



## French at Great Wheltenham

### C of E Primary School

Year: Year 4/5 – Cycle 1

| Title                                 | La Famile  |
|---------------------------------------|--|
| <b>Overview</b>                       | The pupils will first learn the nouns for family members and then progress to say/recognise/write what various family members are called and how old they are. They will learn the 3rd person singular conjugations of the verbs 'to have' (he/she has), 'to be called' (he is called/she is called) and numbers 1-100 to be able to say how old family members are.   |
| <b>Knowledge Acquisition</b>          | We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the French language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessive adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy          |
| <b>Vocabulary</b>                     | We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-70 plus how to say how old we are   |
| <b>Key Learning Objectives</b>        | <ul style="list-style-type: none"> <li>➤ Remember the nouns for family members in French from memory.</li> <li>➤ Describe our own or a fictitious family in French by name, age, and relationship.</li> <li>➤ Count to 70 in French.</li> <li>➤ Understand possessive adjectives better in French ('my' form only).</li> </ul>   |
| <b>Suggested Learning Experiences</b> | <ul style="list-style-type: none"> <li>➤ Activities to help learn the nouns and articles/determiners for key members of the family.</li> <li>➤ Learning how to say what our family members are called and how old they are. Lots of activities to help understand better how to use a possessive adjective (the word for 'my') accurately in French.</li> <li>➤ The reading and listening tasks will be more challenging building up to the final task of a written and/or oral presentation on our own / a fictitious family.</li> <li>➤ Taking about others not just ourselves.</li> </ul> |

| Title                                 | Au Café   |
|---------------------------------------|---|
| <b>Overview</b>                       | This topic will improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.   |
| <b>Knowledge Acquisition</b>          | We will explore a number of different speaking, reading and writing activities in weeks to help learn the nouns and articles for foods, drinks and snacks typically served in a French café. Next, there will be a survey on what others in the class have for their breakfast to help become more familiar with the language required for the final task of the role play, between a waiter and customer in a French speaking café. Perhaps creating a café in class/hall! |
| <b>Vocabulary</b>                     | Revisiting language for 'hello', 'goodbye', 'please' and 'thank you'. The 12 nouns and articles for the foods and drinks, 7 nouns and articles for typical snacks required to perform their role play. A  |
| <b>Key Learning Objectives</b>        | <ul style="list-style-type: none"> <li>➤ Order from a selection of foods from a French menu.</li> <li>➤ Order from a selection of drinks from a French menu.</li> <li>➤ Order a French breakfast.</li> <li>➤ Order typical French snacks.</li> <li>➤ Ask for the bill.</li> <li>➤ Remember how to say hello, goodbye, please and thank you</li> </ul>   |
| <b>Suggested Learning Experiences</b> | <ul style="list-style-type: none"> <li>➤ Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast.</li> <li>➤ Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.</li> </ul>  |

| Title                                 | As-tu Un Animal? (pets)  |
|---------------------------------------|--|
| <b>Overview</b>                       | We will work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives et (and) and mais. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences   |
| <b>Knowledge Acquisition</b>          | We will learn how to use the connectives et (and) and mais. We will incorporate this with language from topics previously studied and understand how to integrate these skills to create a range of phrases and sentences based on pets.   |
| <b>Vocabulary</b>                     | Revisiting personal details (names/ age/where we live) and the high frequency verbs j'ai, je suis and j'habite. 8 nouns and indefinite articles for common pets and how to ask and answer the question As-tu un animal? using the structure qui s'appelle and the two connectives et (and) and mais (but)  |
| <b>Key Learning Objectives</b>        | <ul style="list-style-type: none"> <li>➤ Know the nouns and indefinite articles for 8 common pets.</li> <li>➤ Ask somebody if they have a pet and give an answer back.</li> <li>➤ Say in French what pet we have/do not have and give our pet's name.</li> <li>➤ Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</li> </ul>  |
| <b>Suggested Learning Experiences</b> | <ul style="list-style-type: none"> <li>➤ A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles).</li> <li>➤ After recycling and revisiting j'ai... (I have) learning how to say je n'ai pas de/d'... '(I don't have) plus the pet in French.</li> <li>➤ Learning how to use the structure qui s'appelle and complete more demanding listening and reading tasks.</li> <li>➤ Complete a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.</li> </ul> |

Year 4/5 Cycle 2

| Title                        | Quel Temps Fait-Il? (The Weather)  |
|------------------------------|--|
| <b>Overview</b>              | In this unit we will learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map and then applying our knowledge to create our own.   |
| <b>Knowledge Acquisition</b> | We will first learn the 9 key phrases for the weather before linking our knowledge to compass points in order to give more detailed/accurate phrases. We will then apply this knowledge to create our own weather forecast – practising speaking in a different formality. |

|                                       |  |
|---------------------------------------|--|
| <b>Vocabulary</b>                     | The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a French weather map  |
| <b>Key Learning Objectives</b>        | <ul style="list-style-type: none"> <li>➤ Repeat and recognise the vocabulary for weather in French.</li> <li>➤ Ask what the weather is like today.</li> <li>➤ Say what the weather is like today.</li> <li>➤ Create a French weather map.</li> <li>➤ Describe the weather in different regions of France using a weather map with symbols.</li> </ul>  |
| <b>Suggested Learning Experiences</b> | <ul style="list-style-type: none"> <li>➤ learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us).</li> <li>➤ learning the key compass points to be help us understand a French weather forecast and read a French weather map more easily.</li> <li>➤ Using all this new knowledge to create our own French weather map and French weather forecast in our final task!</li> </ul> |

|                                |  |
|--------------------------------|--|
| <b>Title</b>                   | <b>Chez moi (My Home)</b>  |
| <b>Overview</b>                | To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge  |
| <b>Knowledge Acquisition</b>   | In this topic we will acquire the knowledge to describe our house or apartment; focussing on room types and layout of their home. We will then learn how to ask questions about the homes of other people – building up to having a conversation.  |
| <b>Vocabulary</b>              | Basic personal details will be revisited including the high frequency 1st person singular verbs je suis, je m'appelle, j'ai, je suis and j'habite. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures j'habite dans and chez moi il y a ... and chez moi il n'y a pas de..                       |
| <b>Key Learning Objectives</b> | <ul style="list-style-type: none"> <li>➤ Say whether they live in a house or an apartment and say where it is.</li> <li>➤ Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>➤ Tell somebody in French what rooms they have or do not have in their home.</li> </ul> |

|                                       |   |
|---------------------------------------|---|
|                                       | <ul style="list-style-type: none"> <li>➤ Ask somebody else in French what rooms they have or do not have in their home.</li> <li>➤ Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>  |
| <b>Suggested Learning Experiences</b> | <ul style="list-style-type: none"> <li>➤ learning how to say if we live in a house or an apartment and 10 nouns</li> <li>➤ Using nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities).</li> <li>➤ A final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home.</li> <li>➤ Revisiting and reusing previously learnt language.</li> </ul> |

| Title                          | Les Habitats   |
|--------------------------------|--|
| <b>Overview</b>                | In this unit, we will continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. We will challenge ourselves to expand by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness |
| <b>Knowledge Acquisition</b>   | We will learn how to say the key elements, plants and animals need to survive; as well as giving examples of the most common habitats and plants (giving names examples). Our speaking focus will then continue as we learn how to tell somebody in French which plants and animals live in these different habitats.  |
| <b>Vocabulary</b>              | Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat.  |
| <b>Key Learning Objectives</b> | <ul style="list-style-type: none"> <li>➤ Tell somebody in French the key elements, animals and plants need to survive in their habitat.</li> <li>➤ Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>➤ Tell somebody in French which animals live in these different habitats.</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>➤ Tell somebody in French which plants live in these different habitats.</li> </ul>   |
| <p><b>Suggested Learning Experiences</b></p> | <ul style="list-style-type: none"> <li>➤ The unit will start with 5 different types of habitat, then 5 types of plants and 5 types of animal that live in these habitats.</li> <li>➤ Using a series of gap fills, listening and reading tasks we will gradually build-up our new knowledge, be able to recall knowledge of the topic and recall and retain the new language so that by the end of the unit we can say which animal and plant live in each habitat.</li> <li>➤ Opportunity in the final oral and written task to build on this and include specific adaptations of the plants and animals.</li> </ul> |