



National Curriculum	Key Questions	Substantive Knowledge	Grammar																														
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand 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.</li> </ul>	<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'. 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><b>Pupils know:</b></p> <ul style="list-style-type: none"> <li>The names of a variety of foods and write them from memory</li> <li>How to request food and drink, specifying size and flavours</li> <li>To understand others' requests for food and drink</li> <li>How to ask for and give prices</li> <li>How to choose an appropriate register for ordering food and drink</li> <li>How to identify sound strings that rhyme but are spelt differently</li> <li>How to make statements negative using 'ne pas' around the verb</li> </ul>	<p>Consolidation of grammar from all previously taught units.</p>																														
	<p style="text-align: center;"><b>Key Vocabulary</b></p> <table border="0"> <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 style="text-align: center;"><b>Disciplinary Knowledge</b></p> <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>	<p style="text-align: center;"><b>Prior Learning</b></p> <p>Pupils will know the following relevant vocabulary from previous units:</p> <p>A range of French words for different food and drink.</p> <p>Grand/e, petit/e (large/ small).</p> <p>Je voudrais (I would like).</p>
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<p>Pupils working at the expected standard will:</p> <ul style="list-style-type: none"> <li>✓ Recall the names of a variety of foods and write them from memory</li> <li>✓ Request food and drink, specifying size and flavours</li> <li>✓ Make statements negative use 'ne pas' around the verb.</li> </ul>																																	

Lesson 1			
Flashback Four	Learning Objectives		Star Knowledge
<p><b>Last Lesson</b></p> <p>What are the French names for these fairground rides?</p> <p>rollercoaster (<i>le grand huit</i>) ghost train (<i>le train fantôme</i>)</p>	<p><b>Learning Objective</b> To ask for some food and drink in French, including containers and packaging.</p> <p><b>Success Criteria</b> I can name some food and drink in French including containers and packaging. I can ask politely for food and drink in French.</p> <p><b>Revise:</b></p> <ul style="list-style-type: none"> <li>French words for different foods and drink learnt in previous stages including: <i>la pizza, le sandwich au jambon, le fromage, le poisson, le concombre, la pomme, le gâteau, la glace, le jus d'orange, le coca, des chips, des frites, and any other fruit/ vegetable.</i></li> </ul> <p><b>Teach:</b></p> <ul style="list-style-type: none"> <li><b>New vocabulary for packaging and containers including:</b> <ul style="list-style-type: none"> <li><i>une tasse de</i> (a cup of),</li> <li><i>un verre de</i> (a glass of),</li> <li><i>un paquet de</i> (a packet of),</li> <li><i>une portion de</i> (a portion of).</li> </ul> </li> <li><b>How to answer the question 'Vous désirez?'</b> (what would you like?) with either: <ul style="list-style-type: none"> <li><i>Je voudrais ____, s'il vous plaît</i> or</li> <li><i>Pour moi, ____, s'il vous plaît,</i></li> </ul> </li> </ul> <p><b>Activity:</b> <b>WORK in BOOKS</b></p> <p>Pupils to pair up the containers/packaging with the food item and then write sentences in response to the question 'Vous désirez?'.</p>		<p>To ask for something politely in French I can use, 'Je voudrais ... s'il vous plaît' (I would like... please.)</p>
<p><b>Last Year</b></p> <p>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></p>	<p><b>A Previous Year</b></p> <p>What are the French words for red, blue, yellow and green?</p> <p>(<i>rouge, bleu, jaune, vert</i>)</p>		

Lesson 2			
Flashback Four	Learning Objectives		Star Knowledge
<p><b>Last Lesson</b></p> <p>How do you say 'I would like a packet of crisps please?'</p> <p><i>Je voudrais un paquet de chips s'il vous plaît.</i></p>	<p><b>Learning Objective</b> To understand that adjectives related to size go before nouns.</p> <p><b>Success Criteria</b> 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.</p> <p><b>Revise:</b></p> <ul style="list-style-type: none"> <li>French words for containers and packaging from the previous lesson.</li> <li>French words for large (grand/e) and small (petit/e).</li> <li>The reason for <b>au</b> and <b>à la</b>? <ul style="list-style-type: none"> <li><i>au</i> is used with masculine flavours (<i>le chocolat, le café</i>) and <i>à la</i> with feminine flavours (<b><i>à la fraise, à la vanille, à la banane</i></b>)</li> </ul> </li> </ul> <p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>We use the adjectives grand/e or petit/e when asking for large or small portions of food and drink. We could also use gros/ grosse to order a large portion.</li> <li>The adjective to describe the size of the portion goes before the noun.</li> </ul> <p><b>Activity:</b> <b>No Work in Books</b></p> <p>Have the chn form a circle. Teacher to start by asking the question 'Vous désirez?' (you would like?), the child to their left/right must use the the chart (see below) to say what they would like to order in French. The child on their left/right says what they would like to order. Go around the circle until it gets back to you.</p>		<p>The adjective in French goes after the noun, except when describing the size of something.</p>
<p><b>Last Year</b></p> <p>Translate the following: <i>Il fait beau</i> <i>Il fait froid</i></p>	<p><b>A Previous Year</b></p> <p>What are the French words for the following? Yogurt (<i>yahourt</i>) Orange juice (<i>jus d'orange</i>) Chips (<i>frites</i>)</p>		

Lesson 3			
Flashback Four		Learning Objectives	Star Knowledge
<p><b>Last Lesson</b> Are these adjectives in the correct place: Une grande glace fraise (<i>yes</i>) Un paquet de chips petit (<i>no</i>)</p>	<p><b>Last Topic</b> Translate the following: I like animated films. (<i>J'aime des films animés</i>)</p>	<p><b>Learning Objective</b> To have a conversation in a French café.</p> <p><b>Success Criteria</b> 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. I can find useful words and phrases in a café conversation in French and use them independently.</p> <p><b>Revise:</b></p> <ul style="list-style-type: none"> <li>French words for containers and packaging from the previous lesson.</li> <li>French words for large (<i>grand/e</i>) and small (<i>petit/e</i>).</li> <li>Remind chn why <i>vous</i> is used instead of <i>tu</i> (<i>vous</i> in polite conversation)</li> </ul> <p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>Use the animation to teach key words and phrases that might be used in a café including: <i>monsieur/ madame, merci, vous désirez ?, je voudrais... , pour moi... , s'il vous plait, bon appétit ! etc.</i></li> <li><b>New phrases:</b> <ul style="list-style-type: none"> <li>C'est combien ? or Ça fait combien ? How much is it?</li> <li>Qu'est-ce qu'il y a au menu ? What's on the menu?</li> <li>Ça fait ___ euros That's ___ euros</li> </ul> </li> </ul> <p><b>Activity:</b> <b>NO WORK IN BOOKS</b> Pupils to work in pairs, using the sentence strips to role play a waiter and customer in a café.</p>	<p>To ask how much something costs in French we use 'c'est combien ?'</p>
<p><b>Last Year</b> Can you write January, February and March in French? <i>janvier, février, mars</i></p>	<p><b>A Previous Year</b> 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>)</p>		

Lesson 4			
Flashback Four		Learning Objectives	Star Knowledge
<p><b>Last Lesson</b> How do you say 'Hello, what would you like?' <i>Bonjour, vous désirez?</i></p>	<p><b>Last Topic</b> What do these adjectives mean? Terrifiant (<i>terrifying</i>) Amusant (<i>fun</i>) Dangereux (<i>dangerous</i>) Ennuyeux (<i>boring</i>)</p>	<p><b>Learning Objective</b> To write a short play set in a French café.</p> <p><b>Success Criteria</b> I can write a conversation set in a café. I can write negative sentences in French.</p> <p><b>Activity:</b> <b>Revise:</b></p> <ul style="list-style-type: none"> <li>Use the animation to recap previously taught vocabulary.</li> </ul> <p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>Explain the effect The effect of <i>n'... pas</i> is to make each sentence negative: <ul style="list-style-type: none"> <li><i>Je n'ai pas de glaces/coca</i> – I have no ice creams/coke.</li> <li><i>Ce n'est pas un café</i> – This isn't a café.</li> <li><i>Pas de glaces ? Pas de coca ?</i> – No ice creams? No coke?</li> </ul> </li> <li>Model changing positive sentences into negative sentences using <i>n'... pas</i> e.g: <ul style="list-style-type: none"> <li><i>Je ne mange plus de frites</i> (I no longer eat chips).</li> <li><i>Je n'aime plus les glaces au chocolat</i> (I don't like chocolate ice cream any more);</li> </ul> </li> </ul> <p><b>Activity:</b> <b>WORK IN BOOKS</b></p> <p><b>Cafe Wordbank</b></p> <ul style="list-style-type: none"> <li>Display the café wordbank (Boost Learning) and add phrases, including negative expressions. <ul style="list-style-type: none"> <li>Add <i>désolé(e)</i> (I'm sorry) to the left-hand column</li> <li>Add <i>Je n'ai plus de...</i> (I have no more..., I no longer have...).</li> </ul> </li> <li>Pupils to use the wordbank as a reference resource as they write their play.</li> </ul>	<p>To make a sentence negative in French use 'ne pas' around the verb. E.g. <i>je n'aime pas le cinema.</i></p>
<p><b>Last Year</b> Can you remember the French word for field? <i>La prairie</i></p>	<p><b>A Previous Year</b> Write the following in French: I play basketball. <i>Je joue le basket.</i></p>		

**Lesson 5**

<b>Flashback Four</b>		<b>Learning Objectives</b>	<b>Star Knowledge</b>
<p><b>Last Lesson</b> How do you write 'I don't eat chips'? <i>Je ne mange pas de frites.</i></p>	<p><b>Last Topic</b> What does this mean? Tu veux aller sur la grande roue? <i>Do you want to go on the big wheel?</i></p>	<p><b>Learning Objective</b> To write rhyming sentences using French names.</p> <p><b>Success Criteria</b> I can correctly pronounce letter strings in French that have the same sound but a different spelling. I can write a simple rhyme in French.</p>	<p>Like in English, some French letter strings can have the same sound, but a different spelling.</p>
<p><b>Last Year</b> Can you remember the name of the goddess tricked into marrying Hades? <i>Persephone</i></p>	<p><b>A previous year</b> What does this mean? <i>Le cygne mange les poisons.</i></p>	<p><b>Revise:</b></p> <ul style="list-style-type: none"> <li>Remind chn of the work they did in Stage 4 Unit 4 on letter strings                     <ul style="list-style-type: none"> <li>Words that are spelt differently but have the same sound.</li> </ul> </li> </ul> <p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>Use the resources on Boost Learning (Stage 4, unit 5, lesson 5) to model how to write a rhyme.</li> <li>Explain that in order to find the rhymes, chn will need to focus on the sound of the words rather than on the spellings.</li> </ul> <p><b>Activity</b></p> <p><b>WORK IN BOOKS</b></p> <p>Pupils to write their own rhyme using the names and topics shown on the relevant lesson slides.</p>	

**Orange Paper**

- 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.)
- Choose the correct letter to complete the words:  
Pendant la f è/ê/ai te (fête), mon petit fr è/ê/ai re (frère) mange une glace à la fr è/ê/ai se. (fraise)  
  
Au print an/em/am/en ps (printemps), il y a du v an/em/am/en t (vent), j'ai froid aux j an/em/am/en bes (jambes) alors je porte un p an/em/am/en talon (pantalons) chaud.  
  
Le fant eau/ô/o/au me (fantôme) porte un mant eau/ô/o/au (manteaux) r eau/ô/o/au se (rose) et j eau/ô/o/au ne. (jaune)  
  
Le l in/ingt/un/ain/ien di (lundi) mat in/ingt/un/ain/ien (matin), il y a v in/ingt/un/ain/ien (vingt) ch in/ingt/un/ain/ien (chien) denas le tr in/ingt/un/ain/ien (train)
- Identify the word in each sentence that is not needed.
- 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)
- 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.

