



Language Detectives' Memory Bank of 'picnics' & asking and answering questions

Nouns bank

Le pique-nique- the picnic
Du fromage- some cheese
Du pain – some bread
Du lait- some milk
De l'eau- some water
Un jus d'orange- an orange juice
Un sandwich- a sandwich
Une banane- a banana
Une pomme – an apple
Des chips- some crisps
Du chocolat – some chocolate



Sound spelling

“que”

”age”

“eau”

“chips”



Question bank

Comment t'appelles-tu?- what are you called?
Où habites-tu? – Where do you live?
Comment ça va?- How are you?
Quel âge as-tu? – How old are you?
Et toi? – And what about you?



Answer bank

Je m'appelle- I am called.....
J'habite à- I live in
Ça va bien- I feel good/fine
Ça va mal- I don't feel good/well
J'ai sept ans- I am seven years old



Verb bank

Il y a - there is/
there are



Grammar

When you want to explain what items you have in your picnic, then you use in English either the phrase “**there is...**” or “**there are..**”
In French the phrase “**il y a ...**” means both “there is ...” and “there are.....”.

Grammar

When you ask a question in French, your voice goes up at the end as you say the question.

Sound spelling

“ça”

”ment”

“quel”

“oi”





Prior Learning

TO LIVE = HABITER

- *I live*
 - *You live*
 - *He lives*
 - *She lives*
 - *We live*
 - *You live*
 - *They live*
- **J'habite**
 - **Tu habites**
 - **Il habite**
 - **Elle habite**
 - **Nous habitons**
 - **Vous habitez**
 - **Ils habitent**



Attainment targets

1. **Listen attentively** to spoken language and show understanding by joining in and responding.
2. **Explore the patterns and sounds** of language through songs and rhymes and link the spelling, sound and meaning of words.
3. **Engage in conversations**; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. **Speak in sentences**, using familiar vocabulary, phrases and basic language structures.
5. **Develop accurate pronunciation** and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. **Present ideas and information orally** to a range of audiences.
7. **Read carefully** and show understanding of words, phrases and simple writing.
8. **Appreciate** stories, songs, poems and rhymes in the language.
9. **Broaden their vocabulary** and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. **Write phrases from memory**, and adapt these to create new sentences, to express ideas clearly.
11. **Describe people**, places, things and actions orally and in writing.
12. **Understand basic grammar** appropriate to the language being studied.

Unit Overview

Lesson 1

I know the name of food items to take on a picnic.

Lesson 2

I know how to read a picnic story.

Lesson 3

I know how to write phrases to build my own picnic story.

Lesson 4

I know how to use the phrase 'I live'.

Lesson 5

I know how to ask the question 'Where do you live?' and understand the answer.

Lesson 6

I know how to apply my language detective skills to learn another language.



Language Detectives' Memory Bank of weather and ice cream

Weather question and answers bank

Quel temps fait-il?- what's the weather like?

Il fait du soleil – It's sunny

Il fait du vent – It's windy

Il fait du brouillard- It's foggy

Il fait chaud – It's hot

Il fait froid – it's cold

Il neige – It's snowy

Il pleut – It's raining

**Asking for an ice cream phrase bank**

Je voudrais – I would like

Une glace- an ice cream

Une glace au chocolat- a chocolate ice cream

Une glace au citron- a lemon ice cream

Une glace à la fraise- a strawberry ice cream

Une glace à la framboise- a raspberry ice cream

Une glace à la menthe- a mint ice cream

Une glace à la vanille- a vanilla ice cream

S'il vous plaît- please

**Sound spelling**

"ais"

"glace"

"colat"

"menthe"

"ille"

**Fascinating facts**

Most consonants at the end of the word in

French are silent letters.

Listen to the sound files and read along with the words and spot the silent letters.

Sound spelling

"emps"

"fait"

"ouill"

"aud"

**Grammar**

Take a look at the flavours of the ice creams.

If we ask for a flavour of ice cream that is a masculine noun (le) then we say **au chocolat/ au citron**.

If we ask for a flavour of ice cream that is a feminine noun (la) then we say **à la fraise / à la menthe**



Prior Learning (Y3)	Attainment targets	Unit Overview
<p>Grammar When you want to explain what items you have in your picnic, then you use in English either the phrase “there is...” or “there are..” In French the phrase “il y a ...” means both “there is ...” and “there are.....”.</p> <p>Verb bank Il y a - there is/ there are</p> <p>Nouns bank Le pique-nique- the picnic Du fromage- some cheese Du pain – some bread Du lait- some milk De l’eau- some water Un jus d’orange- an orange juice Un sandwich- a sandwich Une banane- a banana Une pomme – an apple Des chips- some crisps Du chocolat – some chocolate</p>	<ol style="list-style-type: none">1. Listen attentively to spoken language and show understanding by joining in and responding.2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.6. Present ideas and information orally to a range of audiences.7. Read carefully and show understanding of words, phrases and simple writing.8. Appreciate stories, songs, poems and rhymes in the language.9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.11. Describe people, places, things and actions orally and in writing.12. Understand basic grammar appropriate to the language being studied.	<p>Lesson 1 I know how to say different weather statements in French.</p> <p>Lesson 2 I know how to describe the weather in different seasons of the year.</p> <p>Lesson 3 I know how to say simple phrases to give the weather forecast.</p> <p>Lesson 4 I know the name of ice cream flavours.</p> <p>Lesson 5 I know how to talk about ice creams I love, I like and dislike.</p> <p>Lesson 6 I know how to apply my language detective skills to learn another language.</p>




Y5

French Knowledge Mat


Summer 2: Going to the seaside

Language Detectives' Memory Bank of Seaside

Beach Nouns bank

La plage- the beach 
Les glaces- the ice creams
Les châteaux de sables – the sandcastles
Les fruits- the fruits
Le soleil- the sun(shine)
Le sac de plage- the beach bag
Les lunettes de soleil- the sunglasses
Les tongues- the flip flops
Le chapeau – the hat
La crème solaire- the sun cream
Le maillot de bain- the swim suit

Verb bank

On peut – you can/we can 
Viens à! – come along to..
ça va être – it's going to be ..
s'amuser – to enjoy
faire- to make
manger- to eat
jouer (au foot/au volley)- to play(football/volleyball)
nager-to swim

Grammar

Say or write “on peut” before a verb written as an infinitive and you can make a simple persuasive sentence.

Sound spelling

“er”

”aux” 

“aillot”

Weather question and answers bank

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Set de mots : Au bord de la mer



une bouée de sauvetage



une glace



une chaise longue



un seau et une pelle



une mouette



des lunettes de soleil



une piscine naturelle



un ballon de plage



le ciel



un moulin à vent

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Summer 1-Going to the seaside

Lesson 1

I know the nouns for items I would take to the beach.

Lesson 2

I know how to recall some sentence starters and use them to talk about the seaside.

Lesson 3

I know how to say persuasive sentences about visiting the seaside.

Lesson 4

I know how to create sentences about visiting the seaside.

Lesson 5

I know facts about the seaside.

Lesson 6

I know how to apply my language detective skills to learn another language.