

That's tasty	French	Year 5 Term 3
Key vocabulary: j'ai soif, les boissons chaudes, les boissons froides, le coca, la limonade, une bouteille, une tasse, un verre, de, qu'est-ce que vous désirez boire?, la nourriture, une baguette, un croissant, du lait, pour, je voudrais., et, le petit déjeuner, un yaourt, de la confiture, des céréales, un pain au chocolat, les boissons, un thé, un café, un chocolat chaud, un jus d'orange, de l'eau, pour, mon, j'aime, manger, le chocolat, le gâteau, les chips, les frites, la crêpe, la sucette, le hot-dog, la glace, délicieux/se, amèr(e), sucré(e), sal(e), chaud(e), froid(e), croquant(e), mou, molle, savoureux/se, collant(e), crémeux/se, parce que, trop, Qu'est-ce que vous désirez sur votre pizza?, la purée de tomates, le fromage, le poulet, le saucisson sec, les tomates, l'ananas, les champignons, l'oignon, le jambon, le bacon, je voudrais...		
Knowledge and skills: Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language. (5a) Identify different ways to spell key sounds, and select the correct spelling of a familiar word. (5b) Take part in conversations and express simple opinions giving reasons. (5c) Adapt known complex sentences to reflect a variation in meaning. (5d) Begin to use intonation to differentiate between sentence types. (5e) Create a short piece for presentation to an audience. (5f) Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. (5g) Learn a song or poem using the written text for support. (5h) Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. (5i) Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. (5j) Use a wide range of adjectives to describe people and things, and use different verbs to describe actions. (5k) Know how to conjugate some high frequency verbs. (5l) Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. (5m) Adapt sentences to form negative sentences and begin to form questions. (5n) <i>Ask and answer questions.</i> <i>Know the names of drinks in French.</i> <i>Be able to read opening and closing times of a restaurant.</i> <i>Know the names of breakfast items.</i> <i>Know the names of different breads and sandwich fillings.</i> <i>Say what foods they like and dislikes</i> <i>Say what pizza toppings they would like.</i>		Possible Activities: Role play being a waiter and customer and order drinks. Complete an opening hours activity by reading a chart. Write sentences about what they would like for breakfast. Say and write what they would like for lunch.
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: The children will experience enjoyment and fascination in learning about themselves, others and the world around them; They will show a willingness to reflect on their own experiences. Moral: Children will show respect during discussions for the opinions of others. Children will behave in a way that will allow everyone to learn. Social: Children will work together in pairs to practise new vocabulary and to practise conversation. Children will agree when working in small groups on a consensus. Children will show respect and tolerance of those with different faiths and beliefs. Cultural: Children will appreciate the cultural heritage of the French people and compare it to their own. Children will explore and show respect for different faiths and cultural diversity. British values: Children will show mutual respect and tolerance of those with different faiths and beliefs and those without. We know that our behaviour affects our rights and the rights of others. Children will behave in a way that allows everyone to learn and achieve their potential. Equalities: Language can be a bridge for building relationships, or a tool for creating and maintaining divisions across differences. Having a common language for talking about and across difference is essential for breaking down divisions and working towards achieving understanding and partnership. In developing a common language around diversity, it is important that language be affirming and not about creating blame, guilt or pity.		