



National Curriculum	Key Questions	Substantive Knowledge	Grammar																													
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">listen attentively to spoken language and show understanding by joining in and respondingexplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsengage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpspeak in sentences, using familiar vocabulary, phrases and basic language structuresdevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasespresent ideas and information orally to a range of audiencesread carefully and show understanding of words, phrases and simple writingappreciate stories, songs, poems and rhymes in the languagebroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionarywrite phrases from memory, and adapt these to create new sentences, to express ideas clearlydescribe people, places, things and actions orally and in writingunderstand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<p>Do adjectives always follow a noun? <i>Usually, but if the adjective is describing the size of something, then it goes before the noun. E.g. un petit chien, une grande glace.</i></p> <p>How do you make a sentence negative? <i>Use 'ne pas' around the verb. When the verb begins with a vowel, ne changes to n'.</i> <i>e.g. Je ne mange pas les petits pois. Je n'aime pas le cinema.</i></p> <p>What is adjective agreement in French? <i>Adjectives in French must agree with the gender of the verb they describe. In general an 'e' is added if the noun is feminine, 's' if it is masculine plural and 'es' if feminine plural. E.g. le chat timide, la tortue lente.</i></p>	<p>Pupils know:</p> <p>The names of a variety of foods and how to write them.</p> <p>How to request food and drink, specifying size and flavours.</p> <p>To make statements negative use 'ne pas' around the verb.</p>	<p>Consolidation of grammar from all previously taught units.</p>																													
	Key Vocabulary	Disciplinary Knowledge	Prior Learning																													
	<table><tr><td>une limonade</td><td>a lemonade</td></tr><tr><td>une eau minérale</td><td>a mineral water</td></tr><tr><td>un jus d'orange</td><td>an orange juice</td></tr><tr><td>un verre de coca</td><td>a glass of cola</td></tr><tr><td>un chocolat chaud</td><td>a hot chocolate</td></tr><tr><td>un café</td><td>a (black) coffee</td></tr><tr><td>un café au lait</td><td>a coffee with milk</td></tr><tr><td>une tasse de thé</td><td>a cup of tea</td></tr><tr><td>un paquet de chips</td><td>a packet of crisps</td></tr><tr><td>une portion de frites</td><td>a portion of chips</td></tr><tr><td>une glace au chocolat</td><td>a chocolate ice cream</td></tr><tr><td>une glace à la fraise/ à la vanille</td><td>a strawberry/vanilla ice cream</td></tr><tr><td>Vous désirez ?</td><td>What would you like?</td></tr><tr><td>C'est combien ?</td><td>How much is it?</td></tr><tr><td>Bon appétit !</td><td>Enjoy your meal/food</td></tr></table>	une limonade	a lemonade	une eau minérale	a mineral water	un jus d'orange	an orange juice	un verre de coca	a glass of cola	un chocolat chaud	a hot chocolate	un café	a (black) coffee	un café au lait	a coffee with milk	une tasse de thé	a cup of tea	un paquet de chips	a packet of crisps	une portion de frites	a portion of chips	une glace au chocolat	a chocolate ice cream	une glace à la fraise/ à la vanille	a strawberry/vanilla ice cream	Vous désirez ?	What would you like?	C'est combien ?	How much is it?	Bon appétit !	Enjoy your meal/food	<p><u>Listening</u> Listen to and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words.</p> <p><u>Speaking and pronunciation</u> Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency.</p> <p>Say more complex sentences that present personal ideas, facts and feelings confidently manipulating language with and without support.</p> <p><u>Reading</u> Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation.</p> <p>Read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words.</p> <p>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number.</p> <p><u>Writing</u> Write more complex sentences that present personal ideas, facts and feelings confidently manipulating language with and without support.</p>
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Assessment																																
<p>Pupils working at the expected standard will:</p> <ul style="list-style-type: none">✓ Recall the names of a variety of foods and write them from memory✓ Request food and drink, specifying size and flavours✓ To make statements negative use 'ne pas' around the verb.																																

Lesson 1			
Flashback Four		Learning Objectives	Star Knowledge
Last Lesson 	Last Topic What are the French names for these fairground rides? rollercoaster (<i>le grand huit</i>) ghost train (<i>le train fantôme</i>)	Learning Objective To ask for some food and drink in French, including containers and packaging. Success Criteria I can name some food and drink in French including containers and packaging. I can ask politely for food and drink in French. Activity: Match the names of foods in French to the correct containers and packaging.	To ask for something politely in French I can use, ' Je voudrais ... s'il vous plaît' (I would like... please.)
	Last Year Name the four seasons in French. <i>Le printemps (spring)</i> <i>L'été (summer)</i> <i>L'automne (autumn)</i> <i>L'hiver (winter)</i>		

Lesson 2			
Flashback Four		Learning Objectives	Star Knowledge
Last Lesson How do you say 'I would like a packet of crisps please?' <i>Je voudrais un paquet de chips s'il vous plait.</i>	Last Topic What is this number: Quatre-vingt dix-neuf (<i>99</i>)	Learning Objective To understand that adjectives related to size go before nouns. Success Criteria I can correctly ask for a big or small portion of some foods. I can make the adjective agree with the noun in my sentence. Activity: Have a mixture of adjectives and nouns related to food. In which cases do the adjectives precede the noun and in which do they follow? Children to sort.	The adjective in French goes after the noun, except when describing the size of something.
	A Previous Year What are the French words for the following? Yogurt (<i>yahourt</i>) Orange juice (<i>jus d'orange</i>) Chips (<i>frites</i>)		

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
Last Lesson Are these adjectives in the correct place: Une grande glace fraise (<i>yes</i>) Un paquet de chips petit (<i>no</i>)	Last Topic Translate the following: I like animated films. (<i>J'aime des films animés</i>)	Learning Objective To have a conversation in a French café. Success Criteria I can use polite language to ask for things in French. I can ask how much something costs. I can understand and respond to waiting staff in a French café or restaurant. Activity: Write a short conversation in French set in a café, making sure to ask for things using polite language and asking the cost.	To ask how much something costs in French we use 'c'est combien?'
	A Previous Year Can you say the English for these parts of the body: bras, jambe, nez, bouche, yeux, cheveux (<i>arm, leg, nose, mouth, eyes, hair</i>)		

Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
Last Lesson How do you say 'Hello, what would you like?' <i>Bonjour, vous desirez?</i>	Last Topic What do these adjectives mean? Terrifiant (<i>terrifying</i>) Amusant (<i>fun</i>) Dangereux (<i>dangerous</i>) Ennuyeux (<i>boring</i>)	Learning Objective To write a short play set in a French café. Success Criteria I can write a conversation set in a café. I can write negative sentences in French. Activity: In partners, write a short play set in a French café. Time permitting, pick some pairs to perform their play.	To make a sentence negative in French use 'ne pas' around the verb. E.g. je n'aime pas le cinema.
	A Previous Year Write the following in French: I play basketball. <i>Je joue le basket.</i>		

Lesson 5			
Flashback Four		Learning Objectives	Star Knowledge
Last Lesson How do you write 'I don't eat chips'? <i>Je ne mange pas de frites.</i>	Last Topic What does this mean? Tu veux aller sur la grande roue? <i>Do you want to go on the big wheel?</i>	Learning Objective To write rhyming sentences using French names. Success Criteria I can correctly pronounce letter strings in French that have the same sound by a different spelling. I can write a simple rhyme in French. Activity Write a poem in French using names and a theme, such as countries, foods or colours.	Like in English some French letter strings can have the same sound, but a different spelling.
Last Year Can you remember the name of the goddess tricked into marrying Hades? <i>Persephone</i>	A previous year What does this mean? <i>Le cygne mange les poisons.</i>		
Orange Paper			
<div>1. Put the following words into the correct order to make a sentence: glace n’ chocolat. a Il de au y pas (Il n’y a pas de glace chocolat.) tasse bois chocolat une chaud le grande Je matin. de (Je bois une grande tasse de chocolat de matin.) Je manger ne pas fromage. de chips veux au (Je ne veux pas manger de chips au fromage.)</div> <div>2. Choose the correct letter to complete the words: Pendant la f <u>è/ê/ai</u> te (fête), mon petit fr <u>è/ê/ai</u> re (frère) mange une glace à la fr <u>è/ê/ai</u> se. (fraise) Au print <u>an/em/am/en</u> ps (printemps), il y a du v <u>an/em/am/en</u> t (vent), j’ai froid aux j <u>an/em/am/en</u> bes (jambes) alors je porte un p <u>an/em/am/en</u> talon (pantalon) chaud. Le fant <u>eau/ô/o/au</u> me (fantôme) porte un mant <u>eau/ô/o/au</u> (manteaux) r <u>eau/ô/o/au</u> se (rose) et j <u>eau/ô/o/au</u> ne. (jaune) Le l <u>in/ingt/un/ain/ien</u> di (lundi) mat <u>in/ingt/un/ain/ien</u> (matin), il y a v <u>in/ingt/un/ain/ien</u> (vingt) ch <u>in/ingt/un/ain/ien</u> (chien) denas le tr <u>in/ingt/un/ain/ien</u> (train)</div> <div>3. Identify the word in each sentence that is not needed.</div> <div>4. Il est deux heures et moins vingt-cinq. (et) Le matin, je suis vais à l’école à pied. (suis) Mes amis ne portent pas un d’uniforme scolaire. (un) Je voudrais pas aller à la fête foraine. (pas) Il n’y a pas de la glace au chocolat. (la) Je préfère le gâteau au le chocolat. (le)</div> <div>5. Write the opposite of each sentence: Moi, je joue au football. Moi, je (ne joue pas) au football. Moi, j'aime le chocolat. Moi, je (n'aime pas) le chocolat. Moi, je veux aller au café. Moi, je (ne veux pas aller) au café. Moi, j'aime regarder les dessins animés. Moi, je (n'aime pas regarder) les dessins animés. Moi, je mange de la glace à la vanille. Moi, je (ne mange pas de) glace à la vanille. Moi, j'achète des chips. Moi, je (n'achète pas de) chips.</div>			