

Year 5 Term 3  
**La Nourriture**  
**FRENCH**



Write a short set of instructions that can be followed by someone else.

**Long-term Memory Knowledge:**

Ask politely for food items, using *au/à la/à l'* according to whether the item is masculine or feminine, when referring to flavours and the plural form of some foods.

Describe how to make a sandwich, giving instructions using *vous* and the imperative verb form.

Express opinions about food, including the use of negatives.

**Key Vocabulary**

<b>Je voudrais ... s'il vous plait.</b>	I would like ... please.
<b>une glace</b>	an ice cream
<b>un sandwich</b>	a sandwich
<b>une baguette</b>	a baguette
<b>au thon</b>	tuna
<b>vanille</b>	vanilla
<b>le beurre</b>	butter
<b>mangez</b>	eat
<b>coupez</b>	cut
<b>prenez</b>	take
<b>mettez</b>	put
<b>les frites</b>	chips
<b>les bonbons</b>	sweets
<b>les carottes</b>	carrots
<b>les haricots</b>	beans

**National Curriculum Links:**

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Listen attentively to spoken language and show understanding by joining in and responding.

Present ideas and information orally to a range of audiences.

Read carefully and show understanding of words, phrases and simple writing.

**Essential Prior Learning:**

Express opinions using *Je aime* and *Je n'aime pas* as sentence stems.

**Progression in Skill:**

Ask for items of food, giving opinions on each.

Use imperative verbs to give instructions to make a sandwich.

Understand and use *au, à la, à l'* appropriately.

Give instructions in the *vous* form.

Understand and use negatives.

Use the plural form of verbs.

Ask politely in full sentences for what you want.

Show an understanding of the vocabulary by following the instructions.

Read and follow a written set of instructions.

**Progression in Resources:**

Rigolo 1 Units 6 and 11 flashcards

Rigolo 2 Unit 3 animations and flashcards

**Relevance**

<b>Now</b>	Children see links and patterns in the French language and begin to understand how words and phrases can be used in different situations.
<b>Future</b>	Children can manipulate basic words and phrases to understand and be understood when in a French speaking country.
<b>Aspiration</b>	Children have an interest in language and how it is constructed, possibly choosing to study to degree level and beyond.