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Year 5 - Medium Term Plan - Cultural Explorers - MFL

Bon appetit! - How can we explain our food choices to a French speaker?



Cultural Explorers

Aspect of Study

- Food vocabulary
- Likes and dislikes
- Healthy and Unhealthy food choices

Transferable Knowledge:

- Science - Healthy eating
- Grammatical features - Literacy

National Curriculum Overview of Programme of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

During this area of study students should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; and how these differ from or are similar to English.

Real World Links:

Learning to communicate to someone who does not share your language. Link to members of our community for whom English is an additional language.

Greetings used in our 'Language of the month'

Vocabulary very useful if visiting a French speaking country/region



Communication – Understand how to speak to new people

Being safe - making healthy choices

Influential Figures

- Famous French chefs - Michel Roux, Raymond Blanc
- Jamie Oliver - campaign for healthy school meals

OPAL links

Shop/café role play area

Curriculum Coverage

(Previous, expected and what follows on)

Prior Curriculum Coverage	Curriculum Coverage	Subsequent Curriculum Coverage
<p>Listening</p> <ul style="list-style-type: none"> • Show understanding of a range of familiar spoken phrases <p>Speaking</p> <ul style="list-style-type: none"> • Ask and answer a range of questions on different topic areas • Using familiar sentences as models, make varied adaptation to create new sentences <p>Reading</p> <ul style="list-style-type: none"> • Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately • Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues <p>Writing</p> <ul style="list-style-type: none"> • Write words and short phrases from memory • Write descriptive sentences using a model but supplying some words from memory <p>Grammar</p> <ul style="list-style-type: none"> • Recognise a wider range of word classes including pronouns and articles • Recognise questions and negative sentences 	<p>Listening</p> <ul style="list-style-type: none"> • Gain an overall understanding of an extended spoken text which includes some familiar language <p>Speaking</p> <ul style="list-style-type: none"> • Take part in conversations and express simple opinions giving reasons • Adapt known complex sentences to reflect a variation in meaning <p>Reading</p> <ul style="list-style-type: none"> • Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation <p>Writing</p> <ul style="list-style-type: none"> • Write phrases and some simple sentences from memory and write a short text with support from a word/phrase bank • Use a wide range of adjectives to describe people and things <p>Grammar</p> <ul style="list-style-type: none"> • Know how to conjugate some high frequency verbs • Adapt sentences to form negative sentences and begin to form questions 	<p>Listening</p> <ul style="list-style-type: none"> • Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard <p>Speaking</p> <ul style="list-style-type: none"> • Engage in longer conversations, asking for clarification when necessary • Create own sentences using knowledge of basic sentence structure <p>Reading</p> <ul style="list-style-type: none"> • Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation <p>Writing</p> <ul style="list-style-type: none"> • Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic • Select appropriate adjectives to describe a range of things, people and places <p>Grammar</p> <ul style="list-style-type: none"> • Know how to conjugate a range of high frequency verbs • Have an awareness of similarities and differences in grammar between different languages

Language plan

Key vocabulary	Concepts	Speaking and listening
<ul style="list-style-type: none"> ● Nouns - names of foods ● Verbs - to like, to love, to dislike, to hate, to eat, to drink, to want, to take ● Adjectives - healthy, unhealthy, sweet, savory, salty, crunchy, soft, sticky, hot, cold 	<ul style="list-style-type: none"> ● Gender of nouns ● Changing a sentence to form the negative (ne...pas) ● Use of personal pronouns <ul style="list-style-type: none"> ● Use of articles ● Order of adjectives in sentences - after the noun rather than before as in English 	<ul style="list-style-type: none"> ● Turn taking in conversations <ul style="list-style-type: none"> ● Role play - ordering food/drinks ● Expressing and justifying opinions <ul style="list-style-type: none"> ● Asking questions ● Increasing accuracy in pronunciation



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Sequence of Teaching and Learning

Bon appetit! - How can we explain our food choices to a French speaker?

	LO/EQ?	Lesson ideas/differentiation
1	<p>L.O: To know the names of Foods in French</p>	<p>Introduce vocabulary for fruits and vegetables. Listen to the 'J'aime les fruits' song (youtube). Throw the ball to practice pronunciation. Children label the fruits and vegetables.</p>
2	<p>L.O: To know the names of foods in French</p>	<p>Introduce the vocabulary for the names of types of café type foods and traditional French foods. Discuss what the children think of the French foods. Which have they tried/would like to try. Could have some food available for a taste test. Children create a menu for a French café.</p> <p>'Je suis un pizza song' (youtube) - has lots of food vocabulary</p>



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Sequence of Teaching and Learning

	LO/EQ	Lesson ideas/differentiation
3	<p>L.O: To know the names of drinks in French</p>	<p>Introduce vocabulary for drinks - hot and cold. Model how to write sentences describing a drinks order - the drink wanted and the container it comes in - I would like a cup of tea please - Je voudrais une tasse de thé s'il vous plait. Children role play ordering drinks and write down people's drinks orders.</p>
4	<p>L.O: To use describe foods as being healthy/unhealthy in French</p> <p>Link to science- healthy eating</p>	<p>Introduce how to describe foods/drinks and healthy/unhealthy - bon/mauvais pour la santé. Using the food/drink vocabulary from previous lessons, children organise foods into 'healthy' and 'unhealthy' in French</p>



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Sequence of Teaching and Learning

	LO/EQ	Lesson ideas/differentiation
5	L.O: To use adjectives to justify opinions in French	Recap food vocabulary and healthy/unhealthy. Introduce adjectives to describe foods. Model how to construct sentences explaining a food you like/dislike and why (both orally and written). Show how to make the adjective agree with the noun dependent on whether the noun is masculine, feminine or m-plural/f-plural. Model use of are (sont) for plural foods - <i>J'aime les frites parce qu'ils sont salé</i> . Children make food choices and use the adjectives to justify.
6	E.Q: How can we explain our food choices to a French speaker?	Children use the knowledge they have gained this term to sort foods in order of preference. They should give reasons for their choices using the adjectives we have learnt, and taking into account whether foods are healthy/unhealthy.