



Burton Road Primary School

MFL (French) St Malo – My Town in France



Previous Objectives which lead up to this unit:

Y3 Objectives

- Express a simple opinion using C'est.
- Use and understanding of pronouns Je and Tu.

Y4 Objectives

- Use and understanding of pronouns Je, Tu, IL and Elle.
- Understand that verbs change spelling when someone else is doing the action.
- To extend ideas (and therefore sentences) with the addition of conjunctions – et, mais and aussi.

Previous Year 5 Objectives

- To extend and explain opinions by adding reasons to your opinions about Barnsley. Explaining why you like or dislike it, using the conjunction parce que- because.
- To use adjectives to further explain opinions, using: C'est Cool, super, ennuyeux and nul.
- To use BAGS adjectives – grand (e) and petit(e) to explain the size of where you live

Key Grammar objectives for this unit.

- To learn about a city in France.
- To identify places in town.
- To say what there is.
- To say what there isn't.
- To compare St Malo to Barnsley
- . To ask where something is.

Phase: KS2 Yr. 5

Term: Block 3

Key Vocabulary

Knowledge	Skills
<p><u>YEAR 3</u> J'aime Je n'aime pas C'est Je Tu</p> <p><u>Previous vocabulary from Year 4</u></p> <p>Et Mais Aussi IL Elle Très Assez Un peu J'adore Je déteste</p>	<p>Listening- Students should be able to listen and identify places in town. They should be able to understand the main points from a series of spoken sentences about what there is and what there isn't in the town of St Malo.</p> <p>Reading – Students should be able to read and understand the main point(s) from a short-written passage in clear printed script about what there is and isn't in St Malo as well as what there is/ isn't in Barnsley. They should be able to use bilingual dictionaries independently to look up any new words. Apply phonic knowledge to find/or write words.</p> <p>Speaking – Students should be able to ask and answer a few short questions about what there is/ isn't in St Malo, and what there is/ isn't in Barnsley.</p> <p>Writing – Students should be able to write two or three sentences about St Malo, saying what there is/ isn't and comparing the town with that of Barnsley. They need to say where the go in town, using the irregular verb of aller.</p> <p>Grammar- Students will be introduced to the core structure of Il y a and its negative, il n'y a pas</p>
<p><u>Previous, relevant Vocabulary from Class 9</u></p> <p>À Barnsley J'aime Je n'aime pas</p>	

- To understand some simple directions to work out a location.

In the Future:

Students will recognise and identify places in the city of St Malo, which is a town they visit whilst on their French residential trip in Year 6.

At KS3 and beyond, students need to know places in town and develop their ideas to talk about advantages and disadvantages, as well as discussing problems in a town. At GCSE, students need to be able to take part in a Role Play, which will be in a practical situation. Understanding and asking for directions may be part of this.

et
mais
aussi
Parce que
C'est
Grand (e)
Petit (e)
Beau
Vieux
Cool
Super
Ennuyeux
nul
Je, tu, il, elle, on, nous, vous, ils, elles

Vocabulary Year 5 Block 2

À St Malo
Il y a
Un aquarium - an aquarium
un café- a cafe
un marché - a market
un restaurant - a restaurant
un supermarché- a supermarket
Un château- a castle
une boucherie- a butchers
une boulangerie- a bakers
une patisserie- a cake shop
une pharmacie- a chemist
une école - a school
une cathédrale - a cathedral
Une plage - a beach
Des magasins- some shops
Des ramparts - city walls
Il n'ya pas de
Où ? - Where ?



de in order to say what there is and what there isn't in a town. Students will be drawn to explain the gender of the chosen nouns. They will start to use simple sentences and compound sentences : À Saint Malo, il y a un supermarché et un grand restaurant. À St Malo, il y a un petit marché et un grand cinéma, mais il n'y a pas d'hôpital. They will use of conjunctions: Et, mais, aussi Students will understand and ask the question word: Où? They will understand and use simple directions of left, right and straight on.

Phonics -Students revisit the phonetical sounds from Year 3, but advance the level of use and recognition.

Year 3- the sound was learnt, identified and was read.

Year 5- Reading the sound in a longer sentence, using the sound to spell words.

Silent end sounds- if a French word ends in t,d s, n, x these are usually silent

	<p>A droite – to the right À gauche- To the left Tout droit – Stright on</p>	
<p>Knowledge Acquisition What do you want the children to know?</p> 	<p>Enhancement of knowledge Make links to the key themes and ensure a deeper understanding of the knowledge</p> 	<p>Disciplinary Knowledge What key questions will you ask the children to give them opportunity to apply their knowledge to skills?</p> <p>Listening, Reading, Writing, Speaking, Phonics and Grammar</p>
<p>Lesson 1 Learning Goal: To know a little about St Malo so that I recognise key tourist places when I visit in Year 6</p> <p>To know where St Malo is. To know what I will see and visit when I am there. To know a little about the history and any special facts.</p>	<p>To find St Malo on a French map. To investigate which region, it is in. To listen and read about the key tourist information places to visit. To read and find out some interesting facts about St Malo. To create a poster or tourist information leaflet about St Malo.</p>	<p>Students to design either a tourist information leaflet or poster with facts and information about St Maio.</p>
<p>Lesson 2 Learning Goal: To know the French names of places in town so that I can work out what they are when I am in St Malo.</p> <p>To understand and identify places in town. To say places in town. To identify the gender of places in town.</p>	<p>To use a bilingual dictionary and find places in town. To work out the gender of the noun through looking at its determiner. To pronounce the words of the town correctly. To listen and identify places in town. To read some tourist signs and work out the places they are directing you to. To create some tourist signs for places in the town.</p>	<p>Students can name at least 4 places in town in French. Students will create a tourist sign for a place in town. The tourist signs can be hung around the classroom.</p>

	<p>To tell your partner in French about 4 places you will see in a town or city in France.</p>	
<p>Lesson 3 Learning Goal: <u>To know how to ask where something is in town so I know my way around.</u></p> <p>To understand and ask for places in town. To use the question word Où? To ask where things are.</p>	<p>Reconnect: With places in town. Engage: Game of Splat introducing the questions word, where. Model: Read the question sentences, where am I asking to go? Apply: Students write their own question, using où? Then a game of Quiz Quiz Trade: Students go around the class speaking French asking where things are. Students have to work out where they the other people want to go.</p>	<p>Students will be able to ask in French: Où est.....?</p>
<p>Lesson 4 Learning Goal: <u>To know some simple directions so that I can understand how to get somewhere.</u></p> <p>To use the question Où est..? To understand simple directions to the right, to the left and straight on.</p>	<p>Reconnect with the question word Où est? They will use the Quiz Quiz cards from the previous lesson. Engage: Introduce and practise the new directions. Model: Questions and answers (directions) on the board. Apply: Students work in pairs using pictures of places and directions to practise asking and understanding directions. Students then are to guide a member of the class to a picture of a place in the room, using the French directions. They are blind folded.</p>	<p>Students can understand and follow simple directions of: à droite, à gauche and Tout droit.</p>
<p>Lesson 5 Learning Goal: To know how to use the core structure of Il y a so I can say what there is in town.</p> <p>To say and identify the core structure il y a. To read/ listen and identify what there is in a town. To write about what there is in St Malo. To understand il n'y a pas de to say what there isn't.</p>	<p>To revisit the places in town in French. To read sentences with the core structure il y a and work out what there is in St Malo. To listen to sentences and identify what there is in St Malo. To write simple sentences il y a and the conjunction et. To understand what there isn't in town: IL n'y a pas de.</p>	<p>Students can write simple sentences with il y a, there is in them and use the conjunction et. Students can write a sentence with Il n'y a pas de in it.</p>

<p><u>Lesson 6: Assessment</u></p> <p><u>To know places in town so that I can say what there is and how to get to them.</u></p> <p>To understand and recognise places in town. To understand where someone is asking to go. To understand directions. To understand the key structure il y a.</p>	<p>The first part of this lesson will focus on reconnecting with the key grammar and vocabulary from this lesson through games and modelling.</p> <p>Apply: Students will listen to a range of sentences saying what there is in town, asking where things are and giving directions.</p>	<p>Students will listen and will understand and identify places in town and how to get there.</p>
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