

**Topic:** Les Cadeaux**National Curriculum Link:**

Speaking and listening, Reading, Writing and Grammar

**Prior Learning:**

Previous units (see long term plan)

**Key Essential Skills and knowledge:**Speaking and Listening

Year 5 –

I can listen and give a response to sentences containing unfamiliar words.

I can hold a simple conversation with at least 4 exchanges and give opinions.

I can use familiar vocabulary and phrases.

I am developing the correct pronunciation and intonation so that others understand my speech.

I can present ideas and information orally to a range of audiences.

Year 6 –

I can listen and give a response to longer sentences or texts.

I can listen and give a response to longer sentences or texts.

I can use familiar vocabulary, phrases and basic language structures.

I can pronounce accurately and use the correct intonation when speaking.

I can confidently present ideas and information orally to a range of audiences

Reading

Year 5 –

I can present ideas and information orally to a range of audiences.

I can follow the text of a story, rhyme or story and read.

I can use a French dictionary to find meanings and use text type and visual clues to understand a range of texts.

Year 6 –

I can read and begin to understand a range of texts.

I can understand the gist of an unfamiliar text.

I can use a bilingual dictionary to assist understanding and check spelling and use decoding techniques to understand unfamiliar texts.

Writing (and Grammar)

Year 5 –

I can write sentences from memory and can translate a few basic sentences.

I can write a paragraph on a topic to describe people, places, things or actions.

I can recognise that gender impacts sentences.

I can conjugate high frequency verbs.

Year 6 –

I can write sentences from memory with understandable accuracy.

I can write and translate longer paragraphs on a topic to describe people, places, things or actions.

I can recognise key grammatical features.

I can apply key features and patterns of the language to build sentences and recognise how these differ from or are similar to English.

**Sticky Knowledge:**

Conversation - To discuss which presents they will offer family members.

Reading – to read and decipher a Christmas letter etc

Writing – to write present list and letter to Santa using the correct grammar.

To be able to pronounce correctly the ordinal numbers up to 100.

**Topic Vocabulary:**

Year 5 – items for presents, je, voudrais, Numbers to 20-69

Year 6 – items for presents, je voudrais, which present for who and why (hobbies of family members), Numbers to 69-100

**Sequence:**

- Can I search in a dictionary to compose my Christmas list?
- How do ask for a present using the conditional tense?
- Who am I buying presents for?
- Why am I buying my family member a present (hobbies)?
- Number focus – cost of presents?

**Thinking Deeper:**

What are the differences/similarities at Christmas in France and Britain?

**Possible books/resources:**

- Singing French
- Chantez plus fort
- Madame Noel

**Links:**

**Subject Specific links** - English, Geography, RE, Maths

**Personal Development** – being aware of the French culture and language.

**SMSC** – to be inclusive of other countries.

**Cultural Capital** – the geographical position of France and its capital.

**Careers** – same jobs in France as Britain.

**British Values** – similarities and differences between French and British values.

**Enrichment** – Galette des rois

**Equality** – Why do we need to learn another language?

**Independence** – Speaking another language can widen opportunities in the future.

**Community** – who else speaks another language in my locality/family.

**Outdoor learning** – French playground games.