



DOWN AMPNEY PRIMARY SCHOOL

Term 2 Unit Overview: LKS2 French **Les Animaux**

[KS2 French: Les animaux \(Early Language Teaching\)](#)

National Curriculum Objectives	Core Grammar: Definite articles	Vocabulary																				
<p><u>Listening</u> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p><u>Speaking</u> 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. Present ideas and information orally to a range of audiences.</p> <p><u>Reading</u> Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><u>Writing</u> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p><u>Grammar</u> Nouns, genders, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite</p>	<p>Children will understand what the definite article is and when they might use it in the foreign language. By the end of the lesson, they will be expected to understand that there are more words in the foreign language for our English word 'the' and will have a better understanding of the concept of gender in the foreign language.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc; text-align: center;">Unit Glossary</th> </tr> <tr> <th style="text-align: center;">French</th> <th style="text-align: center;">English</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> les animaux</td> <td style="text-align: center;">the animals</td> </tr> <tr> <td style="text-align: center;"> un</td> <td style="text-align: center;">a (masculine)</td> </tr> <tr> <td style="text-align: center;"> une</td> <td style="text-align: center;">a (feminine)</td> </tr> <tr> <td style="text-align: center;"> un cochon</td> <td style="text-align: center;">a pig</td> </tr> <tr> <td style="text-align: center;"> un lion</td> <td style="text-align: center;">a lion</td> </tr> <tr> <td style="text-align: center;"> un oiseau</td> <td style="text-align: center;">a bird</td> </tr> <tr> <td style="text-align: center;"> un cheval</td> <td style="text-align: center;">a horse</td> </tr> <tr> <td style="text-align: center;"> je suis</td> <td style="text-align: center;">I am...</td> </tr> </tbody> </table>	Unit Glossary		French	English	les animaux	the animals	un	a (masculine)	une	a (feminine)	un cochon	a pig	un lion	a lion	un oiseau	a bird	un cheval	a horse	je suis	I am...
Unit Glossary																						
French	English																					
les animaux	the animals																					
un	a (masculine)																					
une	a (feminine)																					
un cochon	a pig																					
un lion	a lion																					
un oiseau	a bird																					
un cheval	a horse																					
je suis	I am...																					
	<p>Phonics covered in this unit</p> <p>Phonics focus: CH, OU, ON, OI</p> <ul style="list-style-type: none"> • CH sound in cheval • OU sound in souris and mouton • ON sound in cochon and mouton • OI sound in oiseau • Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. The last 's' is however pronounced in the word suis as seen in lesson 5. Here it is in front of the indefinite article/ determiners un and une that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z.' • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton. 																					



Term 2
Unit Overview: LKS2 French
Les Animaux

articles/determiners **un** (for masculine nouns) and **une** (for feminine nouns). Learning how to categorise nouns by gender (**une or un**). Introduction of 1st person singular conjugation of the high frequency irregular verb *être* (to be) in French.

Unit Skills and outcomes

Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb *être* (*je suis* = I am).

We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as **lion**) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (**je**) with a conjugated verb (**suis**), an indefinite article/determiner (**un** or **une**) and a noun (in this unit an animal).

	<p>Cultural Capital opportunities across the year</p> <p>Children will learn about key figures from French history such as St Bernadette, William the Conqueror, Napoleon, Louis Pasteur, Gustave Eiffel, Coco Chanel and Claude Monet.</p> <p>They will also experience the following during Key Stage 2:</p> <ul style="list-style-type: none">• Email communication with French children• Video conferencing with a French school• French publications (such as newspapers) and books• Listening to French radio• Listening to French music• Watching French television programmes and/or films• Eating French food• Gain an understanding from a business leader regarding the importance of learning a language	<p>British Values</p> <p>Democracy Encouraging children to take into account the views of others in shared activities and realise that all viewpoints are valid.</p> <p>Tolerance We will provide opportunities to learn about, experience and talk about different cultures, traditions and religious beliefs. Children will learn about language and culture in a global context and will be encouraged to respect these. We will ensure that children hear and discuss unbiased and uncritical viewpoints of other faiths and beliefs.</p> <p>Mutual respect Chn will experience and learn to appreciate different cultures, festivals, traditions and celebrations through MFL.</p> <p>Christian Values</p> <p>Courage: Children will be encouraged to reflect on their own lives and the lives of others as they learn about other cultures and traditions. MFL teaching fosters self-confidence and self-esteem, encouraging children to respect their own efforts and achievements.</p> <p>Respect : Respecting countries that are different to ours by enriching and extending children's knowledge of other cultures and traditions.</p> <p>Trust: Learning a language enables children to develop caring and trusting relationships as they can explore and reflect upon other cultures.</p>