

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: Spring

YEAR GROUPS: 6

KEY FOCUS: Food, menus, cooking, cafes and restaurants. Numbers 50-100 / Phonemes –u, er. /Grammar - possessives: mon ma mes, ton ta tes, son sa ses, notre notre nos, votre votre vos, leur leur leurs./ Useful phrases.

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

- Count to 100 in order with prompts.
- Describe a French breakfast.
- Name food they like and dislike.
- Recall the phonemes already learned.

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>
• Count to 50 with prompts. • Read and write numbers to 50 with prompts. • Use possessives in the singular form following a model. • Add some food words to their memorized vocabulary.	• Generally, pronounce words accurately. • Find food vocabulary in a bilingual dictionary and organise it. • Count to 100 independently • Write and read numbers to 100. • Correctly use possessives following a model and understand their use. • Using basic grammar (including feminine and masculine and conjugation) write a set of instructions.	• Use their knowledge of grammar to adapt and substitute single words and phrases. • Use numbers to 100 confidently. • Correctly use possessives when writing and speaking. • Identify how French words are similar and different to English words.

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Creating a menu for "Cafe de Paris"
- Role play customer and serving staff in a café.
- Number games and Bingo.

- Possessive matching games
- Peer to peer conversation.
- Writing a recipe for a typical French food.
- Odd- one- out / missing word writing activities.
- Walking dictation.

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- Saint Day.
- Fete de la Chandeleur.

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases: Les sandwiches, les salads, les snacks, les glaces, les boissons fraiches, boissons chauds. Sortie des secours. salutations, de rien. J'ai mange, j'ai bu, le menu, le plat, l'entree, le dessert, la cuisine, le restaurant, l'apertif, la carte, l'addition.

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- Science
- PHSE
- Maths

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	be curious about French food and keen to try it.
Improves	be willing to use suggestions to move learning on.
Understands others	respond positively to peer to peer conversation.
Doesn't give up	show enthusiasm to tackle difficult tasks.