

Topic: A La Plage**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 a beach scene using nouns, verbs and colour adjectives.

Reading – to read a dialogue roleplay to order ice-creams/

Writing – to write a set of instructions using the correct grammar.

To be able to understand the price of ice-creams.

Topic Vocabulary:

Year 5 – beach items, Ice-cream flavours, prepositions

Year 6 – beach items, Ice-cream flavours, parce que....., tres....

Sequence:

- How many ice-cream flavours can I name?
- Phonic/Grammar focus – prepositions etc
- How do I write a set of instructions (dictionary)?
- Can I write and perform a dialogue to order ice-creams?

Thinking Deeper:

How are leisure time at the beach similar/different in Britain?

Possible books/resources:

- Singing French
- Boardworks

Links:

Subject Specific links - English, Geography, Maths, Art, History

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 holidays in France.

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.