



School name: _____ FOUNDATION PLANNING YEAR A

Theme: _____

Year: 5-6

Term: Spring 2

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
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Unit K — Eating Out (Unité K — Sortir dîner)



WEEK 1	Lesson 3: At the market <i>Leçon 3: Au marché</i>			
Language Content	Key Activities	IWB Lesson Notes	Additional Activities	
<p><u>Vocabulary:</u></p> <p><i>des tomates</i> (f) tomatoes</p> <p><i>des champignons</i> (m) mushrooms</p> <p><i>des fraises</i> (f) strawberries</p> <p><i>un kilo</i> a kilo</p> <p><i>un demi-kilo</i> half a kilo</p> <p><i>cent grammes</i> one hundred grams</p> <p><i>deux cents grammes</i> two hundred grams</p> <p><i>une barquette</i> a punnet</p> <p><i>un sac</i> a bag</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce que vous désirez?</i></p>	<ul style="list-style-type: none"> ● <u>IWB LESSON:</u> Present Vocab and Review Vocab ● <u>IWB LESSON:</u> Beat that bee! ● <u>IWB LESSON:</u> Question and Answer 1 ● <u>IWB LESSON:</u> What's the answer? ● <u>CLASSROOM ACTIVITY:</u> Set up a market in your classroom. Collect punnets and bags for pupils to use. Write out the weights from the vocabulary screen and some fruits and vegetables on small pieces of paper. 	<ul style="list-style-type: none"> ● These questions are in the "<i>vous</i>" form. Use "<i>vous</i>" ("you") when you're talking to more than one person, or to be more polite. ● "<i>Deux cents grammes</i>" ("two hundred grams") — "<i>cents</i>" ("hundreds") is plural here, so an "<i>s</i>" is added to the end. ● "<i>De</i>" is used here to mean "of". When "<i>de</i>" is used with a specific quantity of something, it replaces the article completely, without combining to form "<i>du</i>", "<i>de la</i>" or "<i>des</i>", e.g. "<i>cent grammes de tomates</i>" ("one hundred grams of tomatoes") or "<i>un sac de champignons</i>" ("a bag of 	<ul style="list-style-type: none"> ● <u>IWB LESSON:</u> Question and Answer 2 ● <u>PRINTABLE:</u> Worksheet ● <u>CLASSROOM ACTIVITY:</u> Get pupils to practise their maths and measuring skills by splitting them into groups and giving each group a selection of items and a weighing scale. They must then weigh the items and note the correct weights in their books, translating them into French using the numbers that they learnt in Core Units 1-3. You'll need to teach the pupils how to say some larger numbers if any of the items weigh more than 31 grams. If you want to include the units, use "<i>grammes</i>", e.g. "<i>dix grammes</i>" ("ten grams"). 	

<p>What would you like? <i>Je voudrais...</i> I would like...</p> <p><u>Question and Answer 2:</u> <i>De quoi avez-vous besoin?</i> What do you need? <i>J'ai besoin de... / J'ai besoin d'...</i> I need...</p>	<p>Pupils take it in turns to be the shopkeeper and the customer. The 'shopkeeper' asks "<i>Qu'est-ce que vous désirez?</i>" ("What would you like?") and the 'customer' replies with "<i>Je voudrais X de X s'il vous plaît.</i>" ("I would like X of X please."). The 'shopkeeper' hands the 'customer' the pieces of paper showing the correct fruit or vegetable and the correct weight. The 'customer' could also ask for a punnet or bag.</p>	<p>mushrooms"). For more on "<i>de</i>", see p.40 of the Teacher Handbook.</p> <ul style="list-style-type: none"> • The question from Question and Answer 2 has been formed using inversion — the verb "<i>avez</i>" comes before the pronoun "<i>vous</i>". See p.52 of the Teacher Handbook for more about this and other question types. • "<i>J'ai besoin de X</i>" is literally translated as "I have the need of X". If the word that follows "<i>de</i>" starts with a vowel, you need to link them with an apostrophe, e.g. "<i>J'ai besoin d'un kilo de fraises.</i>" ("I need a kilo of strawberries."). See p.55 of the Teacher Handbook for more about apostrophes. 	
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WEEK 2	Lesson 4: At the restaurant <i>Leçon 4: Au restaurant</i>		
Language Content	Key Activities	IWB Lesson Notes	Additional Activities
<p><u>Vocabulary:</u> <i>un restaurant</i> a restaurant <i>un café</i> a café <i>une table pour deux personnes</i> a table for two people <i>une table pour quatre personnes</i> a table for four people <i>une carte</i> a menu <i>un serveur</i> a waiter <i>une serveuse</i> a waitress <i>l'addition</i> (f) the bill <i>Bon appétit!</i> Enjoy your meal!</p> <p><u>Question and Answer 1:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est...</i> It's...</p> <p><u>Question and Answer 2:</u> <i>Vous désirez une table pour ... personne(s)?</i> Would you like a table for...? <i>Oui, merci beaucoup.</i> Yes, thank you very much. <i>Non, je voudrais une table pour ... personne(s) s'il vous plaît.</i> No, I'd like a table for ... please.</p>	<ul style="list-style-type: none"> ● <u>IWB LESSON:</u> Present Vocab and Review Vocab ● <u>IWB LESSON:</u> Pick-a-pair ● <u>IWB LESSON:</u> Question and Answer 1 ● <u>IWB LESSON:</u> Question and Answer 2 ● <u>CLASSROOM ACTIVITY:</u> Ask pupils to write a conversation between a waiter and a customer using sentences from both Question and Answer screens. They can then present their work to the class. 	<ul style="list-style-type: none"> ● <i>"L'addition"</i> ("the bill") is feminine. Nouns ending in <i>"-ion"</i> are usually feminine. ● Get pupils to recap numbers by substituting any numbers that they know into Question and Answer 2. ● <i>"Merci beaucoup"</i> means "thank you very much" — encourage the pupils to practise using it with each other in the classroom. 	<ul style="list-style-type: none"> ● <u>PRINTABLE:</u> Worksheet ● <u>CLASSROOM ACTIVITY:</u> Get pupils to play a game of Chinese Whispers (<i>"le téléphone arabe"</i>) in teams. One member from each team is given the same picture of a French restaurant scene. They describe the scene to the next person in their team using a few French sentences. For example, <i>"C'est un restaurant. C'est une table pour deux personnes. C'est un serveur."</i> ("It's a restaurant. It's a table for two people. It's a waiter."). The message gets passed along to each team member, and the last player draws a picture of the scene. At the end of the game, the pupils can present their pictures to the rest of the class — the team with the most accurate drawing wins.

WEEK 3	Revision lesson au restaurant - le petit déjeuner		
Language Content	Key Activities	WB Lesson Note	Additional Activities
<p><i>Du pain – bread</i> <i>Du pain de mie – sandwich bread</i> <i>Des biscottes (f) – dry type of bread</i> <i>Une tartine – bread with topping (like toasts, but not necessarily toasted)</i> <i>Un toast, un morceau de pain grillé – toast</i> <i>Une viennoiserie – fancy sweet bread specialities such as croissants</i> <i>La confiture – jam</i> <i>Le miel – honey</i> <i>le beurre – butter</i> <i>les céréales – cereals</i> <i>Le thé – tea</i> <i>le lait – milk</i> <i>le lait entier – whole milk</i> <i>le lait écrémé – reduced fat milk</i> <i>le café – coffee</i></p>	<p>Use vocabulary for ordering as in week 2 lesson Have a French breakfast experience lesson ordering a drink and something to eat.</p>	<p>Twinkl PPT on French foods</p>	<p>Make a French breakfast menu Role play ordering items from the menu</p>

WEEK 4	Lesson 5: I'll have... <i>Leçon 5: Je prends...</i>		
Language Content	Key Activities	IWB Lesson Notes	Additional Activities
<p>Vocabulary:</p> <p><i>une entrée</i> a starter <i>un plat principal</i> a main course <i>un dessert</i> a dessert <i>une boisson</i> a drink <i>la soupe</i> the soup <i>la pizza</i> the pizza <i>le gâteau</i> the cake <i>un jus d'orange</i> an orange juice</p> <p>Question and Answer 1: <i>Qu'est-ce que vous prenez comme...?</i> What are you having for your...? <i>Je prends...</i> I'll have...</p> <p>Question and Answer 2: <i>Qu'est-ce qu'il prend comme...?</i> What is he having for his...? <i>Qu'est-ce qu'elle prend comme...?</i> What is she having for her...? <i>Il prend...</i> He'll have... <i>Elle prend...</i> She'll have...</p>	<ul style="list-style-type: none"> ● IWB LESSON: Present Vocab and Review Vocab ● IWB LESSON: Spell it! ● IWB LESSON: Question and Answer 1 ● IWB LESSON: Question and Answer 2 Choose some of the answers from this conversation and write them on the board, e.g. "<i>Il prend la pizza.</i>" ("<i>He'll have the pizza.</i>") and "<i>Elle prend la soupe.</i>" ("<i>She'll have the soup.</i>") Get pupils to identify whether you're talking about a man or a woman based on the subject pronoun you use. ● CLASSROOM ACTIVITY: Ask pupils to write a few sentences from memory about what their friend is going to have from a menu, using the sentence structures from Question and Answer 2. They can then read their sentences to each other to practise using "<i>il</i>" and "<i>elle</i>". 	<ul style="list-style-type: none"> ● There's a mixture of definite and indefinite articles used here to fit in with the formats needed for the Questions and Answers that follow. See p.37 of the Teacher Handbook for more about articles. ● "<i>Qu'est-ce que</i>" means "what" — it's a very common start to a question. For more on forming questions, see p.52-54 of the Teacher Handbook. ● "<i>Je prends</i>" comes from the verb "<i>prendre</i>" ("to take"). ● Question and Answer 2 is almost identical to Question and Answer 1, however it refers to the third person singular, i.e. "<i>il</i>" ("he") or "<i>elle</i>" ("she"). The correct conjugation of "<i>prendre</i>" ("to take") for the third person singular is "<i>prend</i>" ("takes"). 	<ul style="list-style-type: none"> ● PRINTABLE: Worksheet ● CLASSROOM ACTIVITY: Give pairs of children a menu from a French café, and ask them to write a list of the words that they know. Then see if they can guess what any of the other words mean. Ask them to think of strategies to work out their meanings, e.g. comparing them with English or other languages they know, or using knowledge of similar French words. Look up any other words in a bilingual dictionary.

WEEK 5	Lesson 6: A fly in the orange juice <i>Leçon 6: Une mouche dans le jus d'orange</i>		
Language Content	Key Activities	IWB Lesson Notes	Additional Activities
<p><u>Vocabulary</u> :</p> <p><i>une mouche</i> a fly <i>une chenille</i> a caterpillar <i>un ver</i> a worm <i>des petites bêtes</i> minibeasts <i>déçu</i> disappointed <i>se souvenir</i> to remember <i>expliquer</i> to explain <i>manger</i> to eat <i>le dessert du jour</i> the dessert of the day</p>	<ul style="list-style-type: none"> ● <u>REVISION ACTIVITY</u>: Use the Flashcards from all the other lessons in the unit to recap the unit's vocabulary — this will help prepare pupils for reading or listening to the story. ● <u>IWB LESSON</u>: Present Vocab and Review Vocab ● <u>IWB LESSON</u>: Story: '<i>Une mouche dans le jus d'orange</i>' Get pupils to read along with the French printable Story Text as they listen to the audio of the story. See how much of the plot they've understood at the end. ● <u>PRINTABLE</u>: Worksheet and Story Quiz 	<ul style="list-style-type: none"> ● Before starting the story, read the title on-screen. Ask pupils what they think the story might be about. ● "<i>Se souvenir</i>" ("to remember") is a reflexive verb, and "<i>souviens-toi</i>" ("remember") is a conjugated version of it. For more about reflexive verbs, see p.47 of the Teacher Handbook. ● "<i>Expliquer</i>" ("to explain") and "<i>manger</i>" ("to eat") are verbs in their infinitive form — see p.48-49 of the Teacher Handbook for more about verbs. ● "<i>Dis-je</i>" means "I say" — it is used after direct speech in a story. 	<ul style="list-style-type: none"> ● <u>CLASSROOM ACTIVITY</u>: Get pupils to act the story out in small groups. Encourage them to use as much of the French from this unit as possible.

Week 6	Revision lesson practising vocabulary from previous lessons and using the preposition dans		
Language Content	Key activities	IWB Lesson Notes	Additional activities
<p>Vocabulary :</p> <p><i>une mouche</i> a fly <i>une chenille</i> a caterpillar <i>un ver</i> a worm <i>entrée</i> a starter <i>un plat principal</i> a main course <i>un dessert</i> a dessert <i>une boisson</i> a drink <i>la soupe</i> the soup <i>la pizza</i> the pizza <i>le gâteau</i> the cake <i>un jus d'orange</i> an orange juice</p> <p><i>Il y a une mouche dans ma pizza</i></p> <p><i>Mon, ma mes</i></p>	<p>Describe where the fly (or other object is, is in different pictures.</p> <p>Use plastic fly and place on pictures of different foods or objects that have been learnt</p>	<p>https://www.frenchteacherresources.com/french-food-powerpoint/ for pictures and labels of French foods - fruit and vegetables</p>	<p>Introduce the prepositions sous = under and sur meaning on.</p>