

Component 6: I'm hungry

We should know:

The names of French colours.
A range of size adjectives.
A range of foods in French.

What we will know after this sequence:

The vocabulary needed to talk about food.
How to apply my learning to have short conversations about food.

Vocabulary:

J'adore (I love), J'aime (I like), Je n'aime pas (I do not like), Je deteste (I hate), Qu'est-ce que tu aimes? (What do you like?)

SEN:

To only partake if appropriate and accessible to their needs. To have pictorial reminders of key vocabulary and be pre-taught vocabulary. To have first/next and then boards to support French conversation order too.

J'ADORE 😍😍 I LOVE
J'AIME 😊😊 I LIKE
JE N'AIME PAS 😞😞 I DON'T LIKE
JE DÉTESTE 😡😡 I HATE

JUSTIFICATIONS

PARCE QUE = BECAUSE

Component 4: What colour is it

We should know:

How to use definite articles.
How to choose the correct article when talking about food.
How to say if they like or dislike food.

What we will know after this sequence:

- How to describe the colour (s) of an object by modifying objects.
- Describe what colour something is.
- I can add words to be more exact about a colour.

Vocabulary:

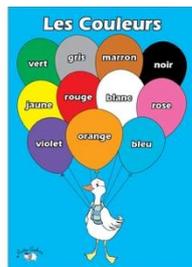
Vif (bright), foncé (dark), clair (light), marron (brown), violet (purple), rose (pink), orange (orange), gris (grey), vert (green), jaune (yellow), noir (black), rouge (red), blanc (white), bleu (blue)

How will this feed into my next learning?

Children will be able to place adjectives before the noun to describe a range of foods.

SEN:

To only partake if appropriate and accessible to their needs. To have pictorial reminders of key vocabulary and be pre-taught colours.



Component 5: What does he eat?

We should know:

How to pronounce names of colours in French to describe a given food.

What we will know after this sequence:

- How to identify a size adjective.
- How to place adjectives correctly in a sentence.
- To recognise that an adjective doesn't always have the same spelling.
- Begin to spell adjectives based on grammar rules.

Vocabulary:

Petit (small), petite (small), grand (tall), grande (tall)

How will this feed into my next learning?

The children will build on this learning to hold short conversations about their favourite foods.

SEN:

To only partake if appropriate and accessible to their needs. To have pictorial reminders of key vocabulary and be pre-taught vocabulary and their location in Paris if appropriate.
To match the size adjective to a range of foods using a match and sort activity.



Component 3: Preferences

We should know:

How to use determiners for identifying quantities.
How to count items or use 'some' for amounts.
How to ask politely for something.

What we will know after this sequence:

- How to use definite articles le/la/les to mean 'the'.
- How to choose the correct article when talking about food.
- How to say if they like or dislike food.
- How to make preferences stronger.

Vocabulary:

Les pommes (the plum), les poires (the pears), les prunes (the plum), les fraises (the strawberry), les oranges (the orange), le gâteau (the cake), les glaces (the ice cream), le fromage (the cheese), les sucettes (the lollipop)

How will this feed into my next learning?

The children will be able to describe the colour of foods using prior knowledge.

SEN:

To only partake if appropriate and accessible to their needs. To have pictorial reminders of key vocabulary and be pre-taught vocabulary.

Component 2: Please, may I have

We should know:

Some names of common foods in French.

What we will know after this sequence:

- How to use determiners for identifying quantities in making polite requests.
- I can count items or use 'some' for amounts.
- I can ask politely for something.

Vocabulary:

Une pomme (one plum), deux poires (two pears), trois prunes (three plum), quatre fraises (four strawberries), cinq oranges (five oranges)

How will this feed into my next learning?

The children will then begin to discuss what foods they like or dislike and begin to make preferences.

SEN:

To only partake if appropriate and accessible to their needs. To have pictorial reminders of key vocabulary.

Component 1: The Very Greedy Dog

We should know:

How to say please and thank you.

What we will know after this sequence:

I can understand and join in with a story.
I can recognise and repeat key vocabulary in a story.

Vocabulary:

Une pomme (apple), poires (pear), prunes (plum), fraises (strawberries), oranges (oranges), du gâteau (cake), une glace (ice cream), une sucette (lollipop)

How will this feed into my next learning?

Pupils will be able to count items or use 'some' for amounts of a given food.

SEN:

To only partake if appropriate and accessible to their needs. To have pictorial reminders of key vocabulary.

