

Final Outcome: To be able to describe places in a town and use time to the nearest quarter to describe when it opens/closes.



Component 6: Module 2 (lesson 9 & 10)

What we will know after this sequence:

- How to ask and answer the spoke question Que vois-tu?
- How to tell the time on quarter past the hour
- How clock times are written using numbers and compare this with English
- Numbers 20 -39
- More complex spoken sentences that include vocabulary for size.

Vocabulary: Trente 30 trente et un 31 trente-deux 32 trente-trois 33 trente-quatre 34 trente-cinq 35 trente-six 36 trente-sept 37 trente-huit 38 trente-neuf 39

How will this feed into my next learning:

I will use my knowledge of time, places in a town and vocabulary for size to explore time differences in other countries and places in cities.

SEN: To only partake if appropriate and accessible. To have pictorial representations of key vocabulary and to have been pre-taught it prior to the lesson. To have physical clock to support understanding of half hour.

Component 4: Module 2 (lesson 6)

What we will know after this sequence:

- How to revise numbers 1-21
- How to understand and tell the time on the half hour
- The agreement of adjective and nouns in time phrases

Vocabulary: et demi half past et demie half past et quart quarter past

How will this feed into my next learning:

I will use my knowledge of clock times on the hour and on the half hour to explore other adjectives of size.

SEN:

To only partake if appropriate and accessible. To have pictorial representations of key vocabulary and to have been pre-taught it prior to the lesson. To have physical clock to support understanding of half hour.

Component 5: Module 2 (lesson 7 & 8)

What we will know after this sequence:

- Adjectives for size – petit and grand
- That some adjectives precede the noun
- How to create simple spoken sentences using the new adjectives
- Numbers 22 – 39
- More complex places found in a town
- How to find patterns in word to help with memorisation



grand
the noun
sentences

Vocabulary: petit small grand big un café a cafe

un hôpital a hospital un château a castle un théâtre a theatre un hôtel a hotel

How will this feed into my next learning: I will use my knowledge of time and more complex places in a town to explore how to tell the time on quarter past the hour as well as consolidating vocabulary for sizes of objects/places.

SEN: To only partake if appropriate and accessible. To have pictorial representations of key vocabulary and to have been pre-taught it prior to the lesson. To have physical clock to support understanding of half hour.

Component 3: Module 1 (lesson 5)

What we will know after this sequence:

- Numbers 13 -21
- How to ask for the time and respond to the hour
- Key words for other units of time, e.g. une seconde, une minute,

Vocabulary:

Une seconde second une minute minute une heure hour une journée/un jour a day une semaine a week un mois a month un an/une année a year

How will this feed into my next learning:

I will use my knowledge of numbers and time to explore how to tell the time to the nearest half an hour.

SEN:

To only partake if appropriate and accessible. To have pictorial representations of key vocabulary and to have been pre-taught it prior to the lesson. To have sound clips of pronunciation for key vocabulary if needed. To have fewer vocabulary to learn if needed, as well as being pre taught key time concepts in English before being taught it in French.

Component 2: Module 1 (lesson 3 & 4)

What we will know after this sequence:

- How to use spoken questions and answers about our names and what the time is
- The difference between main and subordinate clauses
- The time difference between France and the UK
- How to say your age
- That the time in Paris the same throughout France

Vocabulary: treize 13 quatorze 14 quinze 15 seize 16 dix-sept 17 dix-huit 18 dix-neuf 19 vingt 20 vingt et un 21

How will this feed into my next learning: I will use my knowledge of time and asking/answering questions based on time to explore the numbers 13-21 as well as more complex vocabulary for time.

SEN: To only partake if appropriate and accessible. To have pictorial representations of key vocabulary and to have been pre-taught it prior to the lesson. To have sound clips of pronunciation for key vocabulary if needed. To have fewer vocabulary to learn if needed, as well as being pre taught key time concepts in English before being taught it in French.

Component 1: Module 1 (lesson 1 & 2)

We should know:

Numbers 1 – 10, names of a few animals and colours as well as how to greet teachers and friends. The location of France and its capital city as well as few key landmarks in the UK and France.

What we will know after this sequence:

- Numbers 1 – 12 and how to spell them
- How to ask what time it is
- How to say the time on the hour
- Names for parts of the UK
- Names of 5 places found in a town

Vocabulary: un cinéma a cinema un magasin a shop un parc a park un restaurant a restaurant un supermarché a supermarket Quelle heure est-il ? Il est... What time is it? It's... une heure 1 o'clock deux heures 2 o'clock trois heures 3 o'clock quatre heures 4 o'clock cinq heures 5 o'clock six heures 6 o'clock sept heures 7 o'clock huit heures 8 o'clock neuf heures 9 o'clock dix heures 10 o'clock onze heures 11 o'clock midi noon minuit midnight

How will this feed into my next learning: I will use my knowledge of time, numbers and parts of a town to explore the time difference between France and the UK as well as practising spoken questions and answers about names and time.

SEN:

To only partake if appropriate and accessible. To have pictorial representations of key vocabulary and to have been pre-taught it prior to the lesson. To have sound clips of pronunciation for key vocabulary if needed.

