

Overview of Unit 15: Enjoy Your Meal!

In this unit children learn names of food and drink related to packed lunches and break-time snacks. They learn how to talk about what they have eaten and drunk the previous day. They learn some food vocabulary relating to Bonfire Night and their intercultural understanding develops through comparison with Bastille Day. Children practise following and creating their own recipes.

New language introduced in this unit

- Talking about what has been eaten and drunk
- Expressing likes, dislikes and preferences (about food and drink)

Following and writing instructions (as in a recipe)

- Perfect tense: *manger*

(j'ai mangé, tu as mangé); boire (j'ai bu)

- The use of **du, de la, de l', des**
- Plural nouns with **les** and **des**
- Compound sentences with connectives **et** and **mais**
- Imperatives: **vous** form of some regular and irregular verbs
- Phonic focus: revision of **an/en** and **au/eau**

Links with other subjects

- Primary framework for literacy: show relationships of time, reason and cause through subordination and connectives; use knowledge of different organisational features of text to find information effectively; write non-narrative texts using structures of different text types
- Primary framework for mathematics: *Measuring* strand – read, choose, use and record standard metric units to estimate and measure length, weight and capacity
- History: have knowledge and understanding of events, people and changes in the past; identify and describe reasons for, and results of, historical events, situations and changes in the period studied
- PSHCE: develop good relationships and respect the differences between people; think about the lives of people living in other places and times, and people with different values and customs
- Design and technology: follow safe procedures for food safety and hygiene; design and make assignments using a range of materials

Expectations at the end of this unit:

<i>Most children will:</i>	Talk about what they have eaten and drunk using the perfect tense; listen to and read an authentic non-fiction text and select key words and phrases from it; devise and perform with a partner a short presentation using structures learnt in the unit
<i>Some children will not have made so much progress and will:</i>	Respond with single-word answers to questions about food and drink; refer to text or visual clues when joining in a short presentation
<i>Some children will have progressed further and will:</i>	Write a simple recipe, research new vocabulary using a dictionary and apply it accurately to write a simple recipe

