



Unit Overview: LKS2 French

Les fruits – Fruits (Early Language Teaching)

National Curriculum Objectives	Core Skills:	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>Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French, including a simple question.</p> <p><u>Prior Learning</u></p> <ul style="list-style-type: none"> The letter sounds from ‘Phonics and Pronunciation’ lesson 1. Vocabulary from the ‘I am Learning French’ unit What a noun and article/determiner is in English. What a verb is in English. <p><u>Grammar we will learn & revisit:</u></p> <p>Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French</p>	<table border="1"> <thead> <tr> <th>French</th> <th>English</th> </tr> </thead> <tbody> <tr><td> une pomme</td><td>an apple</td></tr> <tr><td> une fraise</td><td>a strawberry</td></tr> <tr><td> une pêche</td><td>a peach</td></tr> <tr><td> une banane</td><td>a banana</td></tr> <tr><td> une cerise</td><td>a cherry</td></tr> <tr><td> une orange</td><td>an orange</td></tr> <tr><td> une prune</td><td>a plum</td></tr> <tr><td> une poire</td><td>a pear</td></tr> <tr><td> un kiwi</td><td>a kiwi</td></tr> <tr><td> un abricot</td><td>an apricot</td></tr> <tr><td> J'aime...</td><td>I like...</td></tr> <tr><td> Je n'aime pas...</td><td>I do not like...</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>French</th> <th>English</th> </tr> </thead> <tbody> <tr><td> les pommes</td><td>the apples</td></tr> <tr><td> les fraises</td><td>the strawberries</td></tr> <tr><td> les pêches</td><td>the peaches</td></tr> <tr><td> les bananes</td><td>the bananas</td></tr> <tr><td> les cerises</td><td>the cherries</td></tr> <tr><td> les oranges</td><td>the oranges</td></tr> <tr><td> les prunes</td><td>the plums</td></tr> <tr><td> les poires</td><td>the pears</td></tr> <tr><td> les kiwis</td><td>the kiwis</td></tr> <tr><td> les abricots</td><td>the apricots</td></tr> </tbody> </table>	French	English	une pomme	an apple	une fraise	a strawberry	une pêche	a peach	une banane	a banana	une cerise	a cherry	une orange	an orange	une prune	a plum	une poire	a pear	un kiwi	a kiwi	un abricot	an apricot	J'aime...	I like...	Je n'aime pas...	I do not like...	French	English	les pommes	the apples	les fraises	the strawberries	les pêches	the peaches	les bananes	the bananas	les cerises	the cherries	les oranges	the oranges	les prunes	the plums	les poires	the pears	les kiwis	the kiwis	les abricots	the apricots
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	<p><u>Phonics covered in this unit:</u> Phonics focus: CH, OU, ON, OI</p> <ul style="list-style-type: none"> OI sound in poire Silent letters. We still see that the letter ‘s’ is not pronounced in ‘les’ or the plural version of the fruits as final consonants are nearly always silent letters in French. Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent ‘s’ in ‘les’ is pronounced in les oranges and les abricots as both those fruits start with a vowel, but the ‘s’ almost sounds like a ‘z’. This happens often in French. Guttural ‘R’. Becoming more familiar with the French ‘r’ sound as seen in fraise, orange, poire, prune, cerise & abricot. 																																																	



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<u>Unit Skills and outcomes</u>	<u>Cultural Capital opportunities across the year</u>	<u>British Values</u>
<p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none">• Name, recognise and remember up to 10 fruits in French.• Attempt to spell some of these nouns with their correct article/determiner.• Ask somebody in French if they like a particular fruit.• Say what fruits we like and dislike in French.	<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><u>Democracy</u> Encouraging children to take into account the views of others in shared activities and realise that all viewpoints are valid.</p> <p><u>Tolerance</u> 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. <u>Mutual respect</u> Chn will experience and learn to appreciate different cultures, festivals, traditions and celebrations through MFL.</p> <hr/> <p><u>Christian Values</u></p> <p><u>Courage:</u> Speak in front of others and try out the new language being learnt.</p> <p><u>Respect:</u> Listen to other's attempts and ideas and be a support and friendly guide.</p> <p><u>Trust:</u> Appreciate that all of the small building blocks of language and vocabulary, can build to being able to communicate in a new language.</p>