

French

Year 5- Spring 1

Healthy Eating- Going to Market

Remember when - Year 3- Fruits and Vegetables

| | | | | |
|---|---|--|---|---|
| <p>Nouns une pomme – an apple un oignon – an onion une mangue – a mango un poivron – a pepper une grappe de raisin – a bunch of grapes une pastèque – a watermelon une banane – a banana une salade – a lettuce une carotte – a carrot une pomme de terre – a potato</p> | <p>Adjectives/ conjunctions Grand- big Petit- small intéressant- interesting Modern- modern vieux/vieille- old car- because et- and mais- but</p> | <p>Verbs Tu aimes... ? – Do you like...? J'aime.... – I like.... Je n'aime pas... - I don't like Quel est ton fruit/légume préféré ? – what is your favourite fruit/vegetable ? Mon fruit/légume préféré est... - My favourite fruit/vegetable is.</p> | <p>Questions Avez vous.....? – do you have Oui, j'ai.... – I have Non, je n'ai pas...- I haven't.... C'est combien?- how much is it? C'est ...centimes. – it is....cents Deux euros – two euros s'il vous plaît- please merci- thank you</p> | <p>Key sounds ez ai c'est</p> |
|---|---|--|---|---|

National curriculum

https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1496&t=Spring+1

| | |
|---|--|
| <p>Language covered- Visiting the pantomime Shopping at the market for fruit and vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish</p> | <p>Grammar covered- To say I have in French we use part of the verb to have (avoir) "J'ai...." To say I haven't in French we add n' and pas "Je n'ai pas"</p> |
|---|--|

| Title/Focus | Lesson outline |
|---|--|
| <p>Lesson 1 I can recall the names fruits and vegetables. AT1- Listen attentively to spoken language and show understanding by joining in and responding AT2- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words AT7- Read carefully and show understanding of words, phrases and simple writing</p> | <p>Healthy eating (1) Warm up: Fruits wordsearch Learn: Fruits and vegetables nouns Game: masculine or feminine? Task: Fruit and vegetable skewers</p> |
| <p>Lesson 2 I can talk and write about fruits and vegetables. AT2- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words AT3- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* AT5- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> | <p>Healthy eating (2) Mindfulness: Watch the mindfulness video Go Fetch: Fruits and vegetables recap Learn: Likes and dislikes phrases Game: True or false Task: Write a few sentences using I like and I dislike</p> |
| <p>Lesson 3 I can take part in a class survey about favourite fruits and vegetables. AT4- Speak in sentences, using familiar vocabulary, phrases and basic language structures AT6- Present ideas and information orally to a range of audiences*</p> | <p>Healthy eating (3) Mindfulness: Watch the mindfulness video Go Fetch: Singular to plural Learn: Favourite fruits and vegetables Game: Fruits and vegetables explorers Task: Class survey</p> |
| <p>Lesson 4 I can ask for the price of a fruit or vegetable. AT1- Listen attentively to spoken language and show understanding by joining in and responding AT2- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words AT5- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> | <p>Going to the market (1) Speak: Numbers 1-100 Learn: Patterns in numbers and asking for a price Game: Number game Task: Design a market stall</p> |
| <p>Lesson 5 I can participate in a simple shopping conversation. AT3- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* AT4- Speak in sentences, using familiar vocabulary, phrases and basic language structures AT6- Present ideas and information orally to a range of audiences*</p> | <p>Going to the market (2) Listen: Can you understand Emilie? Speak: Partner work Learn: Ask for fruits and vegetables Game: Customers and market traders Task: Market conversation</p> |
| <p>Lesson 6 I can understand and use instructions to make my own recipe.</p> | <p>Fruit salad recipe Speak: Be Emilie's voice Go fetch: Say the fruits/vegetables you see</p> |

| | | |
|---|---|---|
| <p>AT9- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>AT10- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>AT11- Describe people, places, things and actions orally* and in writing</p> <p>AT12- Understand basic grammar appropriate to the language being studied</p> | | <p>Learn: Vocab for making a recipe</p> <p>Task: Create your own fruit salad recipe</p> |
| <p>Working towards</p> | <p>End of unit assessment</p> <p>Working at Age related expectations</p> | <p>Working at a greater depth</p> |