

## En route pour l'école (On the way to school)

### Overview Unit 15

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
<p>In this unit children learn to say the alphabet in French and continue to gain confidence in using numbers. They learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route to school using verbs in the present tense. They practise some strategies for keeping a conversation going.</p>		<p>Children consolidate number work covered in Unit 9 by counting in multiples of 10 to 100. They learn the alphabet and begin to spell some simple words. Children have learned to ask for clarification in Unit 10 and in this unit they use the language in a different context. They might exchange information about their local area with a French-speaking partner school.</p>
<p><b>Prior Learning</b></p> <p>It is helpful if children already know:</p> <ul style="list-style-type: none"> <li>• numbers up to 100</li> <li>• <i>l'école</i></li> <li>• some language for clarification, e.g. <i>je ne comprends pas</i></li> </ul>	<p><b>New Language Content</b></p> <ul style="list-style-type: none"> <li>• Describing a route (to school)</li> <li>• Places in town</li> <li>• Simple directions</li> <li>• The alphabet</li> <li>• Adverbial phrases of time</li> <li>• <i>il y a</i></li> <li>• Phonics focus: letter names, [e] <i>é</i>, [wa] <i>oi</i>, [k] <i>qu</i></li> </ul>	<p><b>End of Unit Activities</b> Children make a presentation of their route to school using images and audio which they present to the rest of the class. Children evaluate each other's projects based on criteria they have previously identified as a class. These presentations could be shared with a partner school, either live via video-conferencing or by recording and sending them.</p>
<p><b>Expectations</b></p> <p>At the end of this unit:</p> <p><i>Most children will:</i> understand numbers in multiples of 10 up to 100, count and use these out of sequence; understand and give simple directions to some places in the immediate locality; write sentences based on a model; politely say that they don't understand and ask for something to be repeated; take part in a brief prepared task</p> <p><i>Some children will not have made so much progress and will:</i> understand and respond to simple questions with prompts and single-word answers; understand and say numbers when prompted; understand directions and copy single words with some support</p> <p><i>Some children will have progressed further and will:</i> use numbers confidently; use sentences when asking and answering questions; show understanding of a short text containing familiar and unfamiliar language; write longer passages</p>		<p><b>Links to the New National Curriculum for KS2 Foreign Languages</b></p> <p><i>Where there is a specific focus within the objective, this is shown in bold.</i></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and <b>sounds</b> of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Engage in conversations; <b>ask and answer questions</b>; express opinions and respond to those of others; <b>seek clarification and help</b></li> <li>• Speak in <b>sentences</b>, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop <b>accurate pronunciation</b> and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• <b>Describe</b> people, <b>places</b>, things and actions orally and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, such as (where relevant): <b>feminine, masculine</b> and neuter <b>forms</b> and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, <b>to build sentences</b>; and how these differ from or are similar to English.</li> </ul>

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#### Resources

- alphabet song or rap
- alphabet chart
- alphabet slips for support
- list of words for support
- mini whiteboards and pens
- internet access
- recordable microphone
- Interactive whiteboard
- Photographs or map symbols representing places in the locality (Session 2)
- Word cards for sorting activity (support)
- 10x10 grid
- Simple map of the locality showing a real or imagined journey to school (Session 3)
- Mini-flashcards of map symbols
- word and text cards about a journey to school (Session 4)
- cut-up phrases from a journey for Pass the Sentence Parcel
- mini-flashcards of map symbols
- prompt sheets for less confident children
- mini-whiteboards and pens
- digital video camera
- Copies of simple maps for pair work (Session 5)
- Writing frame for description of route to school (Session 6)
- Bank of images for use in presentations
- Video-conferencing facilities