

Year 6 Term 2
Les vêtements
FRENCH



National Curriculum Links:

Understand the main points and simple opinions in a spoken story, song or passage.
 Perform to an audience.
 Understand longer and more complex phrases or sentences.
 Use spoken language confidently to initiate and sustain conversations and to tell stories.
 Read and understand the main points and some detail from a short, written passage.
 Identify different text types and read short, authentic texts for enjoyment or information.
 Match sound to sentences and paragraphs.
 Write sentences on a range of topics using a model.
 Compare attitudes towards aspects of everyday life.
 Recognise and understand some of the differences between people.
 Present information about an aspect of culture.

Essential Prior Learning:

Know the French for some items of clothing: un pantalon (trousers), une veste (jacket), une chemise (shirt), un t-shirt (t-shirt), un chapeau (hat), une jupe (skirt).
 Know some colours in French: vert (green), blanc (white), jaune (yellow), rose (pink), rouge (red), noir (black), blanc (white).
 Say something is big (grand) or small (petit).
 Recognise and use the numbers 1-60.

Progression in Skill:

Ask for something you want, using the context of clothes.
 Say what you are wearing, including the colour of each item.
 Give an opinion on different items of clothing.
 Ask how much something costs, introducing numbers to 80, and describe something as too expensive.
 Use *des* with plural words.
 Give opinions using *C'est ...*
 Use *et* and *mais* to make longer sentences.
 Ensure adjectives agree with nouns.
 Express and justify opinions in short discussions.
 Understand spoken arguments and viewpoints.
 Read persuasive or opinion-based texts.
 Write short persuasive texts with structured support.

Long-term Memory Knowledge:

Children can say what they are wearing, including the colour of each item, e.g. *Je porte un pantalon bleu et une chemise rouge.*
 This can also be done in the third person, e.g. *Il porte des chaussures jaune et une veste verte.*
 They can give an opinion on different items of clothing, extending the sentences using *mais*, e.g. *La jupe est beau mais c'est trop cher.*
 They can say the price of something in a full sentence, *Ça coute soixante-neuf euro.*

Key Vocabulary

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|---------------------------------|-----------------------|
| des chaussures | shoes |
| des lunettes de soliel | sunglasses |
| C'est moche. | It's ugly |
| Qu'est-ce que tu portes? | What are you wearing? |
| C'est trop cher? | It's too expensive. |
| Ça coute ... | It costs ... |
| C'eat beau. | It's beautiful. |
| trop petit(e)/grand(e) | too small/big |

Progression in Resources:

Rigolo 2 Unit 8 flashcards, animations, worksheets, blank flashcards
 Resources for revision and consolidation: Rigolo 1 (unit 12); Rigolo 2 (units 2 and 6)
 Items of clothing

Relevance

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| Now | Children can navigate a transaction in a shop and grow in confidence to be more precise in articulating what they want. |
| Future | Children can combine elements of language they have learnt to make themselves understood and be able to understand others in a widening range of contexts. |
| Aspiration | Children develop their understanding of language to the extent that they can manipulate words and phrases with increasing fluency; having broadened and deepened their understanding, they become more fluent. |