

Year 6 Term 4  
**Les transports**  
**FRENCH**



**National Curriculum Links**

Listen attentively to spoken language and show understanding by joining in and responding.  
 Read carefully and show understanding of words, phrases and simple writing.  
 Present ideas and information orally to a range of audiences.  
 Speak in sentences, using familiar vocabulary, phrases and simple writing.  
 Appreciate stories, songs, poems and rhymes in the language.  
 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

**Essential Prior Learning**

Children need to recognise and use numbers to 80.  
 They should be able to name the days of the week and tell the time to the nearest five minutes.  
 They should be able to name some possible leisure activities and common places in a town to visit.  
 They should be able to use the sentences stems *Je voudrais ...* to ask for something and understand *combien* as how much? or how many?  
 They should also be able to use conjunctions to order events, e.g. *d'abord, ensuite, enfin*.

**Progression in Skill**

Name some different forms of transport and describe which you will use to travel by.  
 Buy tickets for travel.  
 Use the prepositions *en* and *à*.  
 Use the prepositions *au, à la* and *à l*.  
 Use *On va* + infinitive to talk about future plans.  
 Use time indicators.  
 Take part in a simple dialogue with some support.

Show an understanding of the conversation through appropriate responses.  
 Understand a lengthier written dialogue.  
 Write a short dialogue in full sentences.

**Long-term Memory Knowledge**

Name some common forms of transport in French.  
 Use *en* and *à* as prepositions to be 'by' or 'on,' e.g. *en train, à pied*.  
 Hold, follow, read and write a short dialogue around travel plans, e.g.  
 Bonjour, je voudrais des billets pour Paris.  
 Combien des billets?  
 Quatre billets: un adulte et trois enfants.  
 Aller retour or aller simple?  
 Aller retour, s'il vous plaît. C'est combien?  
 C'est trente-cinq euro.  
 Le train part à quelle heure?  
 Dix heures et demie.  
 Merci.  
 Describe your plans, using conjunctions and *on*, e.g.  
 Samedi, à dix heures, on va aller au parc d'attractions.  
 Ensuite, on va regarder un film.

**Key Vocabulary**

<b>Comment vas tu?</b>	How are you getting there?
<b>en train</b>	by train
<b>à pied</b>	on foot
<b>en voiture</b>	by car
<b>en bus</b>	by bus
<b>en metro</b>	by subway/Underground
<b>en avion</b>	by plane
<b>acheter des souvenirs</b>	buy souvenirs
<b>des billets</b>	tickets
<b>aller retour</b>	return
<b>aller simple</b>	single
<b>adulte</b>	adult
<b>enfant</b>	child

**Progression in Resources**

Rigolo 2 Unit 10 flashcards, animations & worksheets

**Relevance**

<b>Now</b>	Children continue to develop their knowledge and understanding of French and how it can be used in a familiar situation, seeing the benefits of being able to have and understand these conversations abroad.
<b>Future</b>	Children have a strong enough grasp of another language to have the confidence to travel abroad, not restricting themselves to places where English is spoken.
<b>Aspiration</b>	As a working language and an official language of many multi-national organisations, learning French opens up the possibilities of working for the United Nations or the International Olympic Committee, for example, either here or abroad.