

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Languages - French		Area of learning: The Weekend	
Year Group: Year 5/6			
Links to previous work/Remember when	<ul style="list-style-type: none"> • The children will have completed the Phonetics lessons 1 and 2. They will have learned the following sounds: CH OU ON OI I IN IQUE ILLE • The children will have learned how to present themselves which included counting to 20, saying their name, age, hello and goodbye and talk about how somebody is feeling. They will also have learned how to say where they live in French. • The children will have completed the unit 'I am able...' Within this, they will have learned to recognise, recall and spell 10 action verbs in French and use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • The children will have completed the unit 'The date' and learned how to recognise the months of the year and ask when somebody has a birthday and say when they have their birthday. They have also learned to say the date. • The children will have completed the unit 'Clothes' and learned how to say a variety of different clothes and use the appropriate genders and articles. 		
Term	Key Skills to be taught		
Summer 2024	<ul style="list-style-type: none"> • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend. 		
What the children should know at the end of this series of lessons			

Vocabulary

le week-end = the weekend

Il est midi. = It is midday.

Quelle heure est-il ? = What time is it?

Il est minuit. = It is midnight.

et quart = quarter past

Je me lève. = I get up.

et demie = half past

Je prends mon petit déjeuner. = I have my breakfast.

moins le quart = quarter to

Je regarde la télé. = I watch television.

Il est une heure. = It is one o'clock.

Je lis des bandes dessinées. = I read comic books.

Il est deux heures. = It is two o'clock.

J'écoute de la musique. = I listen to music.

Il est trois heures. = It is three o'clock.

Je joue à l'ordinateur. = I play on the computer.

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Il est quatre heures. = It is four o'clock.
 Je joue au foot. = I play football.
 Il est cinq heures. = It is five o'clock.
 Je vais à la piscine. = I go to the swimming pool.
 Il est six heures. = It is six o'clock.
 Je vais au cinéma. = I go to the cinema.
 Il est sept heures. = It is seven o'clock.
 Je me couche. = I go to bed.
 Il est huit heures. = It is eight o'clock.
 et = and
 Il est neuf heures. = It is nine o'clock.
 après = after
 Il est dix heures. = It is ten o'clock.
 aussi = also
 Il est onze heures. = It is eleven o'clock.
 plus tard = later on
 Il est douze heures. = It is twelve o'clock.
 finalement = finally

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To introduce the aim of the unit Le week-end. To learn the language required to describe a variety of activities they may do at the weekend as well as the language needed for telling the time accurately.</p> <p>Key Knowledge: The children will know the french words for quarter past, quarter to, half past and o clock.</p>	<p>Recap – Can you remember how to say any items of clothing including the correct genders and determiners in French from the Spring term?</p> <p>We will use this lesson to teach the children the language required to be able to tell the time accurately in French. They will be shown via the 'Telling Time (1)' PowerPoint how to say quarter past, quarter to and half past the hour as well as being able to then say it is ten to or twenty-five past the hour etc.</p> <p><i>Children record what time is showing on the clock face.</i></p>
2	<p>Learning Objective: To consolidate the vocabulary for time and introduce new phrases for the activities the children may do at the weekend.</p> <p>Key Knowledge: The children will know phrases for activities they may do at the</p>	<p>Recap – Can you remember how to tell the time on the clock faces from last week?</p> <p>This lesson will introduce vocabulary for activities the children may possibly do at the weekend. We are introducing ten different activities. The 'Le weekend (2)' PowerPoint has been designed to allow the children to hear and see the language as many times as possible.</p> <p><i>Children do not need to record anything in this lesson. They will play a game of snap relating to time and what they do at the weekend.</i></p>

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	weekend such as get up, watch TV and listen to music.	
3	<p>Learning Objective: To consolidate the new language for activities introduced last week with a variety of activities. These include some reading and listening work.</p> <p>Key Knowledge: The children will learn how to say 10 phrases about what they do at the weekend accurately.</p>	<p>Recap – Can you remember the phrases for activities you do at the weekend from last week?</p> <p>This lesson consolidates the language introduced last week and works towards the last stage of the three stage questioning technique as explained in the Teacher Support Sheet last week. In this lesson the children will ‘play’ with the new language. We use the same phrases as last week in a number of different activities. By the end of this week’s lesson we hope most of the children will be able to say the ten phrases accurately from memory.</p> <p><i>Children complete reading, writing and listening activities.</i></p>
4	<p>Learning Objective: To consolidate all the language covered so far allowing the children an opportunity to integrate a time with the new phrases and learn how to use connectives.</p> <p>Key Knowledge: The children will learn how to say when they do a particular activity and use connectives.</p>	<p>Recap – Can you remember how to say a phrase about what you did at the weekend?</p> <p>In this lesson the children will be shown (gradually) how to integrate time and a range of connectives into their new vocabulary. This will enable them to say at what time they do an activity and will also allow them to join their sentences together producing more fluent and authentic language. The more able children will grasp more and will probably attempt to use more. (E.g. They may say at what time they do various activities and link these phrases with a few connectives). The less able will simply say one activity, add on a time and may possibly avoiding using a connective altogether. We always allow the children the freedom to choose. However, do encourage them to stretch themselves.</p> <p><i>Children may record a reading or writing activity in their books dependent on what is needed.</i></p>
5	<p>Learning Objective: To consolidate all the language covered so far and introduce three positive and three</p>	<p>Recap – Can you remember how to say what time you completed an activity?</p> <p>In this lesson the children will be shown how to add an opinion to the weekend activity phrases</p>

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	<p>negative opinion phrases.</p> <p>Key Knowledge: The children will learn to give positive and negative opinions on activities.</p>	<p>they created in the previous lesson. They will be shown and taught three positive opinions and three negative opinions so that they can formulate longer, more sophisticated and also more personalised responses about what they do at the weekend. By the end of the lesson the children will be able to choose an activity, say at what time they do it and also describe whether they like it or not. If they wish, they will also be shown how to link their ideas together using the conjunctions introduced in the last lesson.</p> <p><i>Children could record an activity, a time and an opinion in a listening activity.</i></p>
6	<p>Learning Objective: To revise all language covered so far and complete assessment for the unit.</p>	<p>ASSESSMENT LESSON End of unit assessment sheet split into, reading, writing, listening and speaking.</p>

Learning Outcome/product

The children should have a good understanding of how to tell the time around the clock in French and say 10 activities that I may do at the weekend. They will also be able to give a positive or negative opinion based on an activity.

Assessment records	List only those children who have not achieved the expected outcomes.