Modern Foreign Language (French) **Year 6** **Spring 1**

Subject Purpose
Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Content Area
Understand and respond to spoken and written language from a variety of authentic sources. Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied.

Context
This unit teaches pupils how to talk about weekend activities in French using time phrases, conjunctions and opinions. Children learn to tell the time using et quart, et demie and moins le quart, describe what they do at the weekend, and express opinions to create extended spoken and written sentences.

Key Vocabulary et quart – quarter past et demie – half past moins le quart – quarter to Je me lève – I get up Je prends mon petit déjeuner – I have my breakfast Je regarde la télé – I watch TV Je lis des bandes dessinées – I read comics J'écoute de la musique – I listen to music Je joue à l'ordinateur – I play on the computer Je joue au foot – I play football Je vais à la piscine – I go to the swimming pool Je vais au cinéma – I go to the cinema Je me couche – I go to bed après – after et – and plus tard – later aussi – also finalement – finally C'est génial ! – It's great C'est super ! – It's super C'est amusant ! – It's fun C'est fatigant ! – It's tiring C'est barbant ! – It's boring C'est nul ! – It's rubbish

Extended Opportunities:
Create a written or spoken weekend diary
Use time phrases to sequence events
Add opinions and justifications to extend sentences
Practise telling the time in real-life contexts

Knowledge
- How to tell the time using quarter past, half past and quarter to.
- Vocabulary for a range of weekend activities.
- How to build sentences using time phrases, conjunctions and opinions.
- How to say and write two or more sentences about their weekend.

Skills
- Say and write what they do at the weekend.
- Say when they do activities using time phrases.
- Give positive and negative opinions about activities.
- Link ideas using conjunctions to create extended, interesting sentences.

Learning Objectives

To learn the language needed to tell the time and introduce weekend activities.	To consolidate time vocabulary and learn new weekend activity phrases.	To consolidate activity vocabulary through reading and listening tasks.	To integrate time phrases with activities and use connectives.	To add opinions (positive and negative) to weekend descriptions.	To revise all vocabulary and structures and complete the end-of-unit assessment.
Children learn et quart, et demie, moins le quart and key weekend activity phrases. They practise matching, listening and simple sentence building.	Pupils revisit telling the time and learn additional activity phrases. They begin to combine time + activity (e.g., À dix heures, je joue au foot.).	Children complete comprehension tasks, sequencing activities and short written sentences using the new vocabulary.	Pupils learn après, plus tard, aussi, finalement and practise building longer sentences describing their weekend routine.	Children learn opinion phrases such as C'est génial and C'est barbant. They combine time + activity + opinion to create extended sentences.	Pupils revisit time, activities, connectives and opinions. They complete a final written or spoken description of their weekend.

Modern Foreign Language (French) **Year 6** **Spring 1**

