

Year 6 Term 3

Ma journée FRENCH



National Curriculum Links:

Listen attentively to spoken language and show understanding by joining in and responding.
 Appreciate stories, songs, poems and rhymes in the language.
 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
 Present ideas and information orally to a range of audiences.
 Read carefully and show understanding of words, phrases and simple writing.
 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Essential Prior Learning:

Understand and respond to the question, *qu'est-ce que tu fais?*
 Recognise and use appropriately the pronouns *je, il* and *elle*.
 Say the time to the nearest 15 minutes.
Un and *une* mean *a/an* in French and *des* means *some*.

Progression in Skill:

Describe daily routines using conjunctions.
 Give the time to nearest five minutes.
 Describe a typical breakfast.
 Use the first person present tense with some reflexives.
 Use *et* to join sentences together.
 Use adverbs and time expressions to make longer paragraphs.
 Describe events and routines in detail.
 Understand detailed spoken accounts.
 Read autobiographical or narrative texts.
 Write detailed personal accounts.

Long-term Memory Knowledge:

Talk about a daily routine, including the times things are done, e.g. *Tu te lèves à quelle heure? Je me lève à sept heure vingt.*
 Use *et* to join two sentences together, e.g. *Je me lève et je prends mon petit déjeuner.*
 Say what you might have for breakfast, e.g. *Je prends un café et une tartine.*
 Give a time to the nearest five minutes, using *et* and *moins*, e.g. *à huit heure et dix; à neuf heure moins vingt.*
 Use adverbs of time to describe a daily routine, e.g. *Normalement, je me lève à sept heure.*
 Identify information about someone's day through listening and reading.
 Write a brief account of your day.

Key Vocabulary

Je me lève	I get up.
Je prends mon petit déjeuner/déjeuner/dîner	I have breakfast/lunch/diner.
Je vais à l'école.	I go to school.
Je quitte l'école.	I leave school.

Je me couche.	I go to bed.
à une heure cinq/dix/vingt/vingt-cinq	five/ten/twenty/twenty-five past one
à une heure moins cinq/dix/vingt/vingt-cinq	five/ten/twenty/twenty-five to one.
Qu'est-ce que tu prends au petit déjeuner?	What do you have for breakfast?
Je prends un chocolat chaud/un café/un jus de pomme/un croissant/un pain au chocolat/des céréales/une tartine	I have a hot chocolate/coffee/apple juice/croissant/pain au chocolat/cereal/toast
normalement	normally
d'abord	first of all
ensuite	next
enfin	finally
après l'école	after school

Progression in Resources:

Rigolo 2 Unit 9 flashcards and animations; Unit 2 Lesson 3 presentation (to revise time); teaching clock

Relevance

Now	Children can talk about familiar events in an additional language and have opportunities to use in real life.
Future	Children can navigate timetables and schedules in French-speaking countries, e.g. meal times in an hotel or day trip schedules.
Aspiration	Children have the confidence to live and/or work abroad or work for a foreign-owned company.