

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: French

TERM: Autumn

YEAR GROUPS: 6

KEY FOCUS: Telling the time, half- past, quarter- to, quarter- past/ Reading timetables/ transport/ Jobs/ Uniforms. / Song "On Ecrit Sur Les Murs" Numbers 50-100/ Phonemes- on, th. / Grammar- prepositions. /Useful phrases

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Count to 50
- Read a timetable in English.
- Tell the time to the hour and half hour.

By the end of UKS2, children should be able to:

Listening and responding	Speaking	Reading and responding	Writing
• understand longer passages made up of familiar language in simple sentences • identify the main points and some details <i>Spoken at near normal speed with no interference. May need some items to be repeated.</i>	• hold a simple conversation with at least 3-4 exchanges • use their knowledge of grammar to adapt and substitute single words and phrases <i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i>	• understand a short story or factual text and note some of the main points • use context to work out unfamiliar words	• write a paragraph of about 3-4 simple sentences • adapt and substitute individual words and set phrases • use a dictionary or glossary to check words they have learnt <i>They will draw largely on memorised language.</i>

End of Unit Objectives

<i>Some children in Y6 will not yet have met what is expected and show they are emerging because they can:</i>	<i>Most children in Y6 will show that they have reached the expected level because they can:</i>	<i>Some children in Y6 will have gone beyond the expected level and show that they are exceeding because they can:</i>
• Respond to a question about a journey. • Respond to the question Quelle heure est-il? To the hour. • Say if something is at the right or left of a picture. • Count to 31 independently. • Write and read numbers to 31.	Build a conversation about making a journey. Plan a travel itinerary. Recognise the new phonemes in vocabulary. Understand what codes - nf and nm- mean when using a dictionary. Tell the time to the quarter hour. Describe where things are in a picture. List occupations and describe what they do. Join in the song and understand the lyrics. Count to 100 with prompts.	Hold an extended conversation about a journey, 3 or 4 exchanges. Write using an increasingly memorized language. Use a dictionary independently to check words they have learnt. Use the masculine/ feminine form when taking about jobs. Count to 100 independently.

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Role play at the train or bus station.
- Peer – peer speaking practice.
- Number games and bingo.
- Dictionary activities including researching vocabulary concerning jobs and uniforms.
- Playing "Quelle heure est- il M Loup"

- Vocabulary memory tests - "odd one out"
- Playing hide and seek with objects.
- Singing "On Ecrit Sur Les Murs".
- Count to 100 challenge.
- Describing a photo and seeing who draws it the best.

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- Christmas
- Remembrance
- Harvest.

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases: devant, derriere, entre, a cote de, en face de, loin de, pres de. C'est juste, c'est faux, c'est genial, c'est partie, en panne. Et demie, et quart, moins quart. Les vetements, une chemise, des pantalons, un blouson, une jupe, une robe, un pull, des chaussettes, des chaussures, des bottes, une casquette. Par-ce que. La voiture, le bus, la moto, la bicyclette, le velo, le train, l'avion, le bateau, le travail, les professions.

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- SPAG
- Maths
- Music

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	approach new vocabulary with increasing confidence.
Works hard	appreciate the value of trying their best.
Concentrates	remain focused and attentive.
Self-motivates	show responsibility for their own learning
Imagines	link their learning together.
Improves	be willing to use suggestions to move learning on.
Understands others	listen to and value the contributions of others.
Doesn't give up	show enthusiasm for tackling different tasks.