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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 YearNumbers 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, décembreC’est janvier.It is January.Numbers 11-31Onze, 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 LiveNumbers 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’Angleterrethirty trentethirty-one trente-et-unthirty-two trente-deux thirty-three trente-troisthirty-four trente-quatrethirty-five trente-cinqthirty-six trente-sixthirty-seven trente-septthirty-eight trente-huitthirty-nine trente-neufforty quaranteforty-one quarante-et-unforty-two quarante-deuxforty-three quarante-troisforty-four quarante-quatreforty-five quarante-cinqforty-six quarante-sixforty-seven quarante-septforty-eight quarante-huitforty-nine quarante-neuffifty 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 |