



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><b>Grammar</b> When you want to explain what items you have in your picnic, then you use in English either the phrase <b>“there is...”</b> or <b>“there are..”</b> In French the phrase <b>“il y a ...”</b> means both “there is ...” and “there are.....”.</p> <p><b>Verb bank</b> Il y a ..... - there is ...../ there are .....</p> <p><b>Nouns bank</b> 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"><li>1. <b>Listen attentively</b> to spoken language and show understanding by joining in and responding.</li><li>2. <b>Explore the patterns and sounds</b> of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>3. <b>Engage in conversations</b>; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>4. <b>Speak in sentences</b>, using familiar vocabulary, phrases and basic language structures.</li><li>5. <b>Develop accurate pronunciation</b> and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>6. <b>Present ideas and information orally</b> to a range of audiences.</li><li>7. <b>Read carefully</b> and show understanding of words, phrases and simple writing.</li><li>8. <b>Appreciate</b> stories, songs, poems and rhymes in the language.</li><li>9. <b>Broaden their vocabulary</b> and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>10. <b>Write phrases from memory</b>, and adapt these to create new sentences, to express ideas clearly.</li><li>11. <b>Describe people</b>, places, things and actions orally and in writing.</li><li>12. <b>Understand basic grammar</b> appropriate to the language being studied.</li></ol>	<p><b>Lesson 1</b> I know how to say different weather statements in French.</p> <p><b>Lesson 2</b> I know how to describe the weather in different seasons of the year.</p> <p><b>Lesson 3</b> I know how to say simple phrases to give the weather forecast.</p> <p><b>Lesson 4</b> I know the name of ice cream flavours.</p> <p><b>Lesson 5</b> I know how to talk about ice creams I love, I like and dislike.</p> <p><b>Lesson 6</b> I know how to apply my language detective skills to learn another language.</p>



Y5

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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Il fait froid – it's cold

Il neige – It's snowy

Il pleut – It's raining



### 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.