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| **Enrichment** |
| **Pentecost 2** |
| Sixth Formers from Trinity to come and teach across KS2 |

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| **Key Stage 2 National Curriculum** |
| * Listen attentively to spoken language and show understanding by joining in and responding – (ALL). * **Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.** * **Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.** * Speak in sentences, using familiar vocabulary, phrases and basic language structures (ALL). * **Develop accurate pronunciation and intonation** so that others understand when they are reading aloud or using familiar words and phrases. * **Present ideas and information orally to a range of audiences.** * Read carefully and **show understanding of words, phrases and simple writing.** * **Appreciate stories, songs, poems and rhymes in the language.** * **Broaden their vocabulary and develop their ability to understand new words** that are introduced into familiar written material, including through using a dictionary. * Write phrases from memory, and **adapt phrases to create new sentences**, to express ideas clearly. * **Describe people, places, things** and actions orally and in writing. * **Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.** |

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| **Year 3** | **Pentecost 2** |
| **Topic** | Months of the Year  Numbers 0-31 |
| **NC Links** | **Develop accurate pronunciation and intonation.**  **Adapt phrases to create new sentences.**  **Describe people, places, things.**  **Broaden their vocabulary and develop their ability to understand new words.** |
| **La Jolie Ronde Lesson #** | **11** |
| **Core Knowledge** | **Know the names of the months.**  **Know how to use the names of the months in simple sentences.**  **Know and understand basic grammar appropriate to the language being studied- months of the year are written without a capital letter.** |
| **Skills** | Use the names of months in sentences- C’est janvier, it is January. |
| **Diversity and Cultural Links** |  |
| **Vocabulary** | Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre  C’est janvier.  It is January.  Numbers 11-31  Onze, douze, treize, quatorze, quinze, seize, dis-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux – vingt-neuf, trente, trente-et-un |

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| **Year 4** | **Pentecost 2** |
| **Topic** | Clothes – items for packing a suitcase |
| **NC Links** | **Develop accurate pronunciation and intonation.**  **Broaden their vocabulary and develop their ability to understand new words.**  **Describe people, places, things.**  **Know and understand basic grammar appropriate to the language being studied.** |
| **La Jolie Ronde Lesson #** | **20** |
| **Core Knowledge** | Know how to identify items of clothing.  Know how to use colours and numbers to describe clothes in a suitcase. *(revision of colours and numbers from Year 3)* |
| **Skills** | Describe the packing of a suitcase, using the names of types of clothes.  Describe clothes in a suitcase using colours (and numbers where appropriate). *Revision of colours and numbers from Year 3 & revision of Lent 1 Year 4 converting singular to plural* |
| **Diversity and Cultural Links** | Different types of clothing – what cultures are represented in your class? Research the names of types of clothing in French. |
| **Vocabulary** | Un pantalon, un short, un pull, une jupe, un chapeau, un maillot de bain, un tee-shirt |

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| **Year 5** | **Pentecost 2** |
| **Topic** | Saying Where we Live  Numbers 30-50 |
| NC Links | **Explore the patterns and sounds of language through songs.**  **Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.**  **Know and understand basic grammar appropriate to the language being studied.**  **Adapt phrases to create new sentences.**  **Present ideas and information orally to a range of audiences.** |
| La Jolie Ronde Lesson # | **19 & 20** |
| Core Knowledge | Know how to have a simple conversation about where we live.  Know the compass directions to describe position.  Know how to pronounce numbers 30-50. |
| Skills | Learn and join in with singing a traditional French song  Prepare a short presentation saying where you live and what the climate is like |
| Diversity and Cultural Links |  |
| Vocabulary | J’habite à + town, dans le nord, le sud, l’ouest, l’est, de l’Angleterre  thirty trente thirty-one trente-et-un thirty-two trente-deux  thirty-three trente-trois thirty-four trente-quatre thirty-five trente-cinq thirty-six trente-six thirty-seven trente-sept thirty-eight trente-huit thirty-nine trente-neuf forty quarante forty-one quarante-et-un forty-two quarante-deux forty-three quarante-trois forty-four quarante-quatre forty-five quarante-cinq forty-six quarante-six forty-seven quarante-sept forty-eight quarante-huit forty-nine quarante-neuf fifty cinquante |

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| **Year 6** | **Pentecost 2** |
| **Topic** | Going on Holiday |
| **NC Links** | **Express opinions and respond to those of others.**  **Describe people, places, things.**  **Adapt phrases to create new sentences.**  **Broaden their vocabulary and develop their ability to understand new words.**  **Know and understand basic grammar appropriate to the language being studied.** |
| **La Jolie Ronde Lesson #** | **17 - 20** |
| **Core Knowledge** | Consolidation of grammatical knowledge of Years 3 to 5: conjugation of verbs (regular and irregular); adjective/noun agreement etc.  Vocabulary of travelling/vacations eg. par avion; en autobus; en bateau etc. |
| **Revision** | Use internet to research different types of accommodation, travel options, places of interest and food typical of the country.  Write a short letter to book accommodation, adapt ing a model.  Write short sentences outlining holiday plans and a programme of activities using the immediate future tense.  Use a dictionary as appropriate. |
| **Skills** | Where do you go on holiday? Do you have family there? |
| **Diversity and Cultural links** | Children will learn why Bastille Day is celebrated on 14th July  <https://kids.kiddle.co/Bastille_Day> |
| **Vocabulary** | On va rester dans… Un hôtel, un appartement, un gîte, un camping On va aller, prendre  Transport: En bateau, en avion, en voiture, en train On va visiter, regarder d’abord, plus tard Names of places to visit |