

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning Year 7 – Term 4/Unit 4- à Table

Intent – Rationale

To build confidence in speaking, writing, reading and listening on the topic of food. This topic is not only useful for future visits/holidays but also feeds into the French GCSE where pupils engage in roleplays in restaurants. The scheme also aims to build cultural awareness on francophone eating habits (particularly in France) and make comparisons with their own habits.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> • Y7 term 1- Tout sur moi: numbers, common verbs (' I have', 'it is') • Y7 term 2-Mon monde perso: adjectives for description, high frequency structures ('thank you'), the conditional;- 'I would like' • Y7 term 3- Autour de moi: connectives (because', 'but' etc), opinion verbs- 'I like' etc. 	<ul style="list-style-type: none"> • Y8 term 3- Fairy tale unit • Y9 term 1- En pleine forme- healthy living • Y10 term 3- 3.2 free time and eating habits • Y10 term 6- 6.2 healthy lifestyles
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • German? • Food tech? 	<ul style="list-style-type: none"> • SP2, Sp3, Sp4 • SO1 • C1, C2, c4
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Mini readers on Kerboodle- Unit 4 	<ul style="list-style-type: none"> • Prices/ costs • Dates • Recipes- ratios/proportions

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></p> <ul style="list-style-type: none"> • Understand how to talk about and give opinions and preferences on food, drink, restaurants and recipes. • To be aware of cultural differences in eating habits particularly in reference to France. <p style="text-align: center;"><u>Apply</u></p> <ul style="list-style-type: none"> • Talk and write about what you eat at meal times and compare that to French habits • To express your opinions on different food and drink and describe what you can't eat • To choose a favourite restaurant based on its menu and give reasons why • Take part in a roleplay based in an ice cream parlour. • To understand and create your own recipe <p style="text-align: center;"><u>Extend</u></p> <ul style="list-style-type: none"> • Feel confident using negative structures beyond ne...pas • To give complex reasons for your preferences including appropriate connectives • Describe preferences of others 	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>Grammar:</p> <ul style="list-style-type: none"> • The partitive: du/de la/de l'/des (how to use 'some' to describe quantity of food and drink) • Present tense of manger and boire (1st/2nd/3rd person singular) • Negative forms: ne ... pas/jamais (the negative goes 'around the verb') • Pouvoir + infinitive (to use 'can + infinitive verb' to express preferences) • Je voudrais + noun/verb (to use 'I would like + noun or verb' to order in a restaurant) • Il faut + noun/verb (to use the set impersonal structure 'you must+ noun/infinitive verb' to give instructions in a recipe) 	<ul style="list-style-type: none"> • Weekly vocabulary tests • Self and peer assessment in lesson • Formative assessment based on retrieval at start of each lesson • Summative assessment: Role play in a café

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Vocabulary:

4.1- Je mange/bois/prends ... une banane, du bœuf, des céréales, des chips, du chocolat, du coca, de l'eau, des frites, du fromage, des fruits, des gâteaux, du jambon, du jus d'orange, du lait, des légumes, des œufs, du pain, du pâté, des pâtes, de la pizza, du poisson, une pomme, du poulet, du riz, de la salade, des saucisses, de la soupe, des tartines, de la viande, un yaourt

le matin, à midi, après le collège, le soir; au petit déjeuner, pour le déjeuner, au goûter, au dîner

Je vais acheter ... Il/Elle va acheter ...

4.2- J'aime bien ... J'adore ... Je n'aime pas (du tout) ... Je déteste ...

les chips, le fromage, les fruits, le jambon, les légumes (verts), le poisson, la viande

J'aime manger du/de la/de l'/des ... Je mange beaucoup de ... Je ne mange pas/jamais de viande. Je n'aime pas manger de poisson. Je ne peux pas manger/boire de ... Ça donne de l'énergie. C'est plein de vitamines.

... parce que ma famille est hindoue, parce que je suis végétarien(ne)/musulman(e)/allergique

C'est top/super bon/dégoûtant. Ça me fait vomir. J'ai horreur de ça.

4.3- J'aime manger/aller dans les crêperies/pizzerias/fast-food. Je déteste manger/aller à la crêperie/à la pizzeria/au fast-food. C'est mon restaurant préféré, parce que ...

Je voudrais une glace (trois boules), s'il vous plaît. Dans un cornet ou un pot? Quel parfum? Avec de la chantilly?

Non, merci. C'est tout? Oui, c'est tout, merci. C'est combien? Au revoir!

4.4- Numbers above 40,

un paquet de chips, un morceau de fromage, une bouteille de coca/d'eau, une tranche de jambon, un pot de yaourt, une tablette de chocolat, cent grammes de pâté, un kilo de pommes

Il faut deux tranches de pain, deux cuillères à soupe de crème fraîche, 50 g de fromage râpé. Il faut étaler la crème sur le pain/poser le fromage sur le jambon/mettre au four. Bon appétit!

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
4.1 Boire et manger « La nourriture et les boissons »	Talk about food and drink with focus on building food vocab and also understanding the partitive article	Say what you are going to buy/ others are going to buy	Kerboodle Allez 1 p58
4.1 Boire et manger « Pour les repas »	To describe what you eat for different meals To know full form of manger and boire	Variety of connectives to extend sentences To describe what others eat	Kerboodle Allez 1 p59
4.2 Tu aimes ça ? « Moi, J'aime tout ! »			Kerboodle Allez 1 p60
4.2 Tu aimes ça ? « Je ne peux pas manger... »			Kerboodle Allez 1 p61
4.3 Glace ou crêpe ? « J'aime aller à la crêperie »			Kerboodle Allez 1 p62
4.3 Glace ou crêpe ? « Je voudrais un cornet »			Kerboodle Allez 1 p63
4.4 On cuisine « Un paquet de chips »			Kerboodle Allez 1 p64
4.4 On cuisine « Il faut 50 g de fromage »			Kerboodle Allez 1 p65
Revision lesson and explanation of role-play	To understand how to be successful in the roleplay assessment		Kerboodle Allez 1 p70,71,74
Assessment	To complete role-play assessment to full potential		

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