

Subject: Languages. Year 6, Spring 1 – Le Passé et le Présent (The Past and the Present)

Key vocabulary: <i>un pull</i> (a jumper/pullover), <i>un pantalon</i> (a pair of trousers), <i>un short</i> (a pair of shorts), <i>une chemise</i> (a shirt), <i>une jupe</i> (a skirt), <i>une culotte</i> (a pair of pants), <i>une supermarché</i> (a supermarket), <i>une boulangerie</i> (a baker's (shop)), <i>une boucherie</i> (a butcher's (shop)), <i>une épicerie</i> (a grocer's shop), <i>une pâtisserie</i> (a cake shop), <i>Il y avait...</i> (There was/were...), <i>Qu'est-ce que c'est?</i> (What is it?), <i>Il/Elle porte...</i> (He/She is wearing...), <i>Il/Elle s'appelle...</i> (His/Her name is...)					
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>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Describe things and actions orally and in writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine</p>	1	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Foods/Names of shops.</p> <p>Reading key words in French.</p>	<p>I know that a 'une supermarché' is 'à supermarket'.</p> <p>I know that 'une épicerie' is 'a grocer's shop'.</p> <p>I know that 'une pâtisserie' is 'a cake shop'.</p>	<p>Play the Getting Started animation Can they work out from the visuals what the shops are? Ask children where their family does most of their food shopping: in the supermarket, like Camille, or in small local shops, like Matthieu? Talk about the advantages and disadvantages of each. Prepare a simple aerial view of a street for the OHP or interactive whiteboard, with small icons to represent shops and other buildings. Give a guided tour, e.g. Ici, à droite, il y a la boucherie, et voilà la boulangerie. Ask questions, e.g. Il y a un supermarché?, Qu'est-ce que c'est? (What is it?) or Où est ...? (Where is ...?). Invite confident children to try doing their own guided tour. You might consolidate with Activity Sheet 9.</p> <p>Key Vocabulary: <i>une supermarché</i> (a supermarket), <i>une épicerie</i> (a grocer's shop), <i>une pâtisserie</i> (a cake shop)</p>
	2	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and</p>	<p>Turn Taking</p> <p>Understanding and applying basic grammar</p>	<p>I know that to talk about the past, 'il y avait...' is 'there was/were...'</p>	<p>Use Activity 1 on the CD-ROM to recap on shops and places around town. Use your 'then and now' photos to talk to children about the present and the past. Talk through the photos, emphasising Il y avait and Il y a ... To further emphasise the present and the past, show children how to say the year in French, e.g. en mille neuf cent quarante-huit (in 1948), en deux mille quatorze (in 2014). Point out the similarity between mille and 'millennium'. Compare the photos again: En 1948, il y avait ... Maintenant, il y a ... (Now,</p>

<p>forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how to differ from or are similar to English.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p><u>Cross Curricular Links:</u></p>		<p>masculine forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how to differ from or are similar to English.</p>			<p>there is ...). Use Activity 3 on the CD-ROM as reinforcement. Children may then go on to use Activity 3 as a model for building their own comparisons of the 'then and now' photos. Finish with Activity Sheet 10.</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</p>	<p>3</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Describe things and actions orally and in writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p>	<p>Comparing clothes from the past and now. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>I know that to talk about the past, 'il y avait...' is 'there was/were...'</p>	<p>Begin by reviewing Activity Sheet 10. Continue the 'then and now' theme by showing some photos of clothes from the past and the present. Use these to revise clothes that children already know (see Stage 2, Unit 12). Present the new clothes vocabulary using the second part of the Wordbank flashcards. Play the Storyboard with the sound and text turned off, inviting children to name the items of clothing. Elicit the colours, e.g. C'est de quelle couleur? – C'est bleu. Ask children whether they think these scenes are in France or the UK? (French children do not wear school uniform so this must be the UK.) Challenge children to make up a caption to describe the final photo, e.g. Pierre joue au football. Play Pass The Parcel using a bag of real clothes or an envelope of photos cut from clothing catalogues. When the music stops, the child holding the bag or envelope pulls out an item, says what it is and describes its colour: C'est un pull. C'est bleu et jaune.</p> <p>Key Vocabulary: Il y avait... (There was/were...)</p>

<p>for all pupils. The chosen language at Northwood Park Primary School is French.</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 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</p>	<p>4</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Describing clothes. Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms, key features and patterns of the language.</p>	<p>I know that 'un pull' is 'a jumper/pullover' and 'une chemise' is 'a shirt'.</p> <p>I know that 'un pantalon' is 'a pair of trousers' and 'un short' is 'a pair of shorts'.</p> <p>I know that when I am unsure of an item, I can ask what it is by saying 'Qu'est-ce que c'est?'.</p>	<p>Begin with a question-and-answer session on what children are wearing: C'est un pull ou une chemise? C'est de quelle couleur? Qu'est-ce que c'est? Elicit the meanings of il/ elle porte and remind children of any previous work on adjective agreement and position. cherche quelqu'un qui porte ... (I'm looking for someone who's wearing ...) ... un pull orange et un pantalon bleu. Children identify who has that photo. The class then chants: Il/Elle porte un pull orange et un pantalon bleu. Reinforce with Activity 2 on the CD-ROM and embed learning with Activity Sheet 11, which looks at the verb porter. Look at the work on verb endings completed so far (for Être, aller etc.) so that you are sure of the verb endings.</p> <p>Key Vocabulary: un pull (a jumper/pullover), un pantalon (a pair of trousers), un short (a pair of shorts), une chemise (a shirt), une jupe (a skirt), une culotte (a pair of pants), Qu'est-ce que c'est? (What is it?)</p>
---	----------	--	--	---	---

<p>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>5</p>	<p>Describe things and actions orally and in writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p>	<p>Speak and write in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Rhyming patterns.</p>	<p>I know that I can use the French verb <i>porter</i> with different persons of the verb in the present tense.</p>	<p>Begin with Activity Sheet 12. Ask children to feed back their answers, then write the words on the board, grouping them together in rhyming pairs. Elicit the French for the following words: guitar (la guitare); games console (la console); café (le café), doll (la poupée); no (non), Pluto (Pluton), sheep (le mouton), sweets (les bonbons), fish (le poisson), violin (le violon); baker's (la boulangerie), grocer's (l'épicerie), Tunisia (la Tunisie), umbrella (le parapluie), drums (la batterie). Ask the whole class to pronounce each word carefully, focusing on matching it to a rhyming pair on the board. Write the new words on the board in their correct places. Help children to use the words to build sentences containing rhyming sounds, or challenge able children to come up with their own, e.g. Le poisson marron joue du violon. To round off, children share their sentences with the class, then choose their favourite ones to copy out, illustrate and learn.</p>
--	----------	--	---	---	---

	6	<p>Describe things and actions orally and in writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p>	<p>Description of clothing stores.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>I know that I can use the French verb <i>porter</i> with different persons of the verb in the present tense.</p>	<p>Use this session to revise and assess what children have learnt in Unit 21. Complete the Challenge on the CD-ROM, and choose appropriate activities from the list that follows. Play the Storyboard again, then let children have fun making their own version of it. Ask children to imagine they are putting on a fashion show. They choose pictures from clothing catalogues or online clothing stores and write a short description of each (Il/Elle porte ...). This could be developed into an audio-visual presentation.</p>
--	---	--	---	---	--