I will learn and become more familiar with 5 more ice-cream flavours in French.
- Objective 3: I will learn how to use the first person high frequency verb 'je voudrais' (I would like) in French.
- Objective 4: I will learn how to ask for a cone or a pot of ice-cream and say the number of scoops I would like.
- Objective 5: I will learn how to use all my new knowledge to perform a short role-play to order an ice-cream.

Lesson Overview and link to Language Angels

All lessons and related activities can be found at:

<https://www.languageangels.com/schools/teachUnit/53267>

Assessment:

Level 1

- I can repeat and recognise some of the 10 ice-cream flavours as presented in this unit.
- I can attempt to possibly spell my favourite ice-cream flavour, from memory with good accuracy, copying from a model.
- I say in French that I like a particular flavour in French using 'je voudrais', if I hear it being modelled by somebody else first.
- I can say in French whether I would like my ice-cream in a cone or pot/small tub, but I will need a model answer to remind me how to say it accurately first.

Level 2

- I can repeat and recognise most of the 10 ice-cream flavours as presented in this unit.
- I can attempt to possibly spell 5 of these ice-cream flavours in French unaided from memory with good accuracy.
- I can say in French that I would like an ice-cream, using 'je voudrais' but I may need a reminder of the answer first.
- I can specify in French what flavour ice-cream I would like, but I may need to hear a model answer first.
- I can specify in French whether I would like my ice-cream in a cone or a small pot/tub if I am reminded of the language first.

Level 3

- I can name and recognise all 10 ice-cream flavours as presented in this unit.
- I can attempt to spell more than 5 of these flavours in French with high accuracy.
- I can say in French that I would like an ice-cream using 'je voudrais'.
- I can specify in French what flavour ice-cream I would like.
- I can specify in French whether I would like my ice-cream in a cone or a small pot/tub

Autumn Term 2 – Instruments

Key Knowledge:

phonics

sound in:
ou • jou
 sound in:
on • violon

&

guttural
 'r'

The 'r' sound in French is guttural made from the back of the throat like in the words 'triangle', 'guitare and 'clarinnette'.

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les' and 'des', pronounced almost like 'leh' and 'deh'.



vocabulary

10 instruments in French.



Simple sentences like:

Je joue du violon.

I play the violin.



grammar

The 4 determiners in French for 'the' as seen in this unit:

le **la** **l'**

Singular determiners for the word 'the'.

les

Plural determiner for the word 'the'.

How to use the high-frequency regular verb 'I play' in French when saying 'I play an instrument':

je joue

I play

By the end of this unit:

- Objective 1: I will learn 5 instruments in French with their correct determiner.
- Objective 2: I will learn 5 more instrument nouns in French with their correct determiner.
- Objective 3: I will revise all 10 instrument nouns with their determiners in French and start to attempt the spellings.
- Objective 4: I will explore and understand better the role of the definite article/determiner for 'the' in French.
- Objective 5: I will learn how to use the first person conjugated verb '**je joue**' (I play) in French.

Lesson Overview and link to Language Angels

All lessons and related activities can be found at:
<https://www.languageangels.com/schools/tea/Unit/53267>

Assessment:

Level 1

- I can attempt to name/spell a couple of different instruments in French with the correct definite article/determiner but may need to look at the vocabulary sheet first
- . • I am beginning to understand that the instruments do not all have the same definite article/determiner in French.
- I can say/write one short phrase on a couple of the instruments in French but may need to look at the vocabulary sheet first to support me with the spellings

. Level 2

- I can attempt to name/spell at least 5 different instruments in French with the correct definite article/determiner.
- I understand that the instruments do not all have the same definite article/determiner.
- I can say/write at least 5 short phrases on 5 different instruments in French but may need to look at the vocabulary sheet to support me with the spellings.

Level 3

- I can name/spell all 10 instruments in French with the correct definite article/determiner.
- I understand that the instruments do not all have the same definite article/determiner and know which definite articles/determiners go with each instrument confidently from memory
- . • I can say/write 10 short phrases on the 10 different instruments in French from memory

Spring Term 1 – Weather

Key Knowledge:

phonics

sound in:

- le
- de

sound in:

- beau

&

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the words 'temps', 'dans' and 'mauvais'. The 't' is silent in the words 'fait' and 'vent'. The 'd' is silent in the word 'chaud'.

vocabulary

9 common weather expressions.



Key question:

Quel temps fait-il aujourd'hui ?
What is the weather today?

Compass points:

le nord	le sud	l'ouest	l'est
north	south	west	east

grammar

To understand better the use of the verb '**faire**' (to do) and '**il y a**' in set weather phrases:

Il fait chaud.
It is hot.
(literal translation 'it is doing hot').

Il y a du soleil.
It is sunny.
(literal translation 'there is sun').

By the end of this unit:

- Objective 1: I will be introduced to the new vocabulary for describing the weather in French.
- Objective 2: I will start to learn how to recall, say and write the weather expressions from memory.
- Objective 3: I will learn to improve my listening decoding skills.
- Objective 4: I will learn how to read a weather map in French and describe weather in different parts of the country.
- Objective 5: I will use all my new knowledge to present a weather forecast in French.

Lesson Overview and link to Language Angels

All lessons and related activities can be found at:
<https://www.languageangels.com/schools/teacherUnit/53267>

Assessment

Level 1

- I can use picture cards to help me remember some of the weather vocabulary in French and I can attempt to spell some of them with help from an adult. I can match the French phrases to their matching pictures if an adult reads the phrases to me first. I can repeat these phrases back with good pronunciation.
- I am able to reply to the question asked but will need to hear the correct reply first.
 - I can read a French weather map if the symbols are matched to the phrases but may need help reading the French phrases.

Level 2

- I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and I can attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me.
- I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first.
- I can read a French weather map but I need the language written down as I may have difficulty in recalling the language.

Level 3

- I can repeat all the weather vocabulary presented to me in class from memory with accurate pronunciation and spell some of these phrases correctly without help.
- I can ask what the weather is in French and reply to this question without hesitation.
- I can read a simple French weather map. I am able to work on my own.

Spring Term 2 - Family

Key Knowledge:

i

sound in:

• fille



in

sound in:

• cinq 5

• cinquante 50

ille

sound in:

• famille



ique

Sound in:

• unique

&

silent
letters

There are many last consonant silent letters in French. The final letters 'ts' are silent in the word 'parents'.



phonics

The nouns & determiners for family members.



The words for the possessive 'my' in French.

mon

ma

mes

Numbers 1-70 in French:

10 20 30 40 50 60 70

High frequency verbs:

il/elle s'appelle

he/she is called

il/elle a

he/she has

vocabulary

grammar

To fully understand the role of gender and plurality in the choice of possessives.

mon frère



Singular possessive
'my' for masculine nouns

ma sœur



Singular possessive
'my' for feminine nouns

mes grands-parents



To move from the 1st person conjugation of high frequency verbs to 3rd person singular.

j'ai

I have

il/elle a

he/she has

By the end of this unit:

Objective 1: I will learn the nouns and determiners for several family members in French.

Objective 2: I will learn how to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French.

Objective 3: I will learn to answer the question '*As-tu des frères et sœurs ?*' (Do you have any brothers or sisters?)

Objective 4: I will learn how to introduce family members, learning to use '*il/elle s'appelle*' (he/she is called).

Objective 5: I will use my knowledge of larger numbers to be able to describe the age of family members.

Lesson Overview and link to Language Angels

All lessons and related activities can be found at:

<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can understand some of the basic language covered in 'Presenting Myself' and will need regular opportunities in this and other units to revise and consolidate this previous knowledge.
 - I can match the words to pictures for the family members in French and, with support, tell you what relation they are to me, if I have any brothers or sisters or if I am an only child.
- I can understand numbers 1-70 and count in French when I have visual clues and the support of an adult or a teacher.
- I can tell you with support, how old a family member is.

Level 2

- I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit.
- I can name the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, say the siblings I have, how old they are and their names.
- I may need help with changing the verb from 'I am called' to 'he/she is called'.
- I can recognise numbers 1-70 in French but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'. Ma famille

Level 3

- I can remember all the language covered in the 'Presenting Myself' unit, without help.
- I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names.
- I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called.
- I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are.
- I understand how the verb 'avoir' (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.

Summer Term 1 - Clothes

Key Knowledge:

phonics

sound in:
 • **é**charpe 

sound in:
 • chem**ise** 

sound in:
 • mant**eau** 

&

silent letters

There are many last consonant silent letters in French. The final letters 'ts' are silent in the word '**gants**'. 

The 'nt' is silent in the 3rd person plural conjugation of the verb '**porter**' (to wear). As seen in '**ils/elles portent**'.

vocabulary

21 items of clothing & their determiners.



A new verb:

porter to wear **je porte** I wear

The words for the possessive 'my' in French:

mon **ma** **mes**

grammar

To understand the role of gender in the choice of possessives.

mon pull  Singular possessive 'my' for masculine nouns

ma jupe  Singular possessive 'my' for feminine nouns

mes gants  Plural possessive 'my' for feminine and masculine nouns

To understand adjectival agreement. E.g.

Ma jupe verte.  Spelling of the colour (adjective) 'green' changes in French depending on the gender of the noun.

1st person conjugation of high frequency verbs.

je porte I wear

By the end of this unit:

- Objective 1: I will learn 10 nouns for items of clothing and their determiners.
- Objective 2: I will learn 11 more nouns for items of clothing and their determiners.
- Objective 3: I will learn how to say what I am wearing in French using the verb '**je porte...**' (I wear) plus the item of clothing.
- Objective 4: I will learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French.
- Objective 5: I will use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.

Lesson Overview and link to Language Angels

All lessons and related activities can be found at:
<https://www.languageangels.com/schools/tea chUnit/53267>

Assessment

Level 1

- I can use picture cards to help me remember some of the clothes vocabulary in French and can attempt to spell some of the clothes that are similar to the English. I can match the French words to their matching pictures if an adult reads the words to me first.
- I am able to tell you what I am wearing when I have time to prepare and all the language is in front of me, but I can only remember the je part of the verb porter.
- I can tell you what I wear in different weather/scenarios if I hear/see a model answer first.
- I can attempt to describe clothing by colour and understand that the spelling and pronunciation of the colour may change depending on what the item of clothing is.
- I am becoming more confident using mon, ma and mes. I understand that there are different words for 'my' in French. I often need support knowing which one to use.

Level 2

- I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I am confident using un/une/des with improving accuracy.
- I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing if I have the full verb conjugation of porter in front of me.
- I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing.
- I can describe clothing by colour and I am beginning to understand the concept of adjectival agreement.
- I am becoming increasingly confident using the possessive adjectives mon, ma and mes. Les vêtements

Level 3

- I can repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most, if not all of these words, correctly without help. I can also tell you if the article/determiner is un, une or des with high accuracy.
- I can say what I am wearing, and possibly what my friend is wearing as I am now more familiar with the verb porter.
- I can tell you what I wear, possibly what my friend wears in different weather/situations.
- I can describe clothing by colour and understand the concept of adjectival agreement.
- I am confident using the possessive adjectives mon, ma and mes and can do so with high accuracy.

Summer Term 1 – At School

Key Knowledge:

phonics

sound in:

qu • informatique • musique

sound in:

ç • français

sound in:

an • amusant • intéressant

sound in:

en • sciences

&

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'aimes' and the 'x' is silent in the word 'ennuyex'.

vocabulary

The nouns and determiners for 10 subjects:



The 7 days of the week in French:

Mon Tues Wed Thurs Fri Sat Sun

 J'étudie le français à neuf heures.

Language to describe what subjects I like/do not like and why:

J'adore le français parce que c'est amusant.

I love French because it is fun.

grammar

To fully understand the role of gender and plurality in the choice of determiners.

le français

*Singular determiner
'the' for masculine nouns.*

la musique

*Singular determiner
'the' for feminine nouns.*

les sciences

*Plural determiner
'the' for plural nouns.*

The 1st person conjugation of the verb 'étudier' (to study)

J'étudie le français.

I study French.

By the end of this unit:

- Objective 1: I will learn the nouns and determiners for 10 classroom objects in French.
- Objective 2: I will learn how to create a short phrase in French in a subject using I like and I do not like.
- Objective 3: I will learn how to answer the question 'Quelle heure est-il ?' (What time is it?) on the hour in French.
- Objective 4: I will learn how to say at what time I study a particular subject in French.
- Objective 5: I will use all my new knowledge from the unit to present my school preferences to the class in spoken and/or written form.

Lesson Overview and link to Language Angels

All lessons and related activities can be found at:
<https://www.languageangels.com/schools/teacherUnit/53267>

Assessment

Level 1

- I can repeat some of the vocabulary presented to me in class from memory for school subjects with the help of picture cards. I can attempt to complete a gap-fill activity for this vocabulary with the help of a word bank. I find identifying the correct article a challenging concept.
- I can say what subject I like at school.
- I can tell you what time I have a particular subject at school.

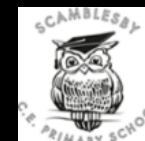
Level 2

- I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. I can attempt to use the correct article.
- I can say what subjects I like and dislike at school.
- I can tell you what time I have a particular subject at school.

Level 3

- I can repeat all the vocabulary presented to me in class from memory for school subjects with accurate pronunciation. I can spell most, if not all of these words, correctly without help. I can also use the correct article.
- I can say which subjects I like and dislike at school.
- I can say why I like/dislike certain school subjects.
- I can tell you what time I have subjects at school.

SCAMBLESBY CE PRIMARY SCHOOL: MEDIUM TERM-PLANNING Y5/6 FRENCH – YEAR B



Autumn Term 1 – Phonics and The Date

Key Knowledge:

phonics sound in: • <u>f</u>évrier • <u>d</u>écembre sound in: • <u>s</u>ept<u>e</u>m<u>b</u>re • <u>n</u>ov<u>e</u>m<u>b</u>re sound in: • <u>e</u>ux <u>2</u> & silent letters There are many last consonant silent letters in French. The final letter 't' is silent in the word 'juillet' and 'et'. Et is pronounced almost like the English sound 'eh'.	vocabulary The 7 days of the week in French. Mon Tues Wed Thurs Fri Sat Sun The 12 months of the year in French. Numbers 21-31 in French. 21-22-23-24-25-26-27-28-29-30-32 Key questions and phrases with the date: Quelle est la date aujourd'hui ? <i>What is the date today?</i> C'est quand ton anniversaire ? <i>When is your birthday?</i>	grammar To understand that days of the week and months of the year do not have capital letters unless they are at the start of a sentence in French. Aujourd'hui c'est lundi huit juillet. <i>Today it is Monday the eighth of July.</i> No capital letter in the phrase above for the day of the week Monday or the month of July in French.
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By the end of this unit:

- Objective 1: I will learn the 7 days of the week in French.
- Objective 2: I will learn the 12 months of the year in French.
- Objective 3: To learn/revise/consolidate numbers 1-31 in French.
- Objective 4: I will learn to ask and answer the question 'Quelle est la date aujourd'hui ?' (What is the date today?)
- Objective 5: I will learn to ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?)

Lesson Overview and link to Language Angels

All lessons and related activities can be found at:
<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can repeat all the months in French from memory with accurate pronunciation and spell some of them correctly without help.
- I can ask the date in French and say the correct date in French.
- I can ask when somebody has their birthday in French and tell them when I have my birthday.

Level 2

- I can repeat most of the months in French with good pronunciation and attempt to spell some of them from memory, but I work better with a gap- fill exercise.
- I can ask the date in French and can attempt to give the date in French if I have a bank of words to choose from.
- I can ask somebody when their birthday is and say when my birthday is, but I may need to hear the French choices first as a model for my own answer.

Level 3

- I can use picture cards to help me remember some of the months in French and can attempt to spell some of them with help from an adult. I can match the French months of the year to their English equivalent
- . • I can try and tell you what the date is but may need the words in front of me to sort out the sentence first before working out the answer. I find the question harder than the answer
- . • I can tell you when my birthday is in French if an adult gives me all the language first and allows me time to practise first. I find the question harder.

Autumn Term 2 – Goldilocks and the Three Bears

Key Knowledge:

phonics i sound in: • <u>lit</u>  ille sound in: • <u>fil</u><u>le</u>  & silent letters There are many last consonant silent letters in French. The final letter 's' is silent in the word '<u>boucles</u>'. The 't' is silent in the words '<u>e</u><u>t</u>' and '<u>a</u><u>v</u><u>a</u><u>i</u><u>t</u>'. Pronounced almost like the English sounds 'leh' and 'aveh'. The 'r' sound in French is guttural from the back of the throat like in the word '<u>t</u><u>r</u><u>o</u><u>i</u><u>s</u>' and '<u>o</u><u>u</u><u>r</u><u>s</u>'.  guttural 'r'	vocabulary Key vocabulary from the story like:    Simple phrases from the story like: Il était une fois... <i>Once upon a time...</i>	grammar The determiner 'the' in English has four versions in French. This determiner is often referred to as a definite article when learning a foreign language. le la l' <i>Singular determiners for the word 'the'.</i> les <i>Plural determiner for the word 'the'.</i> la grande chaise  le grand bol  <i>the big chair the big bowl</i>
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By the end of this unit:

- Objective 1: I will listen to the familiar fairy tale Goldilocks in French and understand the meaning using picture cards.
- Objective 2: I will relisten to the familiar fairy tale and retain more new vocabulary using word cards.
- Objective 3: I will relisten to the familiar fairy tale and consolidate my new knowledge with phrase cards.
- Objective 4: I will use my new knowledge to re-write the story of Goldilocks in French.
- Objective 5: I will present my version of the story to the class.

Lesson Overview and link to Language Angels

All lessons and related activities can be found at:
<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can use picture cards to sequence the story correctly if I have the story in front of me.
- I can repeat from memory some of the words that represent some of the pictures if I have a word bank to prompt me.
- I can sequence the story using phrase cards if somebody highlights the key words and reads the phrase cards to me.
- I can attempt to create a simple story board.

Level 2

- I can use picture cards to sequence the story correctly.
- I can repeat from memory most of the words that match the pictures but may need a word bank to prompt me for the words I am unable to remember.
- I can sequence most of the story with phrase cards by finding key words and using these to guide me. I may need an adult to read some of the words to me.
- I can create my own story board in French if I have all the language in front of me and I may need support.

Level 3

- I can use picture cards to sequence the story correctly. I find this easy.
- I can repeat from memory all the words that represent all the pictures. I do not need a word bank to prompt me.
- I can sequence the story using phrase cards by reading the cards and then putting them quickly into the right order. I am able to work on my own.
- I can create my own story board in French with little support.

Spring Term 1 – At the Tearoom

Key Knowledge:

in sound in:
• cinquante

i sound in:
• un sandwich
• une limonade
• une grenadine
• une brioche

silent letters

The 't' is silent in the words 'croissant', 'chocolat' and 'lait' and the 's' is silent in the word 'voudrais'.

phonics

20 words for foods, snacks and drinks.



Key questions and phrases for a role-play at the salon de thé.

Bonjour ! Vous désirez ? Je voudrais et
Hello! What would you like? I would like and

L'addition s'il vous plaît ! Merci ! Au-revoir !
The bill please! Thank you! Goodbye!

Key vocabulary to be able to pay the bill.



vocabulary

To understand when to use the two different indefinite articles/determiners introduced in this unit.

un

une

Singular indefinite article/determiner 'a/an'

To understand how to move a singular noun to plural form.



un croissant

a croissant



deux croissants

two croissants

grammar

By the end of this unit, children can:

Objective 1: I will learn 11 different foods, snacks and drinks in French with the correct indefinite article/determiner.

Objective 2: I will learn another 9 different foods, snacks and drinks in French with the correct indefinite article/determiner.

Objective 3: I will learn some key phrases to help me perform a role-play in the French *salon de thé*.

Objective 4: I will learn some more key phrases to help me perform a role-play in the French *salon de thé*.

Objective 5: I will learn about French currency and will use my knowledge of numbers to help calculate the bill in French.

Lesson Overview and link to Language Angels

All lessons and related activities can be found at:

<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can repeat, remember, and attempt to spell some of the items typically offered in a salon de thé with their correct article/determiner but I will need a word bank with pictures to support me
- I can attempt changing a singular noun to a plural noun in French when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me.
- I can ask for one item I would like to eat and one I would like to drink in a salon de thé.

Level 2

- I can repeat, remember, and attempt to spell most of the items typically offered in a salon de thé with their correct article/determiner but I may need a word bank to support me.
- I can attempt changing a singular noun to a plural noun in French.
- I can ask for items I would like to eat and items I would like to drink in a salon de thé but may need my Vocabulary Sheet to remind me of all the options

Level 3

- I can repeat, remember, and attempt to spell most if not all of the items typically offered in a salon de thé with their correct article/determiner.
- I can change a singular noun to a plural noun in French.
- I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French.

Spring Term 2 – At the Weekend

Key Knowledge:

phonics sound in: qu • informat<u>ique</u> • mus<u>ique</u> sound in: an • <u>bandes</u> dessin<u>ées</u> sound in: en • Je <u>prends</u> mon <u>déjeuner</u> & silent letters There are many last consonant silent letters in French. The final letter 's' is silent in the word 'heures'. The 't' is silent in 'amusant', 'fatiguant' and 'barbant'. liaison The normally silent 'x' on 'deux' is pronounced when followed by 'heures'. The 'x' almost sounds like an 'z'. This is called a liaison.	vocabulary Telling the time around the clock in French: Il est deux heures moins vingt. 10 activities we may do at the weekend: Extended phrases including an activity, a time and an opinion. Le week-end je regarde la télé à dix heures et quart. C'est génial ! <i>At the weekend I watch TV at 10.15. It's great!</i>	grammar To make sentences longer, more complex and interesting with opinions. Le week-end je regarde la télé à dix heures et quart et à onze heures et demie je vais à la piscine. C'est génial ! <i>At the weekend I watch TV at 10.15 and at 11.30 I go to the swimming pool. It's great!</i> To use a wider range of conjunctions: après aussi plus tard <i>after</i> <i>also</i> <i>later</i> The 1st person conjugation of a wider range of verbs. j'écoute je lis je regarde <i>I listen</i> <i>I read</i> <i>I watch</i>
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By the end of this unit, children can:

- Objective 1: I will learn how to tell the time around the clock in French.
- Objective 2: I will learn 10 activities in French that I may do at the weekend.
- Objective 3: I will consolidate my learning and focus on the spellings in French for the 10 activities.
- Objective 4: I will integrate 'at...' plus a time into my spoken and written work about weekend activities.
- Objective 5: I will use all my new knowledge from the unit to present to the class in spoken and/or written form.

Lesson Overview and link to Language Angels

All lessons and related activities can be found at:

<https://www.languageangels.com/schools/teachUnit/53267>

Assessment

Level 1

- I can ask what the time is in French and attempt to tell the time when I have a choice of possible answers in front of me.
- I have been introduced to a range of phrases in French to talk about the activities that I do at the weekend and can remember a couple of them by heart.
- I can highlight the verb in these sentences when an adult says the verb to me orally first.
- I can give you a short account of what I do at the weekend and at what time, integrating perhaps a connective into my work when I have a phrase bank in front of me.

Level 2

- I can ask what the time is in French and attempt to tell the time accurately, including using quarter past, half past and quarter to. I may need time to work it out first or check the language.
- I have learnt a range of phrases in French to talk about the activities that I do at the weekend and can remember at least half of them by heart.
- I can highlight the verb in these sentences if I have a choice of the verbs in front of me first.
- I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have time to prepare first.

Level 3

- I can ask what the time is in French and can also tell the time accurately, including using quarter past, half past and quarter to.
- I have learnt a range of phrases from memory in French to talk about the activities that I do at the weekend.
- I can highlight the verb in these sentences.
- I can give you an account from memory of what I do at the weekend and at what time, now integrating connectives into my work

Summer Term 1 – Healthy Living

Key Knowledge:

qu

sound in:

- électroniques

sound in:

- manger
- santé
- méangez
- viande

&

silent
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'bois', 'fruits', 'légumes' and 'noisettes'. The 't' is silent in 'complet' and 'chocolat'.

phonics

The nouns and determiners for 10 healthy foods & drinks:



The nouns and determiners for 10 unhealthy foods & drinks:



Language to describe healthy lifestyles:

Pour ma santé
je mange...

To stay healthy I eat...

Pour ma santé
je bois...

To stay healthy I drink...

vocabulary

The first person conjugation of high frequency verbs:

je mange

'I eat' from the verb
manger 'to eat'.

je bois

'I drink' from the verb
boire 'to drink'.

Use of the negative:

Je ne mange pas de...

I do not eat

Je ne bois pas de...

I do not drink

grammar

By the end of this unit, children can:

- Objective 1: I will improve my range of vocabulary by learning 10 new nouns and determiners for healthy foods/drinks.
- Objective 2: I will further improve my range of vocabulary by learning 10 more nouns and determiners for unhealthy foods/drinks.
- Objective 3: I will consolidate all the new language and focus on the partitive article (some) in French as seen in this unit.
- Objective 4: I will improve my range of vocabulary by also learning key phrases for healthy and unhealthy habits.
- Objective 5: I will learn to follow a healthy recipe in French and create my own using my new knowledge.

Lesson Overview and link to Language Angels

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Assessment

Level 1

- I can name and recognise a maximum of 5 foods and drinks that are considered good for a healthy diet. I can name and remember more with the help of a word bank.
- I can also name a maximum of 5 foods and drinks that are considered bad for a healthy diet if eaten in excess.
- . • I can tell you what I do during the week in terms of exercise if I am shown an example first.
- . • I can give you a simple account of what I do to lead a healthy lifestyle if I am shown an example.
- I can now follow a very simple French recipe if an adult or partner reminds me and explains the key language first.

Level 2

- I can name and recognise at least 5 foods and drinks that are considered good for a healthy diet, perhaps more with the help of pictures to prompt me.
- I can also name at least another 5 foods and drinks that are considered bad for your health if eaten in excess.
- I can tell you at least one thing that I do during the week in terms of exercise.
- I can give you a general account of what I do to lead a healthy lifestyle if I can prepare first.
- . • I can now follow a simple French recipe if I have a few minutes to analyse the text first.

Level 3

- I can name and recognise 10 foods and drinks that are considered good for a healthy diet.
- I also name another 10 foods and drinks that are considered bad for a healthy diet if eaten in excess.
- I can tell you a few things that I do/do not do during the week in terms of exercise.
- I can give you a general account of what I do to lead a healthy lifestyle unaided from memory.
- I can now follow a simple French recipe and research new words on my own.

Summer Term 1 – Me in my World

Key Knowledge:

qu

sound in:

• plastique



ç

sound in:

• français



an

sound in:

• franc

en

sound in:

• environnement

&

**silent
letters**

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'Paris'.

The 'nt' is silent in the 3rd person plural conjugation (trouvent) of the verb 'trouver' to find.

phonics

The vocabulary required for personal details:



Je m'appelle Jasmina.
J'ai treize ans.
J'habite à Dakar au
Sénégal. Je parle le
français et le wolof.

*I am called Jasmina. I am 13 years old. I live in
Dakar in Senegal. I speak French and Wolof.*

More challenging and authentic language connected to celebrations, religions and the protection of our planet to widen the range of language.

vocabulary

To accurately use the 1st person conjugation of high frequency verbs.

je m'appelle

*I am called from the
verb 's'appeler' (to be
called)*

j'ai

*I have from the verb
'avoir' (to have)*

j'habite

*I live from the verb
'habiter' (to live)*

je parle

*I speak from the verb
'parler' (to speak)*

je vais

*I go from the verb
'aller' (to go)*

grammar

By the end of this unit, children can:

- Objective 1: I will learn more about the 4 characters in the unit and the Francophone world.
- Objective 2: I will learn more about the different celebrations celebrated in the Francophone world.
- Objective 3: I will learn more about 2 different religious celebrations celebrated in the Francophone world.
- Objective 4: I will improve my cultural awareness of Paris in France and Port-au-Prince in Haiti.
- Objective 5: I will learn how the 4 characters are more responsible global citizens by doing more to protect the planet.

Lesson Overview and link to Language Angels

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Assessment

Level 1

- I know that there are many countries that have French as their official language and can name another one (apart from France).
- I can try to locate this country on a map of the world.
- I can name and mention a few key facts in French about a celebration in a French speaking country.
- I can tell you one thing that I am going to do help protect our planet but may need to hear it in French first as a reminder, before repeating it myself.

Level 2

- I know that there are many countries that have French as their official language and can name two of them in French (apart from France).
- I can locate some of these on a map of the world.
- I can name and mention a few key facts in French about two celebrations in French speaking countries.
- I can tell you at least one thing that I am going to do help protect our planet.

Level 3

- I know that there are many countries that have French as their official language and can name at least four of them in French (apart from France).
- I can locate some of these on a map of the world.
- I can name and mention a few key facts in French on at least two celebrations in French speaking countries.
- I can tell you at least two things that I am going to do to help protect our planet.

