































Unit Overview: LKS2 French

Je peux.. I am able to(Early Language Teaching)

<u>National Curriculum Objectives</u>	<u>Core Skills:</u>	<u>Vocabulary</u>																																			
<p><u>Listening</u></p> <p>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></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p><u>Reading</u></p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>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></p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in French after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to French section of a dictionary. Learning how to build sentences in French using the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions et (and) & mais (but) in French</p> <p><u>Prior Learning</u></p> <p>The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.</p> <ul style="list-style-type: none"> • Language introduced from units like 'Animals', 'Instruments', 'Fruits' and 'Vegetables' and in particular 'je plus conjugated verb'. • Vocabulary from the 'I Am Learning French' unit. • What a verb is in English <p><u>Grammar we will learn & revisit:</u></p> <p>Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates as 'I</p>	<table border="1"> <thead> <tr> <th data-bbox="1382 531 1599 563">Français</th> <th data-bbox="1599 531 1816 563">English</th> <th data-bbox="1816 531 2016 563">Français</th> <th data-bbox="2016 531 2213 563">English</th> </tr> </thead> <tbody> <tr> <td data-bbox="1382 563 1599 616">je peux</td> <td data-bbox="1599 563 1816 616">I am able</td> <td data-bbox="1816 563 2016 616"> jouer d'un instrument</td> <td data-bbox="2016 563 2213 616">to play an instrument</td> </tr> <tr> <td data-bbox="1382 616 1599 668">je ne peux pas</td> <td data-bbox="1599 616 1816 668">I am not able</td> <td data-bbox="1816 616 2016 668"> patiner</td> <td data-bbox="2016 616 2213 668">to ice-skate</td> </tr> <tr> <td data-bbox="1382 668 1599 721"> danser</td> <td data-bbox="1599 668 1816 721">to dance</td> <td data-bbox="1816 668 2016 721"> dessiner</td> <td data-bbox="2016 668 2213 721">to draw</td> </tr> <tr> <td data-bbox="1382 721 1599 774"> chanter</td> <td data-bbox="1599 721 1816 774">to sing</td> <td data-bbox="1816 721 2016 774"> nager</td> <td data-bbox="2016 721 2213 774">to swim</td> </tr> <tr> <td data-bbox="1382 774 1599 826"> sauter</td> <td data-bbox="1599 774 1816 826">to jump</td> <td data-bbox="1816 774 2016 826"> parler français</td> <td data-bbox="2016 774 2213 826">to speak French</td> </tr> <tr> <td data-bbox="1382 826 1599 879"> cuisiner</td> <td data-bbox="1599 826 1816 879">to cook</td> <td data-bbox="1816 826 2016 879">et</td> <td data-bbox="2016 826 2213 879">and</td> </tr> <tr> <td data-bbox="1382 879 1599 932"> faire du vélo</td> <td data-bbox="1599 879 1816 932">to ride a bike</td> <td data-bbox="1816 879 2016 932">mais</td> <td data-bbox="2016 879 2213 932">but</td> </tr> </tbody> </table>				Français	English	Français	English	je peux	I am able	 jouer d'un instrument	to play an instrument	je ne peux pas	I am not able	 patiner	to ice-skate	 danser	to dance	 dessiner	to draw	 chanter	to sing	 nager	to swim	 sauter	to jump	 parler français	to speak French	 cuisiner	to cook	et	and	 faire du vélo	to ride a bike	mais	but
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	<p>am able') is ALWAYS followed by a verb in its infinitive form in French. The negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb.</p>	
	<p><u>Phonics covered in this unit:</u></p> <p>Phonics & pronunciation we will see: Recommended phonics focus: CH OU ON OI</p> <ul style="list-style-type: none"> • CH sound in chanter. • OU sound in jouer d'un instrument. • Silent letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. • 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 <i>danser</i> and <i>chanter</i>. 	
	<p><u>Cultural Capital opportunities across the year</u></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><u>British Values</u></p> <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>Unit Skills and outcomes</u></p> <ul style="list-style-type: none"> • Recognise, remember and spell 10 action verbs in French. • Use these verbs in the infinitive to form positive and negative sentence structures 	<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 	<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.</p> <p><u>Mutual respect</u> Chn will experience and learn to appreciate different cultures, festivals, traditions and celebrations through MFL.</p>



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<p>with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</p> <ul style="list-style-type: none">• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but).	<ul style="list-style-type: none">• 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>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>
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