

Subject: Languages. Year 5, Spring 1 – En route pour l'école (On the way to school)

Key vocabulary: *Quand je vais à l'école...* (When I go to school...), *Je passe devant...* (I pass in front of...), *Je traverse la rue* (I cross the road), *je tourne* (I turn), *Je vais...* (I go...), *cinq minutes plus tard* (five minutes later), *finalement* (finally), *vrai/faux* (true/false), *il est une heure et demie* (it's half past one), *deux heures et demie* (half past two), *Je vais à l'école à huit heures et demie* (I go to school at half past eight), *à droite* (to/on the right), *à gauche* (to/on the left), *tout droit* (straight ahead), *Je ne comprends pas* (I don't understand), *Répétez, s'il vous plaît* (Repeat, please (formal or plural)).

National Curriculum	Week	NC - Coverage	Skills Taught	Knowledge	Activity Outline
<p>The national curriculum for Languages aims to ensure that all pupils:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations, ask and answer questions, and express opinions and respond to those of others.</p> <p>Explore patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	1	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation.</p>	<p>Speaking and Listening</p> <p>Reading in French.</p> <p>Singing in French.</p> <p>Pronunciation.</p>	<p>I know that I can use my previous work to help me recap vocabulary.</p>	<p>Play the Getting Started animation, concentrating on the sound and pictures. Use the Wordbank flashcards to introduce the items of food. If possible, bring real items of food and drink into the classroom. Show each one, saying what it is in French. Play Kim's Game: display the items on a tray and give children a short time to look at them; then cover the tray with a cloth and hide it under the desk while you remove one item. Reveal the tray of items again and ask children to identify what is missing (Qu'est-ce qui manque?). To increase the challenge, cover the tray and invite children to recall as many items as possible. To round off, ask children to start drawing a food or drink item on the board. The rest of the class try to guess what it is before the drawing is completed. Use Seesaw to record children speaking where appropriate.</p>
	2	<p>Explore patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation.</p> <p>Present ideas and information orally to a range of audiences.</p>	<p>Reading and Writing in French</p> <p>Speaking and Listening</p> <p>Turn Taking</p> <p>Following instructions</p> <p>Grammar.</p>	<p>I know that 'Quand je vais à l'école' is 'When I go to school'.</p> <p>I know that 'Je passe devant...' is 'I pass in front of...'.</p>	<p>Use the Dancemat activity on the CD-ROM to revise food vocabulary.</p> <p>Use the Wordbank flashcards to introduce Il est bon pour la santé and Il est mauvais pour la santé. Children should remember C'est bon/mauvais pour la santé from Stage 2, Unit 10. Point out that a French sandwich is usually a chunk of baguette, as opposed to sliced bread as in Britain. Play the Getting Started animation again, and start asking children to provide the audio parts. Reinforce with Activity Sheet 1. Display the words on the board for support if</p>

<p><u>Cross Curricular Links:</u></p> <p>Maths English Geography History PSHE Design Computing</p> <p><u>School Context:</u></p> <p>At Northwood Park Primary School, we believe that Modern Foreign Languages are vital as they prepare pupils to participate in a rapidly changing world. Furthermore, the rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. Modern Foreign Languages promote initiative, confidence, independent learning and encourage diversity within the society. Overall, they provide a valuable educational, social and cultural experience for all pupils. The chosen language at Northwood Park Primary School is French.</p>				<p>I know that 'Je vais...' is 'go...':</p>	<p>appropriate. Round off with a drawing session: each child draws an item of food or drink and labels it in French. Display their drawings under two headings: C'est bon pour la santé and C'est mauvais pour la santé (make this a temporary display because you may wish to use children's drawings in Session 4). Use Seesaw to record children speaking where appropriate.</p> <p>Key Vocabulary: Quand je vais à l'école (When I go to school), Je passe devant... (I pass in front of...), Je traverse la rue (I cross the road), Je tourne (I turn), Je vais... (I go...)</p>
<p>Teaching a Modern Foreign Language is a statutory requirement from Year 3 to Year 6. French is taught as weekly (thirty minute) lessons by each class teacher in KS2 using The LCP New Generation Primary French Scheme. A variety of</p>	<p>3</p>	<p>Present ideas and information orally to a range of audiences.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Speaking and Listening Reading and Writing in French Turn Taking Following instructions Partner work.</p>	<p>I know that 'Je ne comprends pas' is 'I don't understand' and 'Répétez, s'il vous plaît' is 'Repeat, please'.</p>	<p>Start off with Activity 2 on the CD-ROM. Play the Storyboard a few times. Once children are familiar with it, turn off the sound (and the text) just before C'est bon/mauvais pour la santé and ask children to say this line themselves. Play the Storyboard again and ask children to listen out for the sandwich filling: un sandwich au chocolat. Show the ham sandwich flashcard: un sandwich au jambon. List some sandwich fillings, e.g. au thon (tuna), au fromage (cheese) and au poulet (chicken). Do a survey to find out your class's favourite filling. Remind them of the phrase Je préfère. Follow up with some toppings/fillings/flavours for cakes, pizzas and ice-cream. Make children aware that the words used to introduce the filling may change depending on whether the noun that follows is masculine, feminine or plural (as it is not possible to have à le): au with masculine nouns (un gâteau au chocolat), à la with feminine nouns (à</p>

<p>teaching and learning styles are used in our French lessons in order to ensure progression in children's knowledge, skills and understanding. This includes a balance of whole class, group and independent learning. Children also have the opportunity to support their learning with a variety of resources. The choice of class organisation is determined by the learning task.</p> <p>By its nature, Modern Foreign Languages involve lots of interaction with visual, auditory and kinaesthetic prompts. Lessons focus on speaking and listening and when appropriate, children record written work in books, which are passed through the years and become a portfolio of their learning. Learning another language also presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of a new language enhances the children's understanding of their own language and so links closely to the English Curriculum. In addition, there are opportunities to link to PSHE & Citizenship, Geography and RE curricula in terms of the development of positive attitudes towards, and knowledge of, other cultures and countries. There are also links between the teaching of MFL and Maths, Science, Music, Art and PE.</p>					<p>la fraise), and aux with all plural words (une pizza aux champignons). Point out that the au/aux sound the same and that the -s in plural words is not pronounced. Use Activity Sheet 2 to reinforce and practise this. Encourage children to use a dictionary to extend their vocabulary. To round off, play a memory game, using aussi. Child A says: Dans mon sac, j'ai (or il y a) un sandwich au/à la + filling; Child B: Dans mon sac, j'ai (or il y a) un sandwich au/à la + filling et j'ai aussi une pizza au/à la + filling, etc. Use Seesaw to record children speaking where appropriate.</p> <p>Key Vocabulary: Je ne comprends pas (I don't understand), Répétez, s'il vous plaît (Repeat, please (formal or plural), vrai/faux (true/false)</p>
	4	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation.</p> <p>Present ideas and information orally to a range of audiences.</p>	<p>Reading the time in French. Speaking and listening Map drawing Grammar. Reading and writing in French.</p>	<p>I know that 'il es tunc heure et demie' is 'it's half past one'.</p> <p>I know that school starts at nearly half past eight.</p> <p>I know that 'Je vais à l'école à huit heures et demie' is 'I go to school at half past eight'.</p>	<p>Start off the session with a game of Ping-Pong: call out a food/drink item; children respond with C'est bon/mauvais pour la santé. Before doing Activity 3, prepare eight large cards with the following phrases: Il/Elle est bon(ne)/mauvais(e) pour la santé and Ils/Elles sont bon(ne)s/mauvais(es) pour la santé. Stick some pictures of food to the board (perhaps use children's drawings from Session 2). Include the foods that come up in Activity 3, grouped as follows: masculine singular (le fromage, le poisson, le gâteau), feminine singular (l'eau, la pizza), masculine plural (les bonbons, les sandwichs), feminine plural (les bananes, les pommes). Two new items appear in Activity 3: baked potatoes (les pommes de terre au four) and sausages (les saucisses): add them to the feminine plural group. Stick the prepared cards by the appropriate food groups, e.g. Il est</p>

					<p>mauvais pour la santé by the cake. Then give the cards to the children. Do lots of repetition, contrasting the nasal sounds of sont and bon(s) with the non-nasal bonne(s), and the silent ending of mauvais with the pronounced 's' sound at the end of mauvaise.</p> <p>Children may now tackle Activity 3 on the CD-ROM. Activity Sheet 3 supports this activity. To round off, ask each child to make up one sentence starting with J'aime and ending with miam, miam! Responses might range from J'aime les bananes, miam, miam! to J'aime les bananes et elles sont bonnes pour la santé, miam, miam! Encourage the use of the link words: et/aussi/mais.</p> <p>Use Seesaw to record children speaking where appropriate.</p> <p>Key Vocabulary: cinq minutes plus tard (five minutes later), finalement (finally), il es tune heure et demie (it's half past one), deux heures et demie (half past two), Je vais à l'école à huit heures et demie (I go to school at half past eight)</p>
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	<p>5</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Grammar Reading and Writing in French. Speaking and listening.</p>	<p>I know that the French r sound has a special pronunciation.</p> <p>I know that 'la banane' and 'l'orange' are healthy items to have in my lunchbox.</p> <p>I know that 'gâteau' is unhealthy t have in my lunchbox.</p>	<p>Use this session to revise sound-spelling links, focusing on the sound of the letter 'a' in different letter strings. Elicit the French for: banana (la banane), cheese (le fromage), tomato (la tomate), chocolate (le chocolat). Write these words in one column on the board. Elicit the French for: orange (l'orange), ham (le jambon), mushroom (le champignon), sandwich (le sandwich). Write these in a second column. Use a third column for: water (l'eau), cake (gâteau), bad (mauvais). Point out the different sounds of the letter 'a': it is a nasal sound when followed by 'n' or 'm' (column 2) and it becomes an 'o' sound when followed by the letter 'u' (column 3). Round off with an oral activity: first remind children of the verbs je mange (I eat) and je bois (I drink) from Stage 2, Unit 10. Name a sound (a/au/an), children think of a food item which contains that sound and use it in a sentence saying whether they eat/drink it giving their opinion:</p> <p>an: Je mange des oranges, j'adore ça et c'est bon pour la santé! a: Je bois du coca, mais c'est mauvais pour la santé. Use Seesaw to record children speaking where appropriate.</p>
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	<p>6</p>	<p>Present ideas and information orally to a range of audiences.</p> <p>Engage in conversations, ask and answer questions, and express opinions and respond to those of others.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Speaking and Listening Reading the time in French Reading French phrases Writing in French</p>	<p>I know that the French <i>r</i> sound has a special pronunciation.</p> <p>I know that '<i>la banane</i>' and '<i>l'orange</i>' are healthy items to have in my lunchbox.</p> <p>I know that '<i>gâteau</i>' is unhealthy to have in my lunchbox.</p>	<p>Use this session to revise and assess what children have learnt in Unit 13. Complete the Challenge, and choose appropriate activities from the list that follows. Do a survey to find out what children have in their packed lunches today or get them to describe what their ideal packed lunch would be. Finish off with Activity Sheet 4, making sure children make words rhyme. Use Seesaw to record children speaking where appropriate.</p>
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