

KESTEVEN AND SLEAFORD HIGH SCHOOL

French Scheme of Learning Year 7 – Unit 5- 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.

<p>Sequencing – what prior learning does this topic build upon?</p> <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 – use of opinions • Y7 Unit 4 – Places in town 	<p>Sequencing – what subsequent learning does this topic feed into?</p> <ul style="list-style-type: none"> • Y8 term 5- Fairy tale unit • Y9 term 1- En pleine forme- healthy living • Y10 unit 3.2 free time and eating habits • Y10 unit 6.2 healthy lifestyles
<p>What are the links with other subjects in the curriculum?</p> <ul style="list-style-type: none"> • German • Food tech • Personal development and PSHE 	<p>What are the links to SMSC, British Values and Careers?</p> <ul style="list-style-type: none"> • SP2, Sp3, Sp4 • SO1 • C1, C2, c4
<p>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p> <ul style="list-style-type: none"> • Reading aloud during reading comprehension tasks. Signposting of grammatical structures and continuation of reading skills • Links between French and English vocabulary exploited to allow for links between languages that will strengthen vocabulary 	<p>What are the opportunities for developing mathematical skills?</p> <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?

Know

- 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.
- How to Talk and write about what you eat at meal times and compare that to French habits
- How to express your opinions on different food and drink and describe what you can't eat
- How To choose a favourite restaurant based on its menu and give reasons why
- How to design a roleplay based in an ice cream parlour.
- How to understand and create your own recipe
- How to use The partitive: du/de la/de l'/des (how to use 'some' to describe quantity of food and drink)
- How to use Present tense of manger and boire (1st/2nd/3rd person singular)
- How to use Negative forms: ne ... pas/jamais (the negative goes 'around the verb')
- How to use Pouvoir + infinitive (to use 'can + infinitive verb' to express preferences)
- How to use Je voudrais + noun/verb (to use 'I would like + noun or verb' to order in a restaurant)
- How to use Il faut + noun/verb (to use the set impersonal structure 'you must+ noun/infinitive verb' to give instructions in a recipe)

Apply

- Knowledge is applied through a range of listening, reading, speaking and writing activities, alongside grammar practice, dictation, translation and appropriate phonics instruction and use of authentic French texts to add to cultural capital

Extend

- To include higher level language structures
- To draw on prior knowledge to include future and conditional phrases

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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 + nous 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) <p>Vocabulary:</p> <p>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 ...</p> <p>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.</p> <p>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!</p>	<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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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!

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Lesson 1 - La nourriture et les boissons	To learn new vocabulary relating to different foodstuffs To complete listening and reading activities to consolidate new vocabulary To learn what the partitive article is To practice using the partitive article through speaking and writing activities	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Kerboodle Allez 1 p58 Homework – languagenut year 7 – unit 4 – food and drink
Lesson 2 - au petit déjeuner	To consolidate knowledge on different foodstuffs To consolidate knowledge on the partitive article To complete listening and reading activities to consolidate knowledge	To use higher level vocabulary and structures. To include different tenses to increase complexity of work	Kerboodle Allez 1 p59

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	<p>To construct sentences to describe what you eat at breakfast</p> <p>To compare French and English breakfasts</p>		
Lesson 3 – pour les repas	<p>To consolidate knowledge on different foodstuffs</p> <p>To consolidate knowledge on the partitive article</p> <p>To complete listening and reading activities to consolidate knowledge</p> <p>To construct sentences to describe what you eat at lunch and dinner</p>	<p>To use higher level vocabulary and structures.</p> <p>To include different tenses to increase complexity of work</p>	<p>Kerboodle Allez 1 p59</p> <p>Homework – languagenut year 7 – unit 4 – meals</p>
Lesson 4 - Moi, J'aime tout !	<p>To recall prior knowledge about food to give extended opinions</p> <p>To use reading and listening comprehension activities to how understanding of others' opinions on food</p> <p>To recall using negatives to say what you do not like</p>	<p>To use higher level vocabulary and structures.</p> <p>To include different tenses to increase complexity of work</p>	<p>Kerboodle Allez 1 p60</p>

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	To conduct a class survey to consolidate use of negatives		
Lesson 5- Je ne peux pas manger...	<p>To recall use of pouvoir to say what you can and cannot eat.</p> <p>To consolidate language from other topics to extend use of pouvoir and opinions including negatives</p> <p>To consolidate knowledge through reading and listening activities</p> <p>To improve translation and transcription skills through deliberate practice</p>	<p>To use higher level vocabulary and structures.</p> <p>To include different tenses to increase complexity of work</p>	<p>Kerboodle Allez 1 p61</p> <p>Homework – languagenut year 7 – unit 4 – opinions</p>
Lesson 6 - J’aime aller à la crêperie	<p>To discuss your favourite restaurant</p> <p>To use opinions to say what you prefer to do</p> <p>To complete reading and listening activities to consolidate new knowledge and to improve skills</p> <p>To discuss when to use infinitives</p> <p>To practice using verb + infinitive structures</p>	<p>To use higher level vocabulary and structures.</p> <p>To include different tenses to increase complexity of work</p>	<p>Kerboodle Allez 1 p62</p>
Lesson 7- Je voudrais un cornet	<p>To recall use of the conditional phrase ‘je voudrais’</p> <p>To use the conditional to say what you would like</p>	<p>To use higher level vocabulary and structures.</p> <p>To include different tenses to increase complexity of work</p>	<p>Kerboodle Allez 1 p63</p> <p>Homework – languagenut year 7 – unit 4 – ordering food</p>

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	<p>To recognise the conditional in conversations ordering food</p> <p>To focus on correct pronunciation of key vocabulary</p>		
Lesson 8 - Un paquet de chips	<p>To understand new vocabulary relating to quantities and measures</p> <p>To complete reading and listening activities to check understanding of and consolidate new vocabulary</p> <p>To link new knowledge to prior knowledge to say how much of something you would like</p> <p>To indicate appropriate quantities for a food</p>	<p>To use higher level vocabulary and structures.</p> <p>To include different tenses to increase complexity of work</p>	Kerboodle Allez 1 p64
Lesson 9 - Il faut 50 g de fromage	<p>To recognise impersonal structure 'il faut'</p> <p>Use reading and listening activities to understand what you need to use in a recipe</p> <p>To decode and translate a recipe into English</p> <p>To use il faut and prior learning to construct a recipe in written form</p>	<p>To use higher level vocabulary and structures.</p> <p>To include different tenses to increase complexity of work</p>	<p>Kerboodle Allez 1 p65</p> <p>Homework – languagenut year 7 – unit 4 – quantities</p>
Revision lesson and explanation of role-play	<p>To understand how to be successful in the roleplay assessment</p>	<p>To use higher level vocabulary and structures.</p>	Kerboodle Allez 1 p70,71,74

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		To include different tenses to increase complexity of work	
Assessment	To complete role-play assessment to full potential		Assessment