



School name: \_\_\_\_\_ FOUNDATION PLANNING YEAR A

Theme: Myself and Family and Eating Out

Year: 5-6

Term: Spring 1



ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
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## Core Unit 2.1 (Unité essentielle 2)



WEEK 1	Lesson 1: Hello, Mrs Monday		
	Leçon 1: Bonjour, Madame Lundi		
Language Content	Key Activities	IWB Lesson Notes	Additional Activities
<p><u>Vocabulary:</u></p> <p><i>lundi</i> Monday</p> <p><i>mardi</i> Tuesday</p> <p><i>mercredi</i> Wednesday</p> <p><i>jeudi</i> Thursday</p> <p><i>vendredi</i> Friday</p> <p><i>samedi</i> Saturday</p> <p><i>dimanche</i> Sunday</p> <p><i>danser</i> to dance</p>	<ul style="list-style-type: none"> <li>IWB LESSON: <b>Present Vocab and Review Vocab</b></li> <li>IWB LESSON: <b>Snap</b></li> <li>IWB LESSON: <b>Question and Answer</b></li> <li>IWB LESSON: <b>Song: 'Bonjour, Madame Lundi'</b></li> </ul>	<p>This song is a great way to get the children listening to and saying the days of the week in French.</p> <ul style="list-style-type: none"> <li>It also provides some revision of the greetings covered in Core Unit 1.</li> <li>"On est" literally means "one is" or "we are" — in French you say "We are Monday".</li> <li>When you write the days of the week in French, you don't need to use capital letters.</li> <li>"Dites" ("say") is in the imperative tense because it's an instruction — it agrees with "vous". See p.49 of the <b>Teacher Handbook</b> for more about the imperative.</li> </ul>	<ul style="list-style-type: none"> <li>PRINTABLE: <b>Worksheet</b></li> <li>CLASSROOM ACTIVITY: Each morning throughout the week, ask the children what day it is using the question in the lesson — you could write it on the board too.</li> <li>CLASSROOM ACTIVITY: Ask the children to try and create a silly mnemonic to remember the first letters of the days of the week — e.g. Liam's Mum Makes Jonny Very Scrummy Doughnuts.</li> <li>CLASSROOM ACTIVITY: Ask the children to write the French days of the week on a diary or wall chart.</li> </ul>

<p><u>Question and Answer:</u></p> <p><i>On est quel jour?</i></p> <p>What day is it?</p> <p><i>On est...</i></p> <p>It is...</p>			
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WEEK 2	Lesson 2: Colours <i>Leçon 2: Les couleurs</i>		
Language Content	Key Activities	IWB Lesson Notes	Additional Activities
<p><u>Vocabulary:</u></p> <p><i>rouge</i> red</p> <p><i>vert</i> green</p> <p><i>blanc</i> white</p> <p><i>bleu</i> blue</p> <p><i>jaune</i> yellow</p> <p><i>noir</i> black</p> <p><i>rose</i> pink</p> <p><i>violet</i> purple</p> <p><i>orange</i> orange</p> <p><u>Question and Answer:</u></p> <p><i>C'est de quelle couleur?</i></p> <p>What colour is it?</p> <p><i>C'est...</i></p> <p>It's...</p>	<ul style="list-style-type: none"> <li>● <u>IWB LESSON:</u> <b>Present Vocab and Review Vocab</b></li> <li>● <u>IWB LESSON:</u> <b>Beat that bee!</b></li> <li>● <u>IWB LESSON:</u> <b>Question and Answer</b></li> <li>● <u>IWB LESSON:</u> <b>Make a sentence</b></li> </ul>	<p>This lesson introduces the children to some basic colours.</p> <ul style="list-style-type: none"> <li>● “<i>Quelle</i>” is the feminine version of “<i>quel</i>” (“what” or “which”) — you need to use this because “<i>la couleur</i>” is feminine. Take a look at p.54 of the <b>Teacher Handbook</b> for more about “<i>quel</i>”.</li> <li>● In French, most adjectives (including colours) change when they’re describing a feminine noun. For example, you’d say “<i>une pomme verte</i>” (“a green apple”). To find out more about making adjectives feminine, look at p.42 of the <b>Teacher Handbook</b>.</li> <li>● “<i>C’est</i>” is actually “<i>ce</i>” and “<i>est</i>” joined together with an apostrophe — much the same as “it’s” in English. If you want to brush up on how to use apostrophes in French, see p.55 of the <b>Teacher Handbook</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>PRINTABLE:</u> <b>Worksheet</b></li> <li>● <u>CLASSROOM ACTIVITY:</u> Ask pupils to “<i>Trouvez un objet vert dans la salle de classe.</i>” (“Find a green object in the classroom”). “<i>Vert</i>” (“green”) can be replaced with other colours from the lesson.</li> <li>● <u>CLASSROOM ACTIVITY:</u> Assign each child a partner. Get one child to point to something in the classroom and ask the other one what colour it is — the questions and answers must both be in French.</li> <li>● <u>CLASSROOM ACTIVITY:</u> Ask the children to bring in brightly coloured bits of recycling, wrappers or old fabric. Split the children into groups and get each group to make a collage using one colour, spelling out the name of their colour in French.</li> </ul>

WEEK 3	Lesson 3: Let's count up to 20 <i>Leçon 3: Comptons jusqu'à 20</i>		
Language Content	Key Activities	IWB Lesson Notes	Additional Activities
<p><u>Vocabulary:</u></p> <p><i>onze</i> eleven</p> <p><i>douze</i> twelve</p> <p><i>treize</i> thirteen</p> <p><i>quatorze</i> fourteen</p> <p><i>quinze</i> fifteen</p> <p><i>seize</i> sixteen</p> <p><i>dix-sept</i> seventeen</p> <p><i>dix-huit</i> eighteen</p> <p><i>dix-neuf</i> nineteen</p> <p><i>vingt</i> twenty</p> <p><u>Question and Answer:</u></p> <p><i>Il y a combien de biscuits?</i></p> <p>How many biscuits are there?</p> <p><i>Il y a...biscuits.</i></p> <p>There are...biscuits.</p>	<ul style="list-style-type: none"> <li>● <u>IWB LESSON:</u> <b>Present Vocab and Review Vocab</b></li> <li>● <u>IWB LESSON:</u> <b>Noughts and crosses</b></li> <li>● <u>IWB LESSON:</u> <b>Question and Answer</b></li> <li>● <u>CLASSROOM ACTIVITY:</u> Play a simple bingo game by asking the children to write down four numbers between 11 and 20. Randomly read out the numbers in French, getting the children to cross out their numbers when they hear them — the winner is the first to shout “Loto!” (“Bingo!”). You could include numbers 1-10 too.</li> </ul>	<p>You might want to quickly recap numbers 1-10 (Core Unit 1, Lesson 4) before starting this lesson.</p> <ul style="list-style-type: none"> <li>● “<i>Biscuits</i>” means “biscuits” — it’s spelt the same in English because it’s actually a word that comes from the French language. Although it looks the same as it does in English, the pronunciation is quite different. Use the audio recording to make sure the children are pronouncing it correctly.</li> <li>● “<i>Il y a</i>” is a very useful phrase to learn — it means “there is” or “there are”.</li> <li>● “<i>Combien...?</i>” means “how many...?” or “how much...?” — it’s a key word for asking questions. Look at p.52-54 of the <b>Teacher Handbook</b> to remind yourself of the other ways to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>PRINTABLE:</u> <b>Worksheet</b></li> <li>● <u>CLASSROOM ACTIVITY:</u> For a section of a maths lesson, get the children to say the numbers being used in French. You could keep the rest of the vocabulary in English, or use some basic French terms — “<i>plus</i>” is the French for “add”, “<i>moins</i>” is “minus” and “<i>égale</i>” is “equals”.</li> <li>● <u>CLASSROOM ACTIVITY:</u> Ask the children to stand up and start counting from 1. Each player can say up to 3 consecutive numbers e.g. 1 or 1, 2 or 1, 2, 3. The next child continues counting where the previous child stopped. However, the children who say 8 or 16 are out and must sit down. Once they get to 20, the counting starts again — the last player standing is the winner.</li> <li>● <u>CLASSROOM ACTIVITY:</u> Get the children to play battleships in French. You could make this a group game if you only have one battleships set, or print some simple grids for them to use instead. Split the children into teams and let them take it in turns to guess the grid reference. If you want help pronouncing the French alphabet, see the <b>Phonics Unit</b>.</li> </ul>

<b>WEEK 4</b>	<b>Revision lesson on weeks 1,2 3 above</b>		
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# Unit K — Eating Out (Unité K — Sortir dîner)



WEEK 5		Lesson 1: I'm ordering a drink	
		<i>Leçon 1: Je commande une boisson</i>	
Language Content	Key Activities	IWB Lesson Notes	Additional Activities
<p><u>Vocabulary:</u></p> <p><i>un café</i> a coffee</p> <p><i>un thé</i> a tea</p> <p><i>un chocolat chaud</i></p> <p>a hot chocolate</p> <p><i>un jus d'orange</i> an orange juice</p> <p><i>une limonade</i> a lemonade</p> <p><i>un coca</i> a cola</p> <p><i>une eau minérale</i></p> <p>a mineral water</p> <p><u>Question and Answer:</u></p> <p><i>Qu'est-ce que vous désirez?</i></p> <p>What would you like?</p> <p><i>Je voudrais...</i></p> <p>I would like...</p>	<ul style="list-style-type: none"> <li>● <u>IWB LESSON:</u> <b>Present Vocab and Review Vocab</b></li> <li>● <u>IWB LESSON:</u> <b>Hit it!</b></li> <li>● <u>IWB LESSON:</u> <b>Question and Answer</b></li> <li>● <u>IWB LESSON:</u> <b>Song:</b> 'Le pire serveur de Paris'</li> <li>● <u>CLASSROOM ACTIVITY:</u> Ask the pupils to have a conversation in pairs, taking it in turns to be the waiter and the customer. The waiter asks, "Qu'est-ce que vous désirez?" ("What would you like?") and the customer replies with "Je voudrais X." ("I would like X."). This game can be extended to cover any items that can be bought. See the role-play activity ("jeu de rôle") on p.36 of the <b>Teacher Handbook</b> for more information.</li> </ul>	<p>There are a few cognates in this song lesson — point these out to the class to help pupils remember them.</p> <ul style="list-style-type: none"> <li>● "Le pire serveur de Paris" ("The worst waiter in Paris") — "le pire" means "the worst", it's used when you're talking about something that's masculine and singular. If you're talking about something that's feminine singular, you'd say "la pire", and for a plural noun you'd say "les pires".</li> <li>● "Un serveur" means "a waiter" — "a waitress" is "une serveuse".</li> <li>● In the song, the waiter asks "Qui voulait...?" ("Who wanted...?") — "voulait" is the third person singular imperfect past tense version of "vouloir" ("to want"). Pupils don't need to worry about the imperfect past tense at this stage.</li> <li>● The waiter also says "il n'est plus chaud" ("it's no longer hot") — "ne" and "plus" can be sandwiched around a verb to mean "no longer" or "not anymore". See p.56 of the <b>Teacher Handbook</b> for more about forming negative sentences.</li> <li>● "C'est le pire serveur" ("He's the worst waiter") — "c'est" ("it's") is</li> </ul>	<ul style="list-style-type: none"> <li>● <u>PRINTABLE:</u> <b>Worksheet</b></li> <li>● <u>CLASSROOM ACTIVITY:</u> Get pupils to make a café's drinks menu in French.</li> <li>● <u>CLASSROOM ACTIVITY:</u> Encourage the pupils to make up their own actions to go with the song.</li> <li>● <u>CLASSROOM ACTIVITY:</u> Ask the pupils to draw a scene from the song and to label it with the appropriate lyrics.</li> </ul>

used here rather than *il est* (“he is”) because the noun, *le serveur* (“the waiter”), has been modified by *le pire* (“the worst”).

- *Je voudrais* means “I would like” — it’s a useful and polite way to ask for something.
- The **Question and Answer** screen uses *vous* (“you” plural or formal singular). *Vous* is used instead of *tu* in formal situations to be polite. To be even more polite, add *s’il vous plaît* (“please”) to the end of the sentence. See p.57 of the **Teacher Handbook** for more about formal language.

WEEK 6	Lesson 2: At the ice cream shop <i>Leçon 2: Chez le glacier</i>		
Language Content	Key Activities	IWB Lesson Notes	Additional Activities
<p><u>Vocabulary:</u></p> <p><i>une boule</i>          one scoop</p> <p><i>deux boules</i>      two scoops</p> <p><i>une glace au chocolat</i>                          a chocolate ice cream</p> <p><i>une glace au caramel</i>                          a caramel ice cream</p> <p><i>une glace à la fraise</i>                          a strawberry ice cream</p> <p><i>une glace à la vanille</i>                          a vanilla ice cream</p> <p><i>une glace à la framboise</i>                          a raspberry ice cream</p> <p><i>une glace à la menthe</i>                          a mint ice cream</p> <p><i>une glace à la banane</i>                          a banana ice cream</p> <p><u>Question and Answer 1:</u></p> <p><i>Qu'est-ce que vous désirez?</i></p> <p>What would you like?</p>	<ul style="list-style-type: none"> <li>● <u>IWB LESSON:</u> <b>Present Vocab and Review Vocab</b></li> <li>● <u>IWB LESSON:</u> <b>Beat that bee!</b></li> <li>● <u>IWB LESSON:</u> <b>Hangman</b></li> <li>● <u>IWB LESSON:</u> <b>Question and Answer 1</b></li> <li>● <u>IWB LESSON:</u> <b>Make a sentence</b></li> <li>● <u>CLASSROOM ACTIVITY:</u> Ask pupils what their favourite flavour of ice cream is — “<i>Quelle est ta glace préférée?</i>”. They should reply “<i>Ma glace préférée est la glace X.</i>” (“My favourite ice cream is X ice cream.”) using “<i>au</i>” or “<i>à la</i>” as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● To use “<i>une boule</i>” (“one scoop”) or “<i>deux boules</i>” (“two scoops”) with a given flavour of ice cream, say “<i>une boule de glace à la fraise</i>” (“one scoop of strawberry ice cream”) or “<i>deux boules de glace à la fraise</i>” (“two scoops of strawberry ice cream”). A selection of flavours have been used with “<i>une boule</i>” and “<i>deux boules</i>” in <b>Question and Answer 1</b>, but encourage more confident pupils to use the same structure to make sentences with the extra flavours that we’ve included.</li> <li>● Here “<i>à</i>” literally means “with”, it combines with a definite article to become “<i>au</i>” or “<i>à la</i>” — see p.38 of the <b>Teacher Handbook</b> for more.</li> <li>● When teaching <b>Question and Answer 2</b>, encourage pupils to practise French numbers by using different prices with this sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>IWB LESSON:</u> <b>Question and Answer 2</b></li> <li>● <u>PRINTABLE:</u> <b>Worksheet</b></li> <li>● <u>CLASSROOM ACTIVITY:</u> Get pupils to draw a picture of an ice cream sundae with lots of different flavours in it. Ask them to label it using the vocabulary from the <b>Present Vocab</b> screens</li> <li>● <u>CLASSROOM ACTIVITY:</u> Get pupils to work in small groups to act out a role-play (“<i>jeu de rôle</i>”) using both <b>Question and Answer</b> screens from this lesson. Encourage them to use toy money to pay for their ice cream and get the shopkeeper to give them the correct change.</li> </ul>

*Je voudrais...*

I would like...

Question and Answer 2:

*Combien coûte une glace...?*

How much does a ... ice  
cream cost?

*Ça coûte...*      It costs...