

PENTECOST TERM 1

MFL – Year 6 – Visiting a Town in France

LESSON 1/2	LESSON 3/4	LESSON 5/6
<p>LEARNING INTENTION: To know that when we talk about modes of transport, we use 'en' or 'à' before them.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> 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; seek clarification and help. 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. <p>Aims:</p> <ul style="list-style-type: none"> I can say the different ways to get to school. I can describe places I may pass on my route. I can put together phrases and places to describe my route to school. 	<p>LEARNING INTENTION: To know that if we use 'de' and 'le' next to each other, we combine them to make 'du'.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> 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; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. <p>Aims:</p> <ul style="list-style-type: none"> I can say the names of places in a town. I know the direction words and can describe a route to a destination. I can ask for direction to places in a town using preposition sentence openers. 	<p>LEARNING INTENTION: To know that a passport is a document which proves your identity so that you can visit other countries.</p> <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Read carefully and show understanding of words, phrases and simple writing. Speak in sentences, using familiar vocabulary, phrases and basic language structures. <p>Aims:</p> <ul style="list-style-type: none"> I can roleplay a journey to France, developing a conversation. I can begin to use negative sentences accurately.
<p>Key Vocabulary: près de – near to loin de – far from il y a – there is/are un marché – a market une bibliothèque – a library une gare – a station une plage – a beach</p>	<p>Key Vocabulary: derrière – behind devant – in front entre – between à côté de – next to loin de – far from près de – near to</p>	<p>Key Vocabulary: Le passeporte – passport droit – right gauche – left tourne à – turn la deuxième à – the second on the</p>
<p>Recap and Retrieval</p> <ul style="list-style-type: none"> - 	<p>Recap and Retrieval</p> <ul style="list-style-type: none"> When we talk about modes of transport, we need to use 'en' or 'à' before them. 	<p>Recap and Retrieval</p> <ul style="list-style-type: none"> When we talk about modes of transport, we need to use 'en' or 'à' before them.

		<ul style="list-style-type: none"> If we use 'de' and 'le' next to each other, we combine them to make 'du'.
<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> When we talk about modes of transport, we use 'en' or 'à' before them. We use 'en' before transport that you get into (eg. car, bus, train). We use 'à' before transport that we do not get into (eg. bike, walking). <p>Teacher: près de – pray duh loin de – luh-wan duh il y a – eel ee ah un marché – uhn mar-shay une bibliothèque – uhn beeb-lee-oh-tek une gare – oon gar une plage – oon plah-jhz</p>	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> If we use 'de' and 'le' next to each other, we combine them to make 'du'. We do this because in the French accent, it is difficult to say 'de le'. <p>Teacher: derrière – derry-air devant – duh-von entre – en-truh à côté de – ah cotay duh loin de – luh-wan duh près de – pray duh</p>	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> A passport is a document which proves your identity so you can visit other countries. <p>Teacher:</p> <ul style="list-style-type: none"> droit – dwah gauche – g-oh-sh tourne à – torn a deuxième – duh-zee-em
<p>Suggested Activity: Resources Link: https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-6/visiting-a-town-in-france/lesson-1-french-directions-to-school/</p> <p>Spoken Activities: Go through powerpoint, practising how to talk about how you get to school (Y3 recap) and discuss the meanings of these phrases. Children to go around and ask each other how they get to school. Start to introduce main activity vocabulary.</p> <p>Written Activities: Matching activity – provided by Kapow. Children invent their own story explaining how they get to school and share with the class.</p>	<p>Suggested Activity: Resources Link: https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-6/visiting-a-town-in-france/lesson-2-directions-to-places-in-a-french-town/</p> <p>Spoken Activities: Recap place names and introduce new vocabulary. Question and answer where things are. Practice giving directions around classroom/hall.</p> <p>Written Activities: Set questions about where things are for their partner in writing and then answer the questions from their partner.</p>	<p>Suggested Activity: Resources Link: https://www.kapowprimary.com/subjects/french/upper-key-stage-2/year-6/visiting-a-town-in-france/lesson-3-transport-in-a-french-town/</p> <p>Spoken Activities: Roleplay journey to and visiting landmarks around Paris, building a conversation in pairs.</p> <p>Written Activities: Create their own passport.</p>