

Foundation subject lesson - French

Year Group: Year Five

Question: Food, Glorious Food

<p>Learning objectives:</p> <ul style="list-style-type: none"> -To follow a familiar story in French. -To use determiners for identifying quantities in making polite requests. -To use the definite article when generalising. -To give a preference for or against things. -To describe the colour of an object by modifying adjectives. -To begin to place adjectives appropriately before or after the noun they modify. -To begin to understand that adjective spelling depends on number and gender. 	<p>Key resources/stimuli</p> <ul style="list-style-type: none"> Work scheme PowerPoints Flashcards Play/real food items
<p>Key vocabulary</p> <p>Comment dit-on en francais? Qu'est-ce que c'est...? C'est un/une/du... Je voudrais... S'il vous plait J'aime Je n'aime pas</p>	<p>Key knowledge</p> <ul style="list-style-type: none"> -Children will be able to understand and join in with a story. -Children will be able to count items or use 'some' for amounts. -Children will be able to say if they like or dislike a food. -Children will be able to describe what colour something is. -Children will be able to place adjectives correctly in a sentence.

6. Clothes 1 + 2 (consolidation from Autumn 2)

Recap clothing from last lesson in pairs by asking/answering *Comment dit-on en Francais?* Drill the new items of clothing using PPT, encouraging children to join in with *Qu'est-ce que tu portes?* Play game in groups using cards to consolidate language. Children cut out pictures from magazines and write sentences to describe what they are wearing.

1. The Very Greedy Dog

Play the story *Le chien tres gourmand* on the PPT, encouraging the class to listen/watch carefully. Teach key phrases and recap items of food as a class. Children then play *Cache-cache* in groups, asking *Qu'est-ce que c'est?* The rest of the group guesses *C'est un/une/du...?* Children then match food phrases from the story on the activity sheet.

5. What does he eat?

Elicit the difference in spelling for *petit(e)* and *grand(e)* – teach and drill the pronunciation. Pairs get food size picture flashcards and size vocabulary cards – can they get a match? Play *Jeu des familles* - children take turns to ask someone on their table *As-tu un...?* according to the size of the food items.

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2. May I have...?

Children play a memory match game to recap language from the previous lesson. Teach and drill *Je voudrais... s'il vous plait* and *Voila* using the PPT. Children move around the class, greeting each other and asking politely for objects. Highlight how uncountable nouns are quantified e.g. with *du* and *de la*. Children complete the activity sheets to record their learning.

4. Colours

Recap basic colours vocabulary and pronunciation using the PPT. Teach and drill three modifiers: *clair*, *fonce* and *vif* – to modify colour words. *Trions les couleurs!* Children cut out pieces of single colour from magazines and discuss and sort on colour sorting posters. *Montrez-moi!* Children walk around the classroom, challenging their partners to find something of a different colour.

3. Preferences

Can children guess what *J'aime* means by modelling conversation with puppet? Elicit what *le/la/les* means and explain that in French we put 'the' before things if we're talking generally. Can children match up *le/la/les* with the correct noun phrases? Use thumbs up/down gesture to teach and drill other phrases to answer *Qu'est-ce que tu preferes?* *Jouons!* Children play the food preferences board game to practise their knowledge of *le/la/les*.

Year 5 and 6				
	Listening and Responding	Speaking	Reading and Responding	Writing
Expected	<p>Do they understand longer passages made up of familiar language in simple sentences? Can they identify the main points and some details?</p> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<p>Can they hold a simple conversation with at least 3-4 exchanges? Can they use their knowledge of grammar to adapt and substitute single words and phrases?</p> <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p>	<p>Can they understand a short story or factual text and note some of the main points? Can they use context to work out unfamiliar words?</p>	<p>Can they write a paragraph of about 3-4 simple sentences? Can they adapt and substitute individual words and set phrases? Can they use a bilingual dictionary or glossary to check words they have learnt?</p> <p><i>They will draw largely on memorised language.</i></p>
Exceeding	<p>Effective learners are not afraid to make mistakes and have a go. Successful learners should be able to see patterns in language and try to reapply them in their own work. Successful learners are able to develop good memory and are prepared to learn, practice and apply new grammatical structures and new vocabulary to different contexts and situations. Successful learners display a keen interest in the culture and traditions of the country and are curious about how language works.</p> <ul style="list-style-type: none"> • Demonstrates an excellent understanding of the grammatical concepts encountered and applies them confidently in speaking and reading • Can engage in a short conversation with support • Reads unfamiliar words confidently • Understands the gist of a simple unfamiliar text, perhaps with the help of a dictionary • Writes complex sentences by manipulating familiar language with a high degree of accuracy 			