

Let's visit a French Town	French	Year 6 Term 1
Key vocabulary: je/tu/il/elle/nous/vous/ils/elles, où, habiter, nager, prier, acheter, apprendre, prendre, regarder, faire une promenade, école, église, piscine, gare, cinéma, parc, mosquée, librairie, préposition, à côté de, en face de, librairie, bibliothèque, boucherie, restaurant, banque, patinoire, office du tourisme, mairie, Où est ...?, Tu as quel nombre?, J'ai le nombre ..., plus grand que, plus petit que/moins grand qu, adjectif, X est ... de plus que Y, X est de moins que Y, soustraction, moins, fait, armoire, tapis, television, canapé, fauteuil, four, tablier, table, devoirs, serviette, couverture, ours/nounours, casquette, valise, chaise, ordinal, nombre, premier, première), deuxième, troisième, quatrième, cinquième, sixième, septième, dernier(e), è grave, days of the week, numbers up to 1000		
Knowledge and skills: Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard. (6a) Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. (6b) Engage in longer conversations, asking for clarification when necessary. (6c) Create his/her own sentences using knowledge of basic sentence structure. (6d) Use pronunciation and intonation effectively to accurately express meaning and engage an audience. (6e) Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. (6f) Attempt to read a range of texts independently, using different strategies to make meaning. (6g) Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. (6h) Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. (6i) Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. (6j) Begin to use some adverbs. (6k) Know how to conjugate a range of high frequency verbs. (6l) Understand how to use some adverbs in sentences. (6m) Have an awareness of similarities and differences in grammar between different languages. (6n) <i>Adapt known complex sentences to reflect a variation in meaning. 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. Children will know that verbs change depending on the subject. Children can join in with familiar songs. Children can give a verb to say what they will do at different places in the town. Children can use a bilingual dictionary. Children can identify places in a French town or city. Children can use simple prepositional phrases. Children can ask and answer questions about where a place is. Children can use French terms for mathematical activities. Children can use appropriate words for number operations. Children can compare and order numbers up to 1000 in French. Children will know the names of places in the home. Children will know and recognise ordinal numbers. Children will identify and apply spelling patterns.</i>		Possible Activities: Sing a who lives where song. Play a memory match game and learn what to do in different places eg Je vais a la bibliotheque pour. Describe where different places are on towns orally and in short sentences. Say and write number sentences in French by playing games. Translate a short text about the rooms in the house. Order days of the week and months of the year.
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. Children will compare their own likes and dislikes with those of their classmates. Moral: Children will show respect during discussions for the opinions of others and 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.		