

**Topic:** Vive Le Temps Libre**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 talk about hobbies I am going to do next weekend, using the correct grammar.

Y5 – name 4 more activities.

Y6 – give 5 facts about their hobby.

Reading – to understand someone else's written plan for the weekend.

Writing – to write words, phrases and sentences for a diary using the correct grammar.

### **Topic Vocabulary:**

Year 5 – hobbies, Je vais....

Year 6 – hobbies, on peut...., where takes place....

### **Sequence:**

- How many hobbies do I know?
- Phonic/Grammar focus – future tense
- How do I describe my weekend plans (dictionary)?
- What are other people's plans with their hobbies for the weekend?

### **Thinking Deeper:**

How are sports similar/different in Britain?

### **Possible books/resources:**

- Singing French
- Boardworks
- Singing French
- Flashcards
- Becassine fait du sport
- La Semaine de Pierre et Marie

### **Links:**

**Subject Specific links** - English, Geography, Science, PE, PSHCE

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

**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** – photos of children playing sports outside school.

**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.

