

## Overview

Learners will use [‘The first restaurant’ podcast](#) which focuses on how the restaurants developed in France and how the French word “restaurant” has been incorporated into languages across the world. This podcast will function as a context for the suggested learning opportunities.

With a focus on literacy, learners will investigate restaurant menus to find other words associated with food that have their origins in French, and their English equivalents. The learners will then use some of these words to create their own poem (based perhaps on their emotions, family, hobbies etc) in the style of a restaurant menu. Learners should negotiate with the classroom teacher their own set of success criteria and use this to evaluate their final poem.

These learning experiences offer opportunities for links with Health and wellbeing as learners could be encouraged to think about which types of foodstuffs and which types of cooking are healthy.

### Literacy and English experiences and outcomes explored

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

**LIT 2-14a**

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words where appropriate.

**LIT 2-15a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

**LIT2-26a**

I am learning to use language and style in a way which engages and/or influences my reader.

**ENG 2-27a**

Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays, with an interesting and appropriate structure, interesting characters and/or settings.

**ENG 2-31a**

### Other curriculum areas explored:

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

**TCH 2-03b**

### Responsibility of all:

By applying my knowledge and understanding of current healthy eating advice, I can contribute to a healthy eating plan.

**HWB 2-30a**

### Themes across learning:

Creativity

## Overview of learning

### Possible prior experiences

Listen to the [William the Conqueror recording](#).

Discuss favourite/least favourite foods and gather words to describe their taste, texture, smell, appearance and cooking method.

Discuss trips to restaurants and fast-food outlets and the types of food available.

Use a search engine to investigate restaurants and their menus.

Examine the sample menus attached in the resources.

Consider the importance of words when describing food in terms of the senses.

### Challenge

As a class, learners could be asked to create a bank of words associated with:

- Method of cooking
- Types of food and cuisines
- Texture of food
- Taste and smell of food

[Examples of these are attached](#) and could be presented in a variety of ways, including cloze, anagram, hangman etc.

Examine the words on the lists and try to work out (with reasoning) which words might come from French.

Construct a poem, for example in the form of a five course meal. The poem could take as its theme: emotions, family, friends, hobbies or, for a slightly longer poem: the days of the week. The lists of discussed and assembled words could be used as a part stimulus for the writing.

#### EXAMPLE:

##### *Starter*

*A confit of caramelised happiness with sweet and juicy laughter  
drizzled on a bed of mirth.*

### Possible evidence

Participation in discussion

Completed word banks/quizzes

Completed menu poem

Wall display arising from the completed poems

Recording of pupils reading/performing their work