



## Prior Learning

Children have studied French throughout KS1 and into KS2. They will have prior knowledge on basic commands/greetings and may know some French food.

## Key vocabulary for this unit

Key Vocabulary – Drinks			Key Vocabulary – Sandwiches			
f = feminine    m = masculine			le sandwich (m)	le pain aux herbes (m)	le rosbif (m)	la laitue (f)
Une bouteille de... A bottle of...	Un verre de... A glass of...	Une tasse de... A cup of...				
(le) thé (m)	(le) café (m)	(le) café au lait (m)	la baguette normale (m)	le jambon (m)	le poulet (m)	le concombre (m)
(la) limonade (f)	(l')eau (f)	(le) jus d'orange (m)	le pain complet (m)	le saucisson sec (m)	l'oignon (f)	les tomates (f)

  

Key Vocabulary – Breakfast			
Pour mon petit déjeuner, je voudrais... For my breakfast I would like...			
une baguette (f)	un croissant (m)	un yaourt (m)	des céréales (m)
un pain au chocolat (m)	de la confiture (f)	du lait (m)	

  

	Qu'est-ce que vous désirez ? What would you like?
	Je voudrais du pain complet avec du jambon, des tomates et de la laitue. I would like wholemeal bread with ham, tomatoes and lettuce.

Key Vocabulary – Pizza Ingredients				Key Knowledge and Grammar				
Je voudrais du/de la/de l'/des... sur ma pizza. I would like some... on my pizza.				There are special rules to follow when saying <b>some</b> :				
(la) purée de tomates (f)	(le) fromage (m)	(l') ananas (m)	(le) bacon (m)	• If the word is masculine ( <b>le</b> ), doesn't start with a vowel and is singular, such as <b>le jambon</b> , then the French for <b>some</b> is <b>du</b> , e.g. <b>du jambon</b> [some ham]. • If the word is feminine ( <b>la</b> ), doesn't start with a vowel and is singular, such as <b>la purée de tomates</b> , then the French for <b>some</b> is <b>de la</b> , e.g. <b>de la purée de tomates</b> [some tomato puree].				
				• If the word starts with a vowel (masculine or feminine) and is singular, such as <b>l'ananas</b> , then the French for <b>some</b> is <b>de l'</b> , e.g. <b>de l'ananas</b> [some pineapple]. • If the word is plural (masculine or feminine), such as <b>les tomates</b> , then the French for <b>some</b> is <b>des</b> , e.g. <b>des tomates</b> [some tomatoes].				
Key Language in Context								
À quelle heure est-ce que le restaurant ouvre/ferme ? At what time does the restaurant open/close?		À deux heures et demie. At half past two.						
Qu'est-ce que vous désirez sur votre pizza ? What would you like on your pizza?		Je voudrais de la purée de tomates, du fromage et des champignons sur ma pizza. I would like some tomato puree, some cheese and some mushrooms on my pizza.						
Qu'est-ce que vous désirez boire ? What would you like to drink?		Je voudrais un verre de limonade. I would like a glass of lemonade.						
J'aime la glace parce qu'elle est crémeuse. I like ice cream because it's creamy.				Je n'aime pas le café parce qu'il est amer. I don't like coffee because it's bitter.				
				J'aime... Je n'aime pas... parce qu'il/elle est...	 	délicieux amer sucré salé chaud froid croquant mou savoureux collant crémeux	délicieuse amère sucrée salée chaude froide croquante molle savoureuse collante crémeuse	delicious bitter sugary salty hot cold crunchy soft tasty sticky creamy

## Learning Sequence

### 1. I'm thirsty

Engage in conversations; ask and answer questions in the context of role play about hot and cold drinks.

<b>2. Open and closed</b>	Read carefully and show understanding of words, phrases and simple writing in the context of opening/closing a restaurant.
<b>3. Breakfast</b>	Write phrases from memory and adapt these to create new sentences to express ideas clearly.
<b>4. Sandwiches</b>	Write phrases from memory and adapt these to create new sentences to express ideas clearly.
<b>5. I like to eat</b>	Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences and how these differ from or are similar to English.
<b>6. Pizzas</b>	Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences and how these differ from or are similar to English.
<b>Assessment milestones</b>	
<p><b>By the end of this unit, children should be able to:</b></p> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary</li> <li>• answer questions orally using the topic vocabulary</li> <li>• write an answer in a sentence using a modelled sentence</li> <li>• take part in role play using the key phrases studied</li> <li>• interpret a chart written in French</li> </ul> <p>write words and phrases from memory</p>	