

Notre école (Our school)

Overview Unit 19

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
<p>In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and quarter-hours. They look at school timetables and begin to give times using 24-hour clock notation. They find out about timings of the school day in a French-speaking country and compare with their own. They talk about what they did at break time and create short texts describing these activities.</p>		<p>In this unit children consolidate and extend their work on the time (see Unit 11). They begin to use extended descriptions of their school environment and daily routines and present this information in written form and orally. They develop their use of the perfect tense (see Unit 14).</p>
<p>Prior Learning</p> <p>It is helpful if children already know:</p> <ul style="list-style-type: none"> • some places around the school • <i>Voici ...</i> • <i>J'ai mangé / J'ai bu</i> • <i>Levez-vous!</i> • how to tell the time on the hour. 	<p>New Language Content</p> <ul style="list-style-type: none"> • Making statements (about the school environment and everyday school routines) • Making statements about break time activities, with reference to the past • Telling the time using half-hours, quarter-hours and 24-hour clock notation • Definite and indefinite articles: <i>le/la; un/une</i> • Perfect tense: regular <i>-er</i> verbs with <i>avoir</i> (eg <i>J'ai joué, J'ai parlé</i>) • Phonic focus: <i>an, en, un, in, ain, qu, er, ère, silent final consonant</i> 	<p>End of Unit Activity</p> <p>Children keep a diary in a choice of formats of what they have done at break times, using the perfect tense. They present this to others in their class, school or partner school. They could also produce a display of their timetable with subject, times and break activities.</p>
<p>Expectations</p> <p>At the end of this unit:</p> <p><i>Most children will:</i> understand the French for, and speak about, some school subjects and places around school; use some verbs correctly in the perfect tense; write short sentences about activities they have done at break time; read the time to the quarter-hour, half-hour and hour; understand timetables and 24-hour clock notation</p> <p><i>Some children will not have made so much progress and will:</i> understand the names of some school subjects and places around the school; need prompting to recall vocabulary and structures; copy short phrases; read the time to the half-hour</p> <p><i>Some children will have progressed further and will:</i> use a range of verbs confidently in the perfect tense; read timetables and give information using 24-hour clock notation</p>		<p>Links to the New National Curriculum for KS2 Foreign Languages</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"> • 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 • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing • 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 these to create new sentences, to express ideas clearly • Understand basic grammar appropriate to the language being studied, such as (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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Resources <ul style="list-style-type: none">• Large clock face• Small clock faces• Mini-whiteboards• Presentation software• Self- authoring package for creating interactive activities• Access to an internet search engine• Large-sized photographs of places in the school• Double sets of small-sized photos of places in the school for a matching game	<ul style="list-style-type: none">• Dictionaries• Self- authoring package for creating interactive activities• Microphones• Sound-editing software• Word cards of places in the school• A large die with the faces labelled le and la• Photographs of places in a French school• Audio recording/ editing software	<ul style="list-style-type: none">• Multimedia presentation software• Video camera• Access to a class blog• Example of a French school timetable• Flashcards and mini-flashcards with symbols of school subjects• The Timetable Song' is sung to the tune of 'I Only Want to be With You' (see Session 4)• A timetable showing breaks and lunchtimes• Pictures, photos or symbols showing break time activities• Activity cards for Find Your Group game (Session 5)
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